



Department of  
German, Nordic, and Slavic  
UNIVERSITY OF WISCONSIN-MADISON

# Mitteilungen aus Madison

2019

NEWS FROM GERMAN AT UW-MADISON



**Freiburg 20-Year Reunion**

PAGE 3

**Two Distinguished Recent Emeriti**

PAGE 4

**From West Point to Madison**

PAGE 8



### MITTEILUNGEN AUS MADISON

is the annual newsletter of the German Program at the University of Wisconsin-Madison.

Edited by Weijia Li, Sabine Gross, and Julie Larson-Guenette

Design and Production:  
University Marketing

Cover photo:  
Ezé Wendtoin with German Program students. Read more on page 9.

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## Warm Greetings from Madison!



Dear Alumni and Friends of German,

It is my great pleasure to invite you to enjoy the 2019 edition of *Mitteilungen aus Madison*, which offers a taste of our vibrant German program, our colleagues' and (graduate) students' accomplishments, and some of our many activities. We celebrate our two distinguished new emeritus colleagues, Professors Hans Adler and Rob Howell, and introduce our newest faculty member, Assistant

Professor Adam Stern. German Day marked its 30th anniversary, and some alums celebrated the 20th anniversary of their academic year in Freiburg. The GDGSA held a successful conference and we recognized excellent undergraduates at our annual banquet, thanks to the generosity of our supporters. We include news from Stockwerk Deutsch, and from individual students and faculty. Thank you very much for your crucial support for our graduate and undergraduate students.

Please keep in touch,  
Jolanda Vanderwal Taylor  
Head, German section





## Academic Year in Freiburg 20-Year Reunion

On one of the hottest weekends this summer, former students of the 1998–1999 Academic Year in Freiburg (AYF) gathered in Germany’s sunniest city to celebrate their 20-year reunion. Taking charge of organizing this event-filled (Schauinsland, Schniederlihof, Weinprobe, Stadtbummel) yet relaxing (Schloßberg, Feierling, Paradies, Eiscafé, Eiscafé, Eiscafé) weekend were Gretchen Chojnacki-Herbers (University of Wisconsin–Madison) and Joy Nakfoor (Michigan State University) together with former and current AYF program directors Sabine Habermalz and Ulrich Struve. Eleven of the over 50 AYF participants from the ‘98-‘99 academic year traveled to Freiburg from as close as Stuttgart and Saarbrücken and as far as Chicago, Oslo, and Pretoria. Some left the kids at home, while others brought them along. Everyone enjoyed the beauty of Freiburg, and the

beauty that is reconnecting with old friends. The friendships forged during the Academic Year in Freiburg, as we were reminded through the laughs and tears over the weekend, are indeed very special ones. Plans for a 25-year reunion are already in the works—who wants to wait until 30?—and we hope more AYF-ers will be able to attend the next one! In the meantime, consider getting in touch and supporting the program through one of the two AYF alumni club chapters (one in Germany and one in the US): <https://www.ayf-alumni.org>. Some of the younger alumni started the German chapter “AYF Alumni & Friends” in 2015, and the US chapter “AYF Alumni Association, Inc.” was founded the following year. Both chapters are incorporated as non-profit charitable organizations.

By Lynn L. Wolff

## 30 Years of German Day

In April 1990, six months before the unification of East and West Germany, twelve German teachers from across Wisconsin gathered in Madison, united in their goal to bring together learners of German for enrichment and entertainment. Led by Professor Charles J. James and a host of volunteers, students recited poetry, spelled (and misspelled!) words like *Fluß*, performed skits, and showcased their creativity. Some competed in events in Memorial Union, while others visited classes and watched German satellite news and TV commercials in Van Hise Hall.

Much has changed since then. The number of

schools peaked at 57 in 2001. Letters and faxes gave way to email. VHS tapes were swapped for DVDs, which were followed by USB flash drives. Lectures and class visits gave way to music, Pictionary, and charades. Students continued to spell (and misspell!) words like *Fluss*. The mottos celebrated borders crossed, doors opened, roofs raised; thinking globally, sticking together; new currency and a new millennium. German was *kuh-l*, *grün*, and *märchenhaft*.

After 30 years, the collaborative spirit remains strong. We are, after all, *stärker zusammen*.

By Jeanne Schueller

## Two Distinguished Recent Emeriti

In summer 2018, **Rob Howell** retired; in summer 2019, so did **Hans Adler**. Both have received numerous awards and honors; both have worked across an exceptional breadth of subjects, periods, and languages; both have been beloved and influential teachers during their decades as faculty members in German. Both have served the profession generously as editors, organizers, and collaborators; and both have shaped their main areas of scholarly work in major ways in their publications, editions, and other projects—Rob in historical and sociolinguistics, Hans in literature, philosophy, and Enlightenment studies. They have done so by mentoring a large number of graduate students they've guided through their PhD work and beyond. Below is a selection from the many comments we received from students who have worked with Rob and Hans, confirming just how significant their impact has been on the lives and intellectual *Bildung* of students.



Rob Howell



Hans Adler

### HANS ADLER

I will always be grateful for the opportunity to serve as Hans Adler's reader/grader in the course "Kafka and the Kafkaesque." I know that I still carry many of the lessons I learned under Hans' mentorship into my own classroom teaching today. I will also never forget Hans' wry, gentle wit, and the incredible breadth of knowledge he offered in the many seminars that I took with him in both German and Comparative Literature. I thank him for the impact he has made both on my personal development as a teacher and scholar and that of so many other students.

*Jack Davis, Truman State University*

Hans' insistence on academic rigor, on the importance of going back to the sources, and on careful critical analysis has served us both well in our academic careers. We recall with gratitude the range of opportunities Hans helped open for us, whether in inviting Christoph to participate in the Wisconsin Workshop Hans organized on *Aesthetics and Aisthesis* in 2000; organizing UW German grad student participation in the summer of 2002 at the first annual Eighteenth-Century Studies Workshop at the University of Indiana in Bloomington; providing Jen with two years of project assistant support; or writing countless letters of recommendation for fellowships and job applications during and after our time in Wisconsin.

*Jen Jenkins, Pacific Lutheran University  
Christoph Weber, University of North Texas*

Hans Adler was the first professor I met when I arrived in Madison, and the impression he made has been

indelible. From my first seminar with him on aesthetics—which changed everything about the way I see the world and its representation in art and literature—to an unforgettable road-trip to see the Brooklyn Academy of Music's production of Tom Waits' musical take on Büchner's *Woyzeck*—which gave new meaning to the term "experiential learning"—Hans has shown that great intellect and great heart are not mutually exclusive. As a professor and mentor, his brilliance, wit, and warmth set the tone for my graduate studies, and I will be forever grateful for the opportunity to learn from him.

*Thyra E. Knapp, University of North Dakota*

Hans' generosity toward students is exceptional. I was able to get through graduate school in no small part because Hans worked to create opportunities for graduate students to earn money while furthering their professional development. That took the form of reader/grader positions, research assistantships, help with grant applications, and even full-time project assistantships. Realizing the personal and financial challenges associated with graduate study, Hans looked out for students' well-being outside as well as inside of the classroom. Hans' door was always open to students, and no meeting was ever cut short.

*Thomas Massnick, University of Wisconsin–Madison*

Hans Adler was a fixture throughout my entire graduate career, and for that I shall be forever grateful. His courses challenged and inspired me to become both a better scholar and a better person, and I will always

cherish the memories my fellow students and I made on the class outings which Hans arranged to Wyalusing State Park and the Art Institute of Chicago. Over a year into my dissertation research, drowning in a seemingly endless sea of several thousand low-quality microfiche scans, I found myself feeling nearly hopeless and for the first time willing—eager, even—to abandon my research and leave graduate school forever. Thankfully, my *Doktorvater* Hans Adler intervened by treating me to Thai food and, more importantly, words of encouragement and support when I needed them the most.

*Benjamin Parrot, Ohio University*

I feel very lucky to have been able to work with Hans Adler in various capacities over the years. In fact, it is thanks to Hans that I even ventured out on the path to pursue a PhD in German, and his patience and encouragement helped keep me on track. Hans' generosity—sharing his knowledge and experiences—his rigor—helping students

## ROB HOWELL

On top of my computer monitor, a tiny Gothic statue stands guard. I've held on to it ever since Rob gave them to the students taking his Gothic class. I keep it there, because that warrior reminds me of him—Rob was a fierce advocate for each and every one of us, always concerned with making sure we did what was best for us at that stage in our lives and in our careers. He taught me how to actively prioritize what was most important to me while balancing the work, and for that I will be eternally grateful to him.

*Angela Catania Bagwell,  
UW–Madison Testing & Evaluation Services*

A lot of Rob's wit, wisdom, and enthusiasm for teaching has been passed on to my teaching assistants over the years, often distilled down to things like "If you're bored, imagine how your students feel," or "you can't explain it if you don't understand it yourself." And while those kinds of insights may seem self-evident, I always appreciated how Rob really encouraged students by providing high-quality content as well as entertainment value ... with a primary focus always upon clarity. In teaching my historical linguistics courses, I feel Rob's presence in two distinct ways: 1) my ongoing quest to make complex things clear by means of charts, graphs, mnemonic devices, examples, etc. and 2) the freedom that comes with the realization that you don't have to know everything off the top of your head, but you do have to know how to find the answer. First and foremost Rob taught us problem solving, and he did a great job of giving us the tools to continue working and growing. Philology is historically a rather dry and dull undertaking, but he gave it life.

*Jules Gliesche, University of Florida*

become independent, and, above all, critical thinkers—and his curiosity—always eager to hear about your work and your teaching—are truly exemplary. Thanks to Hans's valuable lessons, I have been able to make it on my own as a scholar and teacher. Yet I have not felt completely alone in the academic forest, since Hans continues to be an incredible source of intellectual inspiration, professional support, good humor, and friendship.

*Lynn L. Wolff, Michigan State University*

I had the joy and blessing of working with Hans Adler as his doctoral student from 2011 to 2018. A rigorous and devoted scholar, he required the same of my work. Yet such critical requirements always came from a place of dedication to the progress of myself as a student and scholar. I could not have asked for a better advisor, one whose critical interventions in my work fully prepared me as a scholar, intellectual, and academic colleague.

*Maxwell Woods, Universidad Adolfo Ibáñez*

In the Jesuit educational tradition, we talk about *cura personalis*: caring for the whole learner. From my first days at UW, Rob practiced *cura personalis*. He demonstrated genuine interest in his students' success and well-being, he believed in us, and he stepped into the breach by teaching a course we wanted or providing the pedagogical strategies and materials we needed. Rob's commitment didn't end at graduation; well into my professional career, Rob checked in regularly. He has been a model of mentorship, principle, generosity, and equanimity. Thank you, Rob, and congratulations on your retirement!

*Julia Karolle-Berg, John Carroll University*

During my four incredible years in the German department in Madison, I was lucky enough to experience Rob as an inspiring and tireless teacher, a forward-thinking scholar, a supportive *Doktorvater*, and as a no-BS professional mentor. He'll always be Number One in my book!

*James Pfrehm, Ithaca College*

I was trying to think of the one perfect story that captured the essence of Rob Howell as a scholar, mentor, and teacher, and have come to the realization that this sort of summary is impossible. For me, Rob is a constant; there are many stories I could tell from the last almost-20 years I've known him, some funny, others funny only years after the fact. He is always a scholar of the highest quality, an unwavering mentor, regardless of where I go. He teaches me things every time we meet.

*Katerina Somers, UW–Madison*

# Faculty News 2019

## Monika Chavez

Having recovered even more completely from back surgery two years ago, I was able to travel to the annual convention of the American Council on the Teaching of Foreign Languages. I presented on a large-scale study of how first-semester learners experience teacher talk in the classroom and what they infer from these perceptions about their current and projected future proficiency. I was able to reconnect with former students, now cherished colleagues at universities around the country. My one-and-only Austrian doctoral student gave a smashing defense of her dissertation and, to my joy and sadness, promptly returned to a faculty position in Vienna. Tom Lovik, Doug Guy, and I were thrilled to prepare the fourth edition of our textbook, *Vorsprung*. My teaching followed where my heart currently is in research—social aspects to language use and learning: I offered a graduate course on the social self in the L2 and an undergraduate course on German as a social language.

## Sal Calomino

I have continued to work with medieval and Renaissance manuscripts, as well as 19th- and 20th-century music scores and related materials, at the Newberry Library, Chicago. During the past few months I published a study devoted to Anna Bahr-Mildenburg, a singer and actress associated with Gustav Mahler. Mildenburg was known especially for her interpretations of medieval figures when she performed in Hamburg, Vienna, and Bayreuth. Mildenburg's work coincided with and supported the resurgence of interest in medieval historical sources, the study of manuscripts, and the practice of textual editing at the start of the last century.

## Hannah Eldridge

Thanks to a departmental sabbatical and a fellowship from the Institute for Research in the Humanities on campus, I spent my first post-tenure year on full-time research. I wrote three chapters of my book about meter in poetry (and prepared a fourth), finished work on a co-edited volume, submitted two articles, and gave four conference presentations. The conference on “Diversity, Decolonialization, and the German Curriculum” I attended last February stands out as a challenging and transforming experience: it inspired me to work even harder on confronting my own biases and to put in the time to make sure my syllabi and research agendas reflect the full multiplicity of German-language culture. I'm excited to return to the classroom and put that work into practice!

## Sabine Gross

As Director of the College's Honors Program, I particularly enjoy working with students in German on Honors projects. I was gratified to be named Griebisch Bascom Professor of German this past year, and to see my co-authored book *Herausforderung der Literaturwissenschaft* on Droste-Hülshoff's *Die Judenbuche* published. I've balanced scholarly writing with developing workshops on “performing language” in the foreign-language classroom, for instructors of German as well as multi-lingual groups. Teaching a graduate seminar on the topic of *Rhythmus* in spring, in preparation for the 51st Wisconsin Workshop Hannah Eldridge and I hosted in September, allowed me to widen my horizon. Camping excursions to one of Wisconsin's beautiful State parks are a special summer pleasure—reading Brecht in a hammock, swimming as an osprey or bald eagle circles, watching the moon rise from the lake as bats swoop, listening to a whip-poor-will at night.

## Sonja Klocke

I spent a productive sabbatical leave largely in Berlin. It commenced with a lecture at Humboldt Universität, and continued with conference presentations in Wrocław (Poland), Pittsburgh, and Halle-Wittenberg. Articles appeared in a volume on the *Political in Literature*; in a book I co-edited with my colleague Hans Adler (*Protest and Refusal. New Trends in German Literature since 1989*), and in a volume I co-edited on *New*

*Perspectives on Young Adult GDR Literature and Film*. I submitted three new articles and conducted research for my next monograph. I am proud to report that the transition process in the editorship of *Monatshefte* is well underway, and my colleague Hannah Eldridge and I are ready to enthusiastically step into Hans Adler's (rather big) shoes completely in 2020. I am looking forward to sharing the results of my new research with students at UW.

## Weijia Li

I continue to enjoy my dual role as a faculty member at GNS and Director of the Global Higher Education MS Program at the School of Education. It was rewarding to make steady progress toward the completion of my book about writings on China by European-Jewish refugees in Shanghai during WWII. This on-going journey was meaningfully complemented by invitations from various Jewish and Chinese communities and organizations in Wisconsin to offer public lectures on the history of the Jewish diaspora in China.

## Mark Loudon

In recent years I have been called on to serve as an interpreter and cultural mediator for Amish people, especially in the area of health care. This past June I delivered two presentations at a conference on Amish health and well-being sponsored by the Young Center for Anabaptist and Pietist Studies at Elizabethtown College. The first talk was on English-Pennsylvania Dutch translation and interpretation and patterns of language use, and the second concerned an Amish-developed protocol for burn and wound care, which is very popular among Plain people and is gaining increasing attention from clinicians and researchers. My dedication to research and public outreach was recognized last year when I was awarded a WARF professorship named for Alfred L. Shoemaker, J. William Frey, and Don Yoder, who collectively played a leading role in the establishment of the field of Pennsylvania Dutch studies.

## B. Venkat Mani

2018–19 was a very rewarding year for my research, teaching, and service. Apart from receiving two best book awards for *Recoding World Literature* (2017), I completed work on the *Wiley-Blackwell Companion to World Literature*, which is in production now. In Summer 2018, I was a fellow at the Zentrum für Literatur- und Kulturforschung Berlin, where I started working on a new book project on forced migrations and literature. I redesigned and successfully taught our undergraduate capstone seminar with a focus on exiles, migrants, and refugees in contemporary Germany. I was also honored with three distinguished teaching appointments in World Literature Studies: at the University of Warwick, Harvard University, and Forum Transregionale Akademie, Berlin. As a person of color, my commitment to diversity and inclusion on campus continues; starting Fall 2019 I am one of the four Diversity Liaison Fellows of UW-Madison's Office of the Provost and the Chief Diversity Officer.

## Sabine Moedersheim

On sabbatical this year

## Pam Potter

My final major project as I ended my stint as Director of the Center for German and European Studies was organizing an international conference commemorating 100 years since the end of World War I and 20 years since the founding of the Center by Klaus Berghahn. Titled “War's End? The Legacy of Migration and Displacement, Europe 1919–2018,” the conference was featured in last year's *Mitteilungen* and included not only distinguished visitors, but also a successful poster session by graduate students enrolled in the accompanying seminar I conducted. I'm now working on finishing my book on musical institutions in Berlin, supported with a Resident Fellowship in the Institute for Research in the

Humanities and an upcoming 12-month fellowship from NEH. My edited volume of essays on music and World War II is set to appear with Indiana University Press in 2020, and invitations to speak have taken me as far away as Berlin, Tübingen, Graz, and Weimar, and as close as Minneapolis.

### Jeanne Schueller

In addition to directing the first-through-fourth-semester German language program, I am now Director of Undergraduate Studies, so I enjoy working closely with graduate students in their pedagogical development and undergraduates through advising. A graduate course I taught recently on social justice in the language classroom inspired me to organize a session at a national conference on preparing instructors for the demands and responsibilities of teaching German in the 21st century. Of course, film still plays an important role for me academically. I have given several workshops on teaching German through film, taught a course on visual culture in the L2 classroom, and organized a film series to commemorate the 30th anniversary of the fall of the Berlin Wall.

### Katerina Somers

I had an exciting and productive first year as a new faculty member in GNS. I began work on a new book, *Orality, Literacy and the Syntax of Early Medieval German*, and presented my initial findings at the Germanic Linguistics Annual Conference in Iowa City in May. The sounds of long-dead barbarian languages rang through the halls of Van Hise this past spring, this in the context of my new course, “Barbarian language and culture in the Germanic world.” Students memorized and recited poems in Old English, Old Saxon, and Old Norse, an exercise that illustrated the ways in which these early medieval languages were fundamentally shaped by their still overwhelmingly oral cultures. I also participated in the week-long Wisconsin Ideas Seminar, in which I canoed on the Milwaukee River, stood in a cranberry bed, saw a calf born, and learned much about this great state.

### Jolanda Vanderwal Taylor

The Dutch instructional program had a great year. I was delighted to work with highly skilled and dedicated graduate instructors. Together, we offered four levels of language-acquisition courses. I also taught four “content” courses, in English and Dutch, on varied topics in Dutch culture and literature: “Low Lands or High Water?” and “(New) Amsterdam/New York,” on the early Dutch/European settlement of New York, “The Family: Secrets,” and “Travel and Dutch Literature.” I find great joy in working with engaged students, in classrooms and in individual study. As for research, I was pleased to participate in three conferences during the summer of 2018: in the US, in Sheffield (UK), and a keynote lecture at the Colloquium of the Internationale Vereniging voor Neerlandistiek in Leuven, Belgium.

### Sunny Yudkoff

This past year was a year of firsts for me: My first book, *Tubercular Capital: Illness and the Conditions of Modern Jewish Writing* (Stanford University Press) was published in December. In the fall, I taught my first large lecture class, “Literature and Medicine.” I’m happy to know that there are now 200 pre-health students who have read Sholem Aleichem’s monologue, “The Pot.” The arresting text continues to raise questions about health care inequality over 100 years after its publication. Finally, this spring I ventured to Iowa for the first time to give a presentation at Grinnell College. On the way there, I saw my first bald eagle.

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## And here’s news from some of our emeriti:

### Jost Hermand

I am still the editor-in-chief of the Oxford Series *German Life and Civilization*. Besides that I published the following books: *Die aufhaltsame Wirkungslosigkeit eines Klassikers. Brecht-Studien* (2018), *Deutsche Leitkulturen von der Weimarer Klassik bis zur Gegenwart* (2018), *Von Teutsch zu Denglisch. Stationen deutscher Sprachgeschichte* (2019) and *Unbewältigte*

*Vergangenheit. Auswirkungen des Kalten Kriegs auf die westdeutsche Nachkriegsliteratur* (2019), as well as articles on “Problems and Effects of Auto-biographical Storytelling,” “Expressionismus als Revolution,” “Die Rolle der Achtundsechziger bei der Einschätzung der Nazi-Malerei,” “Heiner Müllers ‘Mauser’” and “Arbeitsdarstellungen in der deutschen bildenden Kunst.” My gratitude to my graduate assistant Brian Wilt for his help in all these efforts. I gave lectures at a ver.di Gewerkschaft conference in Berlin on “Die Relevanz der ‘Ästhetik des Widerstands’ von Peter Weiss für die heutige Situation,” on “Mein Weg zu Brecht” in the Berlin Brecht-Haus and on “Hearing Buxtehude in a Different Key” at the Madison Early Music Festival.

### Charles James

I’m in the Madison-Freiburg Sister City Committee (MFSCC) and our representative to the Sister City Collaboration Committee (SCCC). In May 2018 I became Chair of the SCCC and in February 2019 President of the MFSCC. I’m on the Kassel-Dane Sister County Task Force, which works with Landkreis Kassel. In 2016 the Task Force cosponsored a visit by Kassel’s Edgar Knecht Trio; in September 2019 they will perform here again. I’m a member of the Governance Council of the Verona Area International School. In March 2019 I traveled with parents and students to our “sister school” in Wuhan, China. In June 2019 students from Memorial High School and West High School visited their “sister school” in Freiburg, the Theodor-Heuss-Gymnasium (THG). In September 2019 students from THG will visit Madison. I volunteer at the Max Kade Institute (MKI). I’ve scanned every issue of *Die Abendschule* from January 1917 to July 1919 and uploaded them to the MKI website.

### Cora Lee Kluge

Having finished a two-year term as vice president of the Society for German-American Studies (SGAS), I have advanced to the office of president. As such I have been and am involved in planning the group’s recent symposia: in 2018 in Indianapolis, in 2019 in Madison, and—upcoming next year—April 23–25, 2020, in Georgetown. The SGAS is an international and interdisciplinary organization that has recently developed strong ties to UW–Madison, not least because the Max Kade Institute has generously assisted with making sure our events run smoothly, and also because Mark Loudon is our new vice president. My connection to the group has succeeded (to some extent) in keeping me out of trouble in my retirement; and the teaching and research of a number of members of UW’s German Program have solidified the position of UW–Madison as a center for German-American studies.

### Marc Silberman

Surprise everyone: I was pulled out of retirement by the UW International Division to become the Interim Director of our DAAD Center for German and European Studies in spring semester 2019, while Director Pam Potter was on research leave. Other noteworthy activities: our alumna Brigitte Jirku arranged for me to enjoy as guest professor the summer term at the Universidad de Valencia in Spain in spring 2018. Wonderful colleagues and students in Valencia and other Spanish German departments I visited, lots of tapas, many museums. Otherwise I continue to work on Brecht, H. Müller, German cinema, translating; and I look forward to catching up with alumni at the GSA and MLA conferences, or in Berlin, where I tend to spend the summer. Meldet Euch!

### Jim Steakley

I’m now in the midst of applying for German citizenship—dual citizenship, actually. Anyone who has ever applied for an *Aufenthaltsurlaubnis* can probably imagine how much red tape is involved. For me, the most rewarding part of the process has been working up the required list of all my previous addresses in Germany. This meant going through old photos, letters, and pocket calendars dating back to the 1950s, and even contacting hosts from years ago—quite a walk down memory lane. One modest surprise: both the language test and the civics test are simply waived based on my academic background.

## New Faculty Profile

### ADAM STERN



This fall, the German Program welcomed Adam Stern as assistant professor. Having received his PhD in the Study of Religion from Harvard University in 2017 (and previous degrees from Columbia and Chicago), Adam moved to Madison from New Haven, where he was a postdoc in the Program for the Study of Antisemitism at Yale, having

also held a visiting appointment at the Berlin Zentrum für Literaturforschung. He holds a joint appointment with the Mosse/Weinstein Center for Jewish Studies, and will teach courses in both German and Jewish Studies. His wide-ranging research interests include continental philosophy, German-Jewish thought, secularism, and political theology. Among the range of philosophers Adam works on, Hannah Arendt figures prominently—he is currently completing his first book project, tentatively entitled *Survival: A Theological-Political Genealogy*.

Adam is excited about developing new courses in German. In spring 2020, he will teach a course in an area of the German Program that has lain dormant for several years now; “German-Jewish Culture Since the Eighteenth Century” will offer a survey of important German-Jewish writers. One of his fall 2019 courses is

already generating buzz among students: for a topics course in German culture, Adam chose to focus on the theme of “horror.” As he explains: “I initially came to the question while researching material for my book on the politics of survival. As I began to read more, both in the critical literature on ‘horror films’ and in the theoretical literature on the concept of ‘horror,’ it occurred to me that the topic might be an interesting way to get students thinking about major contemporary issues, including race, gender, sexuality, catastrophe, and migration.” In Adam’s course, students will be watching some classics from German Expressionist cinema (e.g., *Nosferatu*) as well as reading authors such as E.T.A. Hoffmann, Mary Shelley, Franz Kafka, and W.G. Sebald. This will be coupled with short philosophical texts by authors such as Freud, Heidegger, and more recent historical reflections on horror by, for example, Susan Sontag. The course will encourage students to discuss what it means to study horror as a conceptual, aesthetic, and affective problem.

Adam is looking forward to joining the scholarly community at UW–Madison and in our department, to connecting with colleagues in German as well as in Nordic and Slavic, in Religious Studies and beyond, and taking advantage of all that Madison has to offer. He tells us that the university’s Cinematheque is a “great find” for an avid film-goer, and he plans to spend his free time attending various series.

*By Sabine Gross*

### ALUMNI PROFILE: CAPTAIN MARK KLOIBER

#### From West Point to Madison—and Back



Captain Mark Kloiber (United States Army) grew up in Sheboygan, Wisconsin, and began learning German during his first year of high school. During his junior year, Mark participated in an exchange program with Sheboygan’s sister city of Esslingen am Neckar and maintains ties with his host family.

Mark earned his undergraduate degree in German and international relations

from the United States Military Academy, also known as West Point. During his time at the Academy, Mark completed a semester exchange at the German Armed

Forces University, the Helmut Schmidt University in Hamburg. As a military police officer, Mark has been stationed in Washington, Missouri, and Georgia.

West Point selected Mark to pursue a master’s degree in German to prepare him for a German teaching assignment, and in the fall of 2017 he began his graduate studies in Madison. Drawn to the breadth of course offerings in literature, culture, linguistics, and second-language acquisition, he has enjoyed the collaboration and collegiality among the faculty and graduate students during his time at UW. Mark graduated in May 2019 with a Master of Arts and has returned to West Point to teach German language courses, where he will be promoted to Major next year. Graduate students and faculty will certainly miss Mark’s presence in GNS and we wish him the best of luck moving forward!

*By Julie Larson-Guenette*





## Sage Nein: Musician and Activist Ezé Wendtoin Visited Campus

Ezé Wendtoin, musician and activist, visited Madison in September to give interactive workshops, play a concert on campus, and talk about his work on WORT 89.9 FM radio. Ezé is originally from Ouagadougou, Burkina Faso, where he learned German. A few years ago, he moved to Dresden, Germany, and is now a full-time musician, playing concerts in multiple cities in Germany and collaborating with well-known German musicians, such as Konstantin Wecker. His new song *Sage Nein* (*Say No*), originally performed by Wecker, and other songs from his new album “*Inzwischen Dazwischen*” (*By Now In-Between*) protest intolerance, racism, and xenophobia. He emphasizes that we should see diversity as an opportunity for all of us to increase the strength of society.

Ezé’s visit was organized by the German and Dutch Graduate Student Association. Students and faculty from

the Department of German, Nordic, and Slavic were extremely happy to welcome Ezé back to Madison and expressed gratitude for his visit, as well as strong support for the message that he sends through his work. Ezé gave three interactive music workshops for learners of German and a free concert at Union South for the campus community. At the concert, he performed songs from his new album (in German, French, and his mother language, Mooré), improvised a few pieces with students, and danced together with the audience.

More information about Ezé’s visit can be found on the WORT 89.9 FM website: <https://www.wortfm.org/eze-wendtoin-burkina-faso-germany-and-saying-no-to-intolerance/>

*By Lucian Rothe*

## German and Dutch Graduate Student Association (GDGSA) Conference



The GDGSA Conference has brought graduate student scholars together each year to share current research and engage in conversation covering a variety of topics related to German and Dutch Studies. On November 9–10, 2018, the GDGSA Conference celebrated its 20th anniversary with the topic of “Welcome to the Otherhood: 2.0.” The audience included a variety of graduate and undergraduate students from various disciplines at

UW–Madison, professors, and local community members. Eleven graduate students from ten different universities presented on topics ranging from Thomas Brussig to Emine Özdamar and from exilic films to exploring the otherhood in literature and pedagogy.

Thanks to the generous funding from the German department, CES, CGES, and the Wisconsin Experience grant, presenters and audience members connected further during the conference dinner at the Great Dane and a closing reception on Saturday in UW’s very German Rathskeller. The conception, recruitment, and management of the GDGSA conference was organized by four German graduate students: Julia Anderlé de Saylor, Jessica Cochran, Leah Ewing, and Nicole Fischer.

*By Julia Anderlé de Saylor*

## Stockwerk Deutsch: A Student Learning Community

Julie Larson-Guenette continues in her role as the departmental liaison for Stockwerk Deutsch, offering one-credit seminars on topics ranging from regional varieties of spoken German to Weimar culture. German graduate student Sophia Strietholt from Münster is in her second year serving as the Graduate Language Program Coordinator. Sophia and the Stockis enjoy activities such as cooking, game and movie nights, crafts, and day trips (e.g., Milwaukee Public Museum and New Glarus). Highlights from the past year included meals with visitors to the German Program, volunteering at German Day, and hosting Nikolaustag for the entire International Learning Community on December 6.



## Undergraduate Awards Banquet 2019

On May 1, 2019, the German Program celebrated outstanding undergraduate students at its annual awards banquet held at the University Club. Twelve seniors were inducted into the National German Honor Society, Delta Phi Alpha, and 34 students received awards at the intermediate and advanced levels of German study, four of whom were presented with awards named in honor of their sponsors: Dr. Karl Oskar and Theodora Pisk, the Pisk and Ronda Broatch Family, Lisbeth Pisk, and Klaus L. Berghahn.

The award recipients were nominated by their instructors, who described these students as engaged and conscientious, meticulous in their assignments, extremely creative, exceptionally detailed, and extraordinarily enthusiastic. They embraced the spirit of our classes by speaking German without fear, expressed kindness toward classmates, and stood out as peer leaders during pair and group work. They explored topics on their own, sought out extra information, and interacted deeply with the material. In short, they demonstrated excellence as undergraduate students of German, and faculty happily joined students and families to recognize their accomplishments and show our appreciation to the students for their hard work and to their families and friends for supporting them in their study of German.



Mark Louden, Jeanne Schueller, student awardees, and guests

Graduating senior Alaina Eckert, the 2019 recipient of the Dr. Karl Oskar and Theodora Pisk award, reminded the audience of the transformative value of exploring profound topics, such as migration and identity, and of questioning who we are, what we know, and how our beliefs are formed. (See excerpts below.) Alaina reassured the German faculty that we make a difference in our students' lives.

### **“Shifting Identities”: excerpted from Alaina Eckert’s German Awards Banquet remarks**

When thinking about my time here within the German Program at UW–Madison, I am thankful for the friendships that have developed over the years, but also for a language that has shifted my view of cultural identity. Entering college, German was a language that I pursued because it was a piece of my heritage, and I could receive college credit for the classes I had taken in high school. Classes began to confront my preliminary notions of German through Kafka, linguistics, migration, travel, nature, and even the subtle and not-so-subtle differences between German-speaking countries. While thinking about how I was going to find my own place at UW–Madison, I was also challenged with the idea that culture, identity, and language are ever moving and changing, specifically through understanding the effects migration and diaspora have had not only on the German community, but more importantly how it impacts those who are fleeing their homelands. Germany was no longer just a place where Martin Luther laid the foundation for a common German language or a land that had intimately seen two world wars, but a country that over its history has seen Jewish, Turkish, Syrian, and other middle-eastern people enter and exit its borders. I was reading firsthand accounts through prose, poetry, news articles, and

interviews. I found myself continuously attempting to answer the question: How does one manage to retain one’s identity in the face of shifting conflict, language differences, and a new home?

Learning about the intertwining and mixing of the German language and culture with people whose cultures and identities were not rooted in German or European heritage was also extremely humbling. I had to ask myself, if I wasn’t in this class, would I still be looking for these people in the news? Would I still be trying to understand the complexity of what it means to belong nowhere, not feeling like this new country is your home, but also knowing there’s no going back?

Studying German has allowed me to come to a greater understanding of the interconnectedness between people despite their differences and has pushed me to not only think about these topics but to act on them.

Instead of attempting to be self-invested, I have found that I instead desire to understand others and their experiences from their perspective. This has been exceptionally modeled by many professors in the German Program who strive to be both intentional educators and communal leaders. I know I will never forget your impact.



## Dear Alumni, Friends, and Supporters of the German Program,

In times when we face continued defunding of public higher education, increasing corporatization of higher education, and attacks on the Humanities, it is of vital importance for the German Program to garner the broadest and strongest support from its alumni, friends, and supporters.

We depend on your support that will allow us to:

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UNIVERSITY OF WISCONSIN-MADISON

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## Stockwerk Deutsch

A student learning community



Stockwerk Deutsch residents embracing Gemütlichkeit at the State Capitol.