

Department of German Studies  
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EMORY



## AmCham Internship

*By Hiram Maxim*

Thanks to the support and guidance of the department's Advisory Council, the department was once again able to offer internships to qualified undergraduates through the American Chamber of Commerce in Germany. Now in its third year, the "AmCham" Internship Program continues to grow in popularity and now is made available to ten colleges and universities in the Southeast. This past summer seven undergraduates from Emory were selected to participate in the program and were offered paid three-month internships in a range of industries, such as transportation (United Parcel Services, Kuehne+Nagel), electronics and communication (Hitachi), and pharmaceuticals (Fresenius). In addition to the internship, the American Chamber of Commerce invited the participants to weekend excursions to Berlin and Munich. The German Studies Department is extremely grateful for the efforts of the Advisory Council, particularly the work of Council President Christoph Rückel, to make this wonderful opportunity available to Emory undergraduates.

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- German Studies Scholarly Enrichment Fund
- The Westbrook Scholarship Fund
- The Maximilian Aue Memorial Fund

*Thank you for your support!*



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DEPARTMENT OF

# German Studies

NEWSLETTER, FALL 2012, VOLUME 6, NUMBER 1

## In Memory of Maximilian Aue

It is with great sadness that we announce the passing of our dear colleague and friend Maximilian Aue, who died on August 6 from injuries sustained during a vehicular accident. Aue—born in Vienna, Austria, in 1942—earned his PhD from Stanford University and joined Emory’s Department of German Studies in 1968. He served as both an associate professor of German and director of graduate studies in the Department of Comparative Literature. He was an astute literary scholar, particularly of German Romanticism, Rainer Maria Rilke, and Robert Musil. During his 44-year career at Emory, Aue taught thousands of students German at every level of proficiency. We will remember him as a caring and generous teacher who founded the acclaimed Emory in Vienna Summer Study Abroad Program 40 years ago.



Maximilian Aue, 1942–2012

By Erdmann Waniek

### *Media vita in morte sumus—* “In the midst of life we are in death.”

Maximilian A. E. Aue had a singularly euphonious name. Through the years—in his attitudes, beliefs, and actions, Maximilian did more than live up to the sound of his name. His “agenda,” if one wants to call it that, was to be true to convictions about conduct, education, and learning—convictions that never were tainted by considerations of what has become the “business” of education. Maximilian was no saint; he was capable of summing up his assessment of this proposal or that person in one or two strong words. At the same time, there was a certain purity in his dealings. He was a gentle man of principle whose colleagues on occasion did wish that he might be more practical and pragmatic. There was no mean or arrogant

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*Maximilian Aue was an inspiration for all of us, changing the lives of students and colleagues. Help us continue his legacy—the Vienna Program that he initiated 40 years ago—by donating to the Max Aue Memorial Fund:*  
[german.emory.edu/maxaue Memorial](http://german.emory.edu/maxaue Memorial)

### *In Memory of Maximilian Aue continued*

bone in his body. He was not naive, let alone disingenuous; he was rather humbly unconcerned with the judgment of others, who were welcome to disagree with him.

For some he was Bill, for others Max, and for me he was Maximilian. Maximilian was bilingual in German and English and fluent in Viennese, which made it a pleasure to listen to him when, with inimitable inflection, he brought to life a poet or character from his hometown. He also excelled at what is misleadingly called High German, which is decidedly crisper and more Prussian in sound. This was a thread in our conversations: with a certain relish, we explored the differences in words and idioms that we used. For years these conversations ranged freely from professional issues to personal concerns, from political outrage to literary appreciation, to childhood sweets, postwar memories, the pleasures of *Mehlspeisen* (dessert), and bicycling without a helmet. It was the disinclination to gossip and the ever-freer sharing of views that made these conversations so enjoyable. We learned not only from each other but we learned together how to be frank. These conversations, frequently with our *Schnitte* (decidedly not a sandwich) on various benches, were an oasis where academic ambition and agendas were suspended.

The conversation, in whatever language and inflection, has come to an end, as everything must. “In jeder großen Trennung liegt ein Keim von Wahnsinn; man muß sich hüten, ihn nachdenklich auszubrüten und ihn zu pflegen.” (In every great separation there lies a germ of madness; one has to be careful not to pensively incubate and nourish it.) What Goethe acknowledges with a seemingly psychologi-

cal diagnosis is that there is no way of making *Sinn* (sense) of dying and death. In a very real sense, it is a profound admission of helplessness, in its wonderful reversal of the customary assessment: “Die Lage ist hoffnungslos aber nicht ernst.” (The situation is hopeless but not serious.)

Maximilian’s favorite language was poetry. The stark reminder in Latin from the Middle Ages is embellished into poetry by Rilke: “Der Tod ist groß, Wir sind die Seinen, Lachenden Munds. Wenn wir uns mitten im Leben meinen, Wagt er zu weinen, Mitten in uns.” (Death is big. We are his, with laughing mouths. When we think ourselves to be in the middle of life, he dares to cry in the middle of us.) But perhaps a preferable poem for this occasion is by Bertolt Brecht, a poem that (see below) lends itself to—indeed invites—personal variations.

Maximilian might drop *Pflanzen* (planting) and he might add “the Vespa”; he might choose “the cat” instead of “the dog,” but he would keep *Schwimmen* (swimming).

Whatever individual tweaks we may think of, the last line needs to stand. The poem, with a Spartan Epicureanism, counters the decalogue of “shalt not” and sings—in the simplest of terms—of appreciating daily life. It ends with a seemingly modest yet surprisingly all-encompassing suggestion: to be kind to each other is the supreme form of pleasure in this life, a suggestion that is also a profound way of elevating the notion of pleasure.

As we mourn Maximilian A. E. Aue, we can do no better than to indulge in this pleasure and practice what he did so well: “*freundlich sein*” (being friendly).

#### *Vergnügungen*

von Bertholt Brecht

*Der erste Blick aus dem Fenster am Morgen*

*Das wiedergefundene alte Buch*

*Begeisterte Gesichter*

*Schnee, der Wechsel der Jahreszeiten*

*Die Zeitung*

*Der Hund*

*Die Dialektik*

*Duschen, Schwimmen*

*Alte Musik*

*Bequeme Schuhe*

*Begreifen*

*Neue Musik*

*Schreiben, Pflanzen*

*Reisen*

*Singen*

*Freundlich sein.*

#### Pleasures

by Bertholt Brecht

The first look out of the window in the morning

The old book, found again

Fascinated faces

Snow, the change of the seasons

The newspaper

The dog

Dialectics

Showering, swimming

Old music

Comfortable shoes

Comprehension

New music

Writing, planting

Traveling

Singing

Being friendly.

## Message from the Chair



Peter Höyng

*The American Association of Teachers of German, the national professional organization for scholars and teachers of German founded in 1926, designated our department as one of only two German Centers of Excellence nationwide.*

Students, faculty, and staff in the Department of German Studies—along with colleagues, friends, and administrators at Emory—have every reason to be particularly proud this year: the American Association of Teachers of German, the national professional organization for scholars and teachers of German founded in 1926, designated our department as one of only two **German Centers of Excellence** nationwide. Our faculty began the application process late last summer, documenting our strengths in the four broad, prescribed categories —“institution,” “faculty,” “curriculum,” and “organization”—along with close to 50 subcategories for each of the four. We are certainly pleased that we were rated excellent in each of the four categories. Without doubt, the reviewers were impressed by our integrated and newly designed curriculum, a collaborative departmental project spearheaded by Hiram Maxim, whose expertise focuses on second-language acquisition and educational linguistics.

All of our recent accomplishments were sadly overshadowed by the sudden and tragic loss of our dear colleague Maximilian Aue.

We also bid farewell to our wonderful colleague Erdmann Waniek after more than three decades at Emory. We wish him well as he continues his career as emeritus.

With best wishes and thanks for your continuous support,

Peter Höyng  
Associate Professor of German  
Chair, Department of German Studies

**In addition to our curriculum, there are other areas of distinction in our teaching, research, and outreach that we featured in our application:**

- our faculty’s commitment to teaching and research, as evidenced by the recognition they have received from national and international granting agencies;
- our active Advisory Council (established in 2007) that was instrumental, among other accomplishments, in bringing speakers to campus and securing summer internship programs in Germany through the American Chamber of Commerce;
- our highly successful Vienna Study Abroad Program, Emory’s longest-standing consecutive study abroad program;
- our interdisciplinary collaboration with other departments on campus such as history, music, film studies, the Tam Institute for Jewish Studies, and the linguistics program;
- our having raised more than \$100,000 last year in order to establish a Scholarship Fund in honor of our recently retired senior lecturer Viola Westbrook;
- our rich extracurricular offerings, which are also possible due to our annual Fulbright Teaching Assistant in the German House.

While reading, you will find some of these strengths featured in greater detail.

# How Learning German Actually Taught Me English\*

By Sarah Richards, German Studies minor, Fulbright Austria ETA, Bobby Jones scholar

A recent *New York Times* article, “Why Bilinguals Are Smarter,” draws on neuroscience research to explain why learning a second language is really good for your brain. Juggling different languages develops the brain’s executive function, which in turn improves your ability to focus despite distractions, willfully shift your attention, and hold information in your short-term memory. And these cognitive benefits last a lifetime: positive effects are already visible in infants who have been exposed to two languages, and bilingualism can delay the onset of Alzheimer’s disease and other forms of dementia.



Sarah Richards

There is another compelling reason to learn Russian, Mandarin, French, or Arabic—the chance to get to know people and places all around the world. Speaking a second language facilitates travel and allows for more and deeper interactions with different cultures. For example, because I study German, I had the opportunity to live and teach English for two years in Austria. One Thanksgiving, I contributed a dish of marshmallow-covered sweet potatoes to a gathering of Europeans and Americans. As we shared what we were thankful for, I realized that our mishmash of British and American slang, High German, Viennese dialect, and a little Spanish would be completely incomprehensible to most people. I gave thanks that I had met such wonderful friends and that I could take part in conversation with them. When people speak multiple languages, the web of threads connecting us all grows thicker, and I believe this intercultural communication is imperative to creating a peaceful future.

This is all well and good, but the goal of the Emory Writing Center is not so much world peace as persuasive and elegant communication in English. What does learning a second language have to do with academic writing and peer tutoring in Atlanta? As it turns out, quite a lot. In fact, studying a foreign language not only cultivates better brain functioning and leads to fun adventures abroad, but can also sharpen your ability to wield your mother tongue. Despite the occasional interference error—I no longer trust my ear regarding correct prepositions in phrasal verbs, for example—learning a second language actually can be good for your first language.

Like many American students, I never had heard of a direct or indirect object before these ideas were introduced to me in ninth-grade German. Everything I know about

English grammar, I learned from a German teacher. (Additionally, among other tricks, applying my knowledge of the German nominative, accusative, and dative cases helps me figure out when I should use *who* and *whom*). More important than the specific terminology, though, learning German has taught me that languages have underlying structures and that they are not all the same.

I no longer take for granted that there is one way to construct a sentence; translation is not simply a matter of exchanging vocabulary, but requires rebuilding phrases and sentences according to a new set of rules. Adhering to syntactical structures—in other words, using correct grammar—means writing with precision and clarity. Foreign language instruction offers a way to learn to use language effectively that is more engaging than exercises from a fourth-grade language arts textbook and helps to make the tie between correct grammar and successful communication more explicit and meaningful.

Studying a second language also can help peer tutors and anyone else who teaches English or assists others with their writing. An awareness of the existence of different syntactical possibilities makes certain types of mistakes easier to diagnose. It is great if you know something about a student’s first language and can recognize why he might write things in a particular way, but even if not, having some familiarity with the potential types of variations in structure helps. Additionally, the ability to explain why corrections should be made—and not just rely on the fact that “it sounds right”—helps non-native speakers learn how to avoid similar pitfalls in the future. In my opinion, ideal foreign language instruction would combine the strengths of native and non-native teachers to provide both an expert, perfectly fluent voice to emulate and clear explanations of how the second language works in terms of the first. Finally, tutors’ own struggles with a second language can build their empathy for and decrease their frustration with ESL writers and make ESL writers more comfortable in admitting their difficulties.

It is true that almost anywhere in the world, enough people know enough English that monolingual Americans can get around without too much trouble. However, learning to speak a second language promises not only enriched international vacationing and real cognitive benefits, but also an improved command of your own first language. Some universities are shrinking or cutting foreign language programs, but these departments may hold the key not only to better communication all over the world, but also within English-speaking culture and academia.

\*Originally posted on the Emory Writing Center blog April 25, 2012.

## Faculty News



**Peter Höyng** continued his research in two of his special areas, German-Jewish culture and literature's relationship to (classical) music. To this end, he contributed an essay to Caroline Schaumann's coedited volume *Heights of Reflection* (see Schaumann entry on right) by tracking biographical and philosophical pathways in Richard Strauss's *Eine Alpensinfonie*.

As often as possible, Höyng combines his areas of expertise—as was the case when he gave a talk at Emory's Tam Institute for Jewish Studies last fall on the US-Austrian songwriter Georg Kreisler and his provocative song-cycle *Nichtarische' Arien* (*Non-Aryan Arias*) (1963). As a recipient of a Fulbright-Austria research fellowship, he will be able to work on Beethoven's intellectual biography at the Institute for Cultural Studies in Vienna in spring 2013.



**Marianne Lancaster** participated in a workshop *Interkulturelles Training* at the Goethe Institute Chicago, and tested students for the Certificate "German for the Profession." For her former student Alicia Brandewie, she was a reader "*Heimat*" (honors thesis) and mentored a student from Independent Studies to participate in the Undergraduate Research Symposium.

In the Emory Relay for Life Walkathon, she was team captain and organized Team German Studies. She presented as part of the Emory College Language Center lecture series and participated in a weeklong workshop this summer on the Instructional Technology Summer Institute. These activities followed her return from Vienna, where she had codirected the eight-week German Summer Study Abroad Program.



**Hiram Maxim** completed work on a coedited volume on graduate student teacher education that appeared through Cengage Publishing in fall 2011. He continues his research into the intersection between reading and writing in instructed adult second-language acquisition and gave a presentation on that topic at an international conference on functional linguistics

in Lisbon, Portugal. In his role as director of the Emory College Language Center, he has worked with colleagues at Emory on useful language assessment and gave presentations at two conferences on that topic. In addition to his scholarly pursuits, he received an honorary class ring from the Emory College class of 2011 and was chosen one of 100 Community Builders at Emory by the Office of Community and Diversity.



**Caroline Schaumann** coedited, with Sean Ireton, *Heights of Reflection: Mountains in the German Imagination from the Middle Ages to the Twenty-First Century* (Camden House, 2012), an anthology that traces the fascination and interaction with mountains in German literature, philosophy, film, music, and culture. Schaumann contributed an article on Albrecht von Haller's

poem "Die Alpen" (1732), one of the first documents to endow the mountains with moral qualities. In addition, she prepared two articles for publication on the German mountain film and Alexander von Humboldt's exploration of Latin America, and presented her research at the annual meetings of the German Studies Association, the Pacific Ancient and Modern Languages Association, and the Kentucky Foreign Language Conference. She is looking forward to continuing work on her monograph during the second portion of her Humboldt Research Fellowship in fall 2012.



**Miriam Udel** continues to work on her monograph *Never Better: The Modern Jewish Picaresque*, a project that originated during her year as a Starr Fellow in Judaica at Harvard University (2010–2011). She will publish a chapter of the book in a special issue of the journal *Polin* that will focus on the Polish city of Lodz between the wars. A fellowship from the

University Research Council will enable her to complete the manuscript during this academic year. This summer she also began a research project focusing on Havana as a Yiddish cultural center from the 1930s to 1950s.



**Sabine Frost** will join our department as a Feodor Lynen Research Fellow during spring 2013 while working on her book project *Naturfreunde und Menschenfeinde. Ökologische Zivilisationskritik in der Literatur*. (*Friends of Nature and Enemies of Humankind. An Environmental Critique of Civilization in Literature*) along with Caroline Schaumann. After that, Frost will

continue her research stay in the US at the University of Washington–Seattle. Frost pursued literary studies at the University of Erfurt, where she finished her dissertation "Whiteout. Schneefälle und Weißerbrüche in der Literatur ab 1800" ("Whiteout. Snow and Blizzards in Literature since 1800") in 2011 and since then has been a postdoctoral assistant in the graduate school *Mediale Historiographien* (History of Media) at Bauhaus University of Weimar, Germany.

## Servus in Wien

Come Celebrate the 40th Anniversary of Our Summer Study Program in Vienna  
Mark Your Calendar for June 2013

**N**ext summer marks a special occasion when we celebrate the 40th anniversary of our Summer Study Abroad Program. Thanks to the late Maximilian Aue's initiative in 1973 to choose his native town as a site to explore the manifold aspects of German-speaking culture in Austria's capital, hundreds of Emory students since then have been learning German language and Austrian culture in one of the most impressive European cities. We are also proud that our program marks Emory's longest-standing consecutive summer program, and we are very thankful for the excellent cooperation with Emory's Center for International Study Programs Abroad.

On this distinctive occasion, we plan two major events. First, we invite our colleagues in German studies from around the country for a conference in March 2013 in order to reflect on and discuss both the changing opportunities and the new challenges for education abroad programs in light of globalization. That the latter has occurred abundantly during the past four decades was clear from the testimonies of our students in last year's

newsletter and also in the strong number of responses we received to our initial survey about our reunion in Vienna. And, honestly, where else than in Wien should and could we celebrate with you this important milestone? Hence, please mark your calendar and join our reunion for June 2013. Join the Emory German Studies Program in Vienna Facebook page for updates and detailed information.

We very much look forward to greeting you next summer with a *Servus in Wien!*



Vienna students, summer 2012

## Curriculum Update 2012

**T**he ongoing reform of the undergraduate curriculum reached several milestones this past year. First, the new third-year course (301–302) that had been piloted the previous year was fully implemented. Expertly taught by Caroline Schaumann, the course explored how love and hate manifest themselves in German cultural production through the ages. Following a reverse chronological approach, the first semester of the course investigated the 20th and 21st centuries while the second semester examined works from the Middle Ages up through the 19th century.

Second, preliminary work was completed on specifying and implementing language learning goals in the most advanced courses in the curriculum, thereby establishing a coherent language learning trajectory from the first semester of instruction to the very last.

Third, the first-year course in our summer program in Vienna was completely revised to adhere much more closely to the goals and structure of the first-year course offered at Emory. Special thanks go to former Fulbright Teaching Assistant Kristina Gugerbauer, who worked with Hiram Maxim in revising the course and then taught the course this summer.

Finally, the new curriculum is now far enough along that student performances can begin to be analyzed to ascertain the type and degree of language learning that is taking place within the curriculum. To that end, students' final writing performances at the end of each of the curricular levels were collected in April 2012 and will be analyzed during the 2012–2013 year by a research team led by Maxim. This coming year the department will be busy with the aforementioned research project but will also focus its attention on refining further the language learning goals of the upper levels of instruction.

# On the Retirement of Erdmann Waniek

By Maximilian A. E. Aue

After spending the lion's share of his 40-year academic career in Emory's Department of German Studies, Erdmann Waniek has retired. For 34 years, his work as a scholar, teacher, administrator and colleague has given shape and substance to our department. Although initially situated in 18th-century German literature by way of his dissertation, Waniek never considered himself an "18th-century man." Arriving at Emory with a background in philosophy and sociology, and an MA in English and American literature in addition to his PhD in German language and literature, his research soon extended across some two and a half centuries.

His work is concerned with perennial large questions—the social dimensions of aesthetic views, the role and (self-) definition of the artist, the life of literary motifs, the artistic representation of reality, and the act of reading—and Waniek's approach to these topics is not guided by any overriding program or any particular literary theory. Rather, it is based on the precise, close "reading" of particular "texts." And it is the intricacies and ambiguities uncovered by careful attention to detail in these texts that then allow him to uncover the connections and juxtapositions across nationalities, periods, and genres that are the hallmark of his research.

For Waniek, fostering independence in thinking is the overriding goal of teaching at the university level, and mastering language—whether a foreign one or the expanded use of the one students are "unthinkingly comfortable with"—is the key to such independence. Thus, in his classes, no matter the topic, he encouraged students to engage actively with language. He pushed them to formulate their thoughts and insights on the topics in question—whether in German or in English—in ever more precise and differentiated terms both verbally and in writing. This made him a demanding but also a very exciting and appreciated teacher. The 2007 Excellence in Teaching Award from the college's Center for Teaching and Curriculum was a fitting institutional acknowledgement that indeed he is an educator in the best, literal sense of the word.

Waniek officially led the department three times: twice as head of the Division of German during the time when all language departments were merged into the Department of Modern Languages and Classics, and once again from 1988 to 1995, as chair of what was then the Department of German. He made it his goal to transform this primarily literature-based and somewhat self-contained entity into an interdisciplinary Department of German Studies. Ties to fields such as philosophy, the Institute for Liberal Arts, Comparative Literature, and history were strengthened. A lively series of "German Roundtables" brought together colleagues from these and other areas and became an intellectual forum of the highest caliber. Waniek was particularly energetic in planning and organizing four highly successful scholarly conferences with international participation, the first of which was—appropriately enough—focused on the future of German studies.

Last, but not least, a word on Waniek as a colleague, the departmental transition from German to German studies serving as a case in point. Although this transition continues to be "tweaked" and fine-tuned, in its essentials it came about within a year because Waniek managed to make it a purpose shared by everyone. In unhurried but focused departmental discussions, he got everyone on board and convinced us all that we had a stake in this transformation. He leaves us this inclusive approach to leadership—this careful building of consensus in order to accomplish worthwhile change—as an important part of his legacy.

There is no danger that Waniek will fall into the infamous *Pensionsloch*, the bottomless pit of deadening idleness that sometimes accompanies retirement. For he is, we suspect, not retiring for lack of purposeful work but because he needs more time to pursue such work. We therefore close with two wishes, taken from Garrison Keillor, whom Waniek himself quoted on many occasions: "Be well, do good work, and keep in touch!"

## Join us

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## German Studies

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