The Department of German and Scandinavian is flourishing because everyone contributes actively and creatively to the many tasks we face. It is a great honor to serve as its head. In the last couple of years we have celebrated the publication of four books, four editions of our e-journal *Konturen*, and many essays by faculty members and graduate students. Topics are broad and wide-ranging, presenting the many scholarly perspectives that our department brings together with its main focus on modernisms.

It is always bittersweet to see our BA, MA, and PhD students graduate. They all engaged us in discussions of the latest research and we trust that they will carry the torches we communally lit with our critical debates. Robert Mottram, one of our new PhDs, writes in this newsletter about the culture of our dissertation-writing colloquia when he compares them with the productive beauty of the “menacing sonorous scramble” of Lou Reed’s 1975 avant-garde album *Metal Machine Music*. I have to confess that while I was thinking about the purpose of our gatherings, and, in general, of our mission—or at least my idea of our mission—as a department, a much more conventional association came to my mind. In Goethe’s “Märchen,” which on one level addresses the upheavals of the revolutionary agenda in France and Germany, the old man explains, “Ein einzelner hilft nicht, sondern wer sich mit vielen zur rechten Stunde vereinigt.” He trusts in the power of collaboration to create “allgemeines Glück” when he commands “jeder verrichte sein Amt, jeder tue seine Pflicht, und ein allgemeines Glück wird die einzelnen Schmerzen in sich auflösen.” Individual commitment to our academic agenda will result in social transformation. Goethe’s text continues, “Nach diesen Worten entstand ein wunderbares Geräusch, denn alle gegenwärtigen Personen sprachen für sich und drückten laut aus, was sie zu tun hatten. . . .” Goethe refers to “Geräusch,” noise, instead of to voices. Noise, “sonorous scramble” as Mottram would say, is the breeding ground for creativity. In Goethe’s tale and in the tradition of “Märchen” this creative agency is associated with wondrous change and the utopia of “allgemeines Glück”, in Lou Reed’s case, and as Mottram points out, with pioneering technically produced soundscapes. In these very different contexts “noise,” the liminal space for resourceful work with the absence of egocentric agendas, is the basis for social transformation. To develop and exploit these skills for our work has been our ongoing practice for many years, and I am dedicated to it. I don’t care if this leads to “menacing” or reassuring moments—we need all of them to be productive in our scholarly, pedagogical, and/or administrative activities.

We are very grateful for Jeffrey Librett’s thoughtful leadership during the last seven years, and for nourishing—as he recently said—“an amazing department, with such an interesting, kind, and lively group of incredibly devoted and integer people.” And, of course, we are always grateful for all of the friends who join us for our many public events—book and graduation celebrations, lectures, conferences, exhibitions, films—and for everyone who stops by in his or her thoughts. A cordial welcome to all readers.

A Message from the Department Head

Message from Dorothee Ostmeier
Faculty in the News

Our faculty has been busy making a name for the department this year.

Matthias Vogel, senior instructor of German, who leads the language teaching component of our graduate students’ education, was featured in Cascade magazine, the alumni publication for the College of Arts and Sciences at Oregon. Vogel’s Teaching Fun with German (GER 409) practicum is an internship program for students of German to gain practical experience teaching the language to grade school children at nearby Edison Elementary. Here’s a link to the article: cascade.uoregon.edu/spring2015/humanities/fun-with-german/.

This spring, Michael Stern, professor of Scandinavian, received the university’s highest teaching award, the Thomas F. Herman Faculty Achievement Award for Distinguished Teaching. Stern has been with the department for 14 years, and teaches a range of Scandinavian, humanities, and philosophy courses. Read more about Stern’s award here: around.uoregon.edu/content/michael-stern.

This summer, our department was honored to have Susan Anderson, professor of German, chosen as senior vice provost for academic affairs. During this three-year position, Anderson will be responsible for program review, curriculum development, and implementation of collective bargaining. She will also oversee matters related to non-tenure-track faculty. Most recently, in addition to teaching German, Anderson served as interim head of the Department of East Asian Languages and Literatures. Read more about Anderson’s promotion here: https://around.uoregon.edu/content/susan-c-anderson-be-senior-vice-provost-academic-affairs.

Amanda Doxtater’s winter term course, Mind Games: Emotion and Subjectivity in Nordic Prose, was featured by the UO’s Teaching Effectiveness Program as an innovative pedagogical experiment in combining humanism, neuroscience, and mindfulness. Students read masterpieces of Scandinavian literature together with the UO’s Common Reading Program text, The Emotional Life of Your Brain by Richard Davidson.

Here’s a link to the article: us5.campaign-archive2.com/?u=f-08876024d7ae1834f7bb294c&id=4df4fddd62.

Our Faculty and Instructors

Susan Anderson was interim head of the Department of East Asian Languages and Literatures this year, and is starting a three-year term as senior vice provost of academic affairs. Despite her administrative duties, she completed an article (appearing in Pacific Coast Philology) on the concept of bridging cultures in Yoko Tawada’s German prose, and coedited a cluster of essays, “The Monolingual International,” for the ADFL Bulletin. She presented a paper on Christoph Ransmayr’s notions of the tourist at the annual Austrian Studies Association conference, and spent a month at the Deutsches Literaturarchiv in Marbach am Neckar expanding the paper into an article. She also taught a course, Die Wiener Moderne, with a talented and lively group of majors and minors.

Corinne Bayerl taught a smorgasbord of classes in 2014–15, ranging from French Medieval and Renaissance culture to German women terrorists of the 1970s. Her favorite on-campus activity was meeting students for an informal German breakfast on Friday mornings at Barry’s. Another highlight of Bayerl’s past academic year was a guest visit to the French immersion group at the Global Scholars Hall during which she introduced students to the Celtic language, culture, and food of Brittany, where she spent part of her childhood.

Bayerl was part of the MA committee of Alexandra Ziegler, an art history graduate student who wrote a compelling thesis about Marian imagery in Rubens’ cycle of paintings on Marie de Medici. Bayerl pursued her scholarly activities in the field of early modern studies by cochairing a workshop, Emotional Communities: Early Modern Women Writers, at the Society for the Study of Early Modern Women conference at the University of Wisconsin at Milwaukee, June 18–20, 2015. She was chosen as one of the participants for the Mellon Summer Institute in French Paleography at the Newberry Library in Chicago that took place from June 22 to July 16, 2015. The seminar provided intensive training in reading handwritten texts from the 12th to the 17th century, a skill that Bayerl will use to enrich her teaching and research.

Sonja Boos, assistant professor of German, has been on sabbatical and family leaves in the winter and spring terms. In fall 2015, she cotought a course, The Medea Myth in Literature, Film, and Psychoanalysis, with visiting professor Frauke Berndt, Universität Tübingen, which she enjoyed immensely.
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Boos is currently at work on her second book manuscript, tentatively titled From Mind to Brain: The Emergence of Neuroscience and the German Novel. She also has an article forthcoming with Women in German Yearbook, titled “Anna’s Blank Screen: Home Movies and Psychoanalysis.” The article undertakes a close reading of home movies of the Freud family with the goal of examining questions that pertain to the porous boundaries in Freud’s work among empirical research, clinical observation, and therapeutic practice.

Kenneth Calhoon published two essays in Konturen, UO’s interdisciplinary e-journal focusing on questions of shifting borderlines in German studies and contemporary theory. The essays are titled “Food for Vultures” and “Of Nonvital Interest: Art, Mimicry, and the Phenomenon of Life.” The first of these appeared in an issue of the journal, which Professor Calhoon edited, on the theme “Abstraction and Materiality in Literature, Music, and the Arts.”

Amanda Doxtater is current vice president of the Association of Swedish Teachers and Researchers in America (ASTRA), and coorganizer of this year’s annual conference, “New Realities in Swedish Film,” to be held at the Swedish Embassy in Washington, DC, in October.

Doxtater recently presented her current research in feminist cultural studies at a conference: “In the Flow: People, Media, Materialities in Norrköping, Sweden.” This year, she has also published a chapter, “From Diversity to Precarity: Reading Childhood in Ruben Östlund’s Film, Play (2011),” for an edited volume titled New Dimensions of Diversity in the Nordic Region. She also continues to work translating canonical works of Swedish fiction, including a short story by Karin Boye for a forthcoming collection of Swedish short fiction. Her translation of Boye’s experimental 1934 novel Crisis (Kris) is slated for publication by Norvik Press in the UK in 2016.

This year, Doxtater became a member of the affiliated faculty for the UO Cinema Studies Program. She also continues to work to ensure that the Swedish language program is thriving at the UO.

Gantt Gurley taught two new courses this year. One was our very first joint German and Scandinavian course, From Kierkegaard to Kafka (GER/SCAN 220M). He also taught Judaic Studies 213, The Jewish Encounter with Modernity. Along with the new courses, Gurley taught his favorite courses, SCAN 259, Vikings through the Icelandic Sagas, and SCAN 343, Norse Mythology. He gave a lecture for Folklore 410/510 titled (Central Asian) Shamanism, Visions, and Northern European Magic. The talk was sponsored by the Oregon Humanities Center. Another lecture, “The Periphery of the Periphery: 19th-Century Northern Jewry,” was sponsored by the European Studies Program.

Assistant Professor Gurley published an article in the online journal Konturen, “The Concept of Byron,” which highlights the lyrical relationship between Lord Byron and Søren Kierkegaard. The paper provides a counter-narrative to the dominant discourse of German thinking in the writings of Kierkegaard. At present, he is fast at work on emendations to his book manuscript. He also rescued a hedgehog named Freyja!

In fall 2014, Associate Professor Martin Klebes presented the paper “Glauben und Wissen. Krisenbekämpfung bei Broch” at the international colloquium “Hermann Broch und die Ökonomie,” held in Montréal. Despite dragging a freshly screwed-together hip to class on crutches, during the same term he also happily taught a newly conceived class devoted to Robert Walser’s prose writings. In spring 2015, he enjoyed the very first sabbatical of his academic career, spending most of it reading and writing in the law library on campus.

On June 3, 2015, Jeffrey Librett presented a lecture by Skype at the annual GIFRIC (Groupe interdisciplinaire freudien de recherche et d’intervention clinique et culturelle) training seminar in Lacanian psychoanalysis in Quebec City. The lecture was titled “Jouissance and the Defect of Language: Reading Freud’s Totem and Taboo through Jakobson and Lacan.” His current research interests concern theories of anxiety and the question of the “subject” in continental philosophy and in psychoanalysis. He reports that he had the good fortune to enjoy Wienerschnitzel and Apfelstrudel with wine in a Viennese coffee house this summer, and that he hopes, in line with his philosophical and psychoanalytic interests, to repeat this experience as soon as possible.

Marilyn Linton retired from her positions as associate vice provost for undergraduate studies and director of First-Year Programs, where she spent the last 15 years. She continues to teach German Reading for Knowledge...
Our Faculty and Instructors CONTINUED FROM PAGE 3

(GER 327) for the department. Her other courses include colloquia on German poetry and music, which she taught for the Robert D. Clark Honors College. She has published a German language textbook and articles on German feminism, poetry, and fin-de-siècle literature and culture.

Katharina Loew is currently on leave. She is working on her book manuscript, which investigates the impact of special effects technologies on the development of German cinema during the silent era.

In addition, she is completing an article on the emergence of standardized special effects techniques in Europe and Hollywood during the 1920s. She just published two new essays, one on the Schüfftan process, a mirror-based special effect that was invented by the German cinematographer Eugen Schüfftan in the early 1920s, and an essay on Fritz Lang’s last silent film, *Frau im Mond* (1929), a story about a rocket trip to the moon.

Dawn Marlan is a career lecturer in German and Scandinavian studies and in comparative literature. She received her PhD in comparative literature from the University of Chicago in 2000, specializing in the European novel. She has published creative nonfiction, book reviews, and articles on literature, film, and art, in a wide range of publications, including (among others) *PMLA, Modernism/Modernity, the Atticus Review, the Evergreen Review, the Oregonian, and the Chicago Tribune*. She has worked as a fiction editor of the *Chicago Review*, as associate director of the Humanities Laboratory at the University of Illinois at Chicago, and as associate producer of the documentary film *The Innocent*. For the last decade, she has been writing novels. Her first novel manuscript, *The Passings*, is represented by MGD Literary in New York City; it is based on a Victorian-era scandal involving mesmeric experiments. Currently, she’s at work on *Deaf, Dumb, and Blind*, a novel inspired by the Who’s rock opera, *Tommy*. Her favorite courses to teach in our department are the following: Casting Spells: Violence, Desire, and Disavowal in German Authors; Authority and Authorship in Modernist German Fiction; Broch: Writing the Ethical Void.

Alexander Mathäss edited the special issue of *Konturen* 7, titled “Defining the Human and Animal,” which appeared in fall 2015. He wrote the introduction and a chapter on Hermann Hesse’s *Steppenwolf*.


Dorothée Ostmeier collaborated on organizing the White Rose Exhibition from Munich and its staging at the UO’s Global Scholars Hall throughout winter term 2015. She also organized the four-week visit of Frauke Berndt, Deutscher Akademischer Austausch Dienst professor and head of German at the Eberhard Karls University Tübingen. Ostmeier’s essays “Frogs and Salamanders as Agents of Romanticism,” “Politik des Wunderbaren: Nationale Identität und Utopie in ausgewählten Werken der Brüder Grimm,” and “The Feminine Beast: Exploitation vs. Liberation in Early 20th-Century Literature” were recently published. She gave lectures in Seattle and Tübingen titled “Postmodern Portals: The Spectrality of Operational Systems in Spike Jonze’s film *Her*,” and her proposal for an American Association of Teachers of German STEM (science, technology, engineering, and mathematics) Articulation Grant was successful. The department will now start a collaboration with scientists in the Center for Advanced Materials Characterization in Oregon, the UO’s Lokey Laboratory. During the “Reacting to the Past” workshop in fall 2014, organized by the UO’s College of Arts and Science, she had much fun playing the role of anarchist Emma Goldman in the game “Greenwich Village, 1913: Suffrage, Labor, and the New Woman.” Ostmeier looks forward to teaching this game for College Scholars in spring 2016.

Nicholas Reynolds finished his PhD in May 2014. He was the recipient of the Rachel Swain Memorial Scholarship in the summer of 2014, which allowed him to study in Boulder, Colorado, with Richard Freeman. In the fall, he returned to work at the national literature archive in Marbach, where he had received the Ludwigsburg Scholarship the previous summer. There, he continued his study of Rainer Maria Rilke’s poetry, writing an article on the *Buch der Bilder (Book of Images)* titled “Echoes of the Absolute.” This is the second article that he has written for *Studia austriaca*, a peer-reviewed journal out of Austria. This piece concerns the supernatural gesture and continues work from the first article, which links issues between prayer and poetry in Rilke’s *Stundenbuch (Book of Hours)*.

Along with Jeffrey Librett, Reynolds is editing a special edition of *Konturen*, a collection of articles from the “What Is a Thing?” conference that he organized in 2014. The journal will appear this fall.
Our Faculty and Instructors CONTINUED FROM PAGE 4

Yasmin Staunau loves to teach, and is especially interested in second-language acquisition, critical pedagogy, and intercultural communication. Her goal is to inspire her students to confidently participate in real-world situations using the German language. During the 2014–15 academic year, she helped motivate nine of her language students to attend a study-abroad program in Germany. This coming year, she will teach beginning and advanced German, and plans to continue to develop leadership skills and strategies for advocating German instruction. She is also currently secretary for the Oregon Chapter of the American Association of Teachers of German.

Michael Stern continued to work on the Singing Socrates manuscript last year, which speaks to the manner in which Socrates was appropriated as an anticipation of the “rational bourgeois subject.” This summer, he planted the seeds of another project, traveling to Ghana to begin collaboration with philosophers at the University of Ghana at Legon. He is planning a volume of conversations with African philosophers after The Singing Socrates has been sung. Stern has two essays forthcoming—a review article treating the idea of “marginal modernity,” and an essay, “The Tyranny of Irony over Philosophy,” appearing in Konturen in a volume treating Kierkegaard and German Thought. Stern edited this issue, writing an introductory essay as well. Stern also delivered a talk on The Singing Socrates at the Baker Center.

While serving on three dissertation defenses and two committees, Stern taught five courses last year ranging from a seminar, Kierkegaard and Socrates, to a freshman course on textual interpretation, in addition to his favorite, The Closest of Strangers: Africa and Otherness. He continues to serve as the undergraduate advisor for Scandinavian, as a member of both the Academic Requirements Committee and the Executive Committee for European Studies. He also worked for the United Academics as the shop steward for German and Scandinavian and as a member of the Political Outreach Committee. Along with two colleagues, Stern is in the midst of developing a decolonial studies initiative. He won the Thomas Herman teaching award and is in the second year of a Rippey Award. Stern also delivered a talk on the “rational bourgeois subject.”

Farewell to Dieter Manderscheid

Dieter Manderscheid has been a longtime faculty member and beloved teacher in the department. After almost four decades of teaching, he has decided to retire and pursue his numerous interests. A voracious reader with an astounding breadth of knowledge—from military history and the history of German language and literature to cinema studies, music, and the fine arts—Dieter will have more time for his hobbies, especially for his lifelong passion of translating, folklore and mythology of plants, and reading the biographies of submarine commanders.

Dieter is a native of Germany who was born and raised in a hilly area in Northern Germany called Weserbergland. The landscape of his German origins reminds him of the surroundings near his home in Veneta. He moved to the US after high school, where he studied German at the University of California at Santa Barbara and at Davis. He joined our PhD program in the fall of 1991 after teaching for 14 years at the renowned Defense Language Institute in Monterey, California. From that time forward, Dieter continued teaching for our department. He is a very resourceful and unusually creative teacher with a loyal following. He taught language courses at all levels, both introductory and advanced. His German for Reading Knowledge course, which he taught until 2015, was particularly popular. He also taught Turn of the Century Literature, and a variety of courses in film studies, such as Weimar Cinema.

Dieter has been an inspiring presence in the department and a wonderful interlocutor. His broad knowledge of a wide range of topics made him a great asset for his colleagues. One would usually encounter him at the library or at the campus bookstore, always with a book in hand. In his free time, he volunteered to give campus tours and share his rich knowledge of plants with visitors.

Students and colleagues alike will sorely miss Dieter’s regular presence in the department. Knowing, however, that he will continue his intellectual pursuits, we’ll have a good chance of encountering him on his way to the UO library. We wish him all the best for a long and rewarding retirement.
DAAD Professorship

In fall 2014, Frauke Berndt, professor at the Deutscher Akademischer Austausch Dienst (DAAD) and head of German studies at Eberhardt Karls University of Tübingen, taught a graduate course, The Medea Myth in Psychoanalysis, Literature, and Film of the 20th Century, and held an interdisciplinary faculty colloquium to discuss the expansion of our collaboration with the University of Tübingen. Every year, about 20 undergraduate students participate in our exchange programs with the State of Baden-Württemberg, and the University of Tübingen is most popular. Now it is time for our graduate students and faculty to follow in the footsteps of our undergraduates and engage in more vivid academic exchanges with Germany. We urgently need fellowships to support these initiatives.

Frauke Berndt accepted, with great enthusiasm, our invitation to visit for a couple of weeks, and we received generous support from the DAAD, UO’s Academic Residential and Research Initiatives, and Residence Life for this project.

Why is Frauke Berndt such a wonderful collaborator? Before she arrived, the air was abuzz with rumors about her scholarly and organizational successes. A colleague in Tübingen said that Frauke Berndt gets things done. This is certainly true on many levels. She works theoretically on questions of intertextuality and intermediality, gender, psychoanalysis, and poetry; she has published three monographs; and the handbook Literatur und Psychoanalyse is in production.

Pragmatically, Frauke has championed the international direction in German studies at the University of Tübingen with the keen insight that German studies has moved beyond national borders to become an international field of research that benefits immensely from transatlantic exchanges.

Feedback: Reflections on the Dissertation-Writing Colloquia

Robert E. Mottram

Anyone familiar with the amplification of sound has, no doubt, experienced feedback. This inverted recirculation of outputs and inputs found acute expression in Lou Reed’s 1975 avant-garde album Metal Machine Music, for which he utilized an electric guitar and two (very large) amplifiers positioned facing each other. The amplifiers were allowed to feed back into one another and the aftermath—certainly not songs—constitutes the album: a menacing sonorous scramble. It does, however, possess a particular kind of beauty.

I would like to suggest that feedback in this sense is more than merely a metaphor for what occurs at the Dissertation-Writing Colloquium, a monthly series of presentations, now two years young, during which advanced PhD students in our department present research-in-progress to their advisors and fellow students. With its large boardroom table, 109 Friendly Hall has almost exclusively been the resonating chamber for these events. The format is seemingly straightforward: a graduate student speaks for 20–30 minutes and then receives feedback from those in attendance. The simplicity is misleading. The student is not speaking in a unified voice, as one person, but rather as an aggregate of research, nerves, convention, lived experience, and aspiration. The listeners, pregnant with suggestions, simply compound this already vertiginously complicated network. The inputs and outputs are scrambled from the start. Low hums break into penetrating shrieks. Cascading peaks of feedback dissolve into echoes. Yet, something valuable is being transmitted.

The only thing that unifies each year’s set of presentations is the intention of providing constructive criticism. With this past year’s topics ranging from recognition in contemporary German literature, the human and animal, to the limits of science and the fine arts, and focusing on figures as diverse as the Turkish-German writer Alev Tekinay, the philosopher Friedrich Nietzsche, and the Romantic scientist Johann Ritter, there was little chance that a unified voice would emerge. Yet, this remained the goal and, in my view at least, the impetus for the series: the ideal of a thought that we could someday all share together. This never happened, but it was the animating principle of the feedback, the measure against which it was given and received. This is not a shortcoming of the series. If the criticism ever stopped feeding back and the ideal of a unified voice was realized, then there would have been no point in having a series of colloquia in a discipline where relative consonance is the most one can hope to attain. Quite the contrary, it is this constant feeding back that makes our field so rich. It gives purpose and meaning to the solitary acts of researching and writing to be able to expose oneself to open feedback in public, and to share in collective acts of thinking out loud.

Lou Reed, who passed last year, engineered the vinyl pressings of Metal Machine Music to continue looping at the end so that the listener would have to physically remove the needle from the surface of the record to make the feedback stop. The series of Dissertation-Writing Colloquia lets one imagine a listener who never wants to remove the needle. And so, very appropriately, the colloquia will keep going next year.
News from the Graduate Program

The past academic year 2014–15 saw the graduate programs in our department thrive. We welcomed two new MA students, Nora Zimmermann and Kizzi Van Lake, who immersed themselves enthusiastically into the challenging and rewarding form of life that is graduate school. Our course offerings in fall 2014 were deeply enriched by the month-long visit of Professor Frauke Berndt from Eberhardt-Karls Universität Tübingen, which was funded by the German Academic Exchange Service (DAAD). Please see the separate piece in this newsletter on Professor Berndt’s activities during her visit.

Throughout the year, the Dissertation-Writing Colloquium, in its second year running, provided a forum for advanced PhD students to share pieces of their dissertation research with faculty members and fellow students. One of the contributors, Robert Mottram, provides his own take on these encounters elsewhere in this newsletter. Outside Friendly Hall, graduate students were impressively busy as well, presenting their research at conferences (including those of the German Studies Association, the American Comparative Literature Association and the Graduate Research Forum here at the UO) and publishing papers in journals (online and print) and in essay collections. Please see their respective reports in this newsletter for details about these notable achievements.

The department gathered during Commencement in June to celebrate three graduate students who received their degrees: Anika Kilian completed her MA with a thesis devoted to an analysis of Bertolt Brecht’s poem cycle “Hitler-Choräle.” Robert Mottram earned his PhD with a dissertation titled “Novalis, Nietzsche, and the Rhetoric of Enchantment,” directed by Professor Ken Calhoon. Judith Lechner also earned her PhD degree; her dissertation, directed by Professor Susan Anderson, is titled “Matters of Recognition in Contemporary German Literature.” Although Judith will be returning to Germany this fall, she will teach a film course for us in winter 2016. We are also fortunate to have Rob Mottram around our department throughout the year, teaching several courses for us this year, as Nicholas Reynolds did in 2014–15, after finishing his PhD with a dissertation on Rainer Maria Rilke. We are also happy to note that Josiah Simon, who earned his PhD at California State University, Long Beach. Each student of our graduate program becomes part of our collective enterprise of thinking, writing, and teaching, and we are fortunate and thankful for the contributions of every single one of them!
In spring 2015, Eva Hoffmann and Alexis B. Smith received the Graduate Summer Translation Award, sponsored by the Translation Studies Working Group of the UO’s Global Studies Institute. This summer they translated Elsa Asenijeff’s collection of 18 short stories, *Unschuld: Ein modernes Mädchenbuch* (1901). Their project will be the first translation of Asenijeff’s work into English, making the short stories available to a larger audience. A well-known writer of her time, today Asenijeff is mostly ignored by the German literary canon. However, her texts contribute immensely to the turn-of-the-century discourse on the role of women in society, and beyond that to contemporary theories in women’s and gender studies. Their drafts circulated through cyberspace and connected Eva in Germany with Alexis in Eugene. In June, they met again in person and were pleased to interview Asenijeff’s primary biographer, Rita Jorek, in her home close to Leipzig. They will present their translation to the Translation Studies Working Group this fall.

In late 2014, Alexis B. Smith won one of six fellowships given by the Julie and Rocky Dixon Graduate Student Innovation Award fund. This award provided $10,000 and a three-term tuition waiver for each of its six recipients. Smith’s quest to address heavily debated issues of music’s relationship to language segued seamlessly into the internship Smith chose as a requirement of the award. Smith worked with the Willamette Jazz Society, where she participated in grant writing, event planning, art gallery management, and marketing and educational outreach. She also completed a graduate certificate in nonprofit management. Congratulations, Alexis!

Smith is in her final year as a doctoral candidate and is expected to defend her dissertation in summer 2016. It investigates the “location” of music in early German Romanticism, addressing not only music’s role as a universal language, but also its effects on the human body—questions that remain pertinent to German studies, music, and science today. Her essay, “Ritter’s Musical Blood Flow through Hoffmann’s Kreisler” will be published this September by E. J. Brill Publishers (Leiden, Netherlands) in the book *Lebenskraft and Radical Reality*.

Alexis presented her research at the German Studies Association conference last September and the Graduate Student Research Forum at the UO in February. Together with two copresenters from the music department, she won the Imaginative Design, Art, and Performance Award for their presentation, “When Words Meet Music: Robert Schumann and the Different Dimensions of Musical Poetry.” This spring, she received a scholarship to attend the seminar “Roman und Romanverfilmung,” hosted by the Deutsches Literatur Archiv in Marbach, Germany, in June. The Astrid M. Williams Award will assist her in the final stages of the dissertation this year.

Anika Kilian graduated in June with her master’s degree (thesis on Bertold Brecht) in German from the UO. She is currently employed at a translation company in Portland, and hopes to attain a position for the German-American school there. She has also recently received an offer for a teaching position in German from a community college in Fredericksburg, Texas, although she would prefer to stay in the beautiful Pacific Northwest.

In September 2014, Eva Hoffmann presented a paper at the GSA conference on “Animality and Perception in Hofmannsthal’s *Reitergeschichte*” and attended the summer university “Cultural and Literary Animal Studies” at the Julius Maximilian University in Würzburg. Thanks to the Astrid Williams Award, she spent the summer semester 2015 at the Eberhard Karls University in Tübingen. Eva also coorganized two sessions titled “What Is Zoopoetics?” at the ACLA conference in Seattle, and presented her work on zoopoetics in Hofmannsthal’s work. In Germany, she continued to write her dissertation on animals and language in the works of Hofmannsthal, Kafka, Trakl, and Rilke. Hoffmann’s article on Hugo von Hofmannsthal’s *Reitergeschichte* appears in the current issue of *Studia Austriaca*. This year, Eva will finish her graduate certificate in women’s and gender studies, and hopes to defend her dissertation.

Jacob Barto continues his dissertation research and writing on Hermann Hesse’s earlier and later works, focusing on representations of religion, music, and problematic utopian promises. When he is not writing or teaching, Jacob enjoys cooking, playing the piano, and taking long walks in the woods.

Judith Lechner recently finished her dissertation, “Matters of Recognition in Contemporary German Literature.” Since graduation, Lechner enjoyed her last summer in Oregon, teaching at the Deutsche Sommerschule am Pazifik in Portland, and traveling through Oregon’s amazing landscapes. Lechner left for Germany in September to seek employment as a German teacher for immigrants before returning in winter to teach her film course. She is also working on a grant proposal for a future research project focusing on self-descriptions of hybrid cultural identities in Germany.
Kizzi van Lake is in the second year of her MA program, and is the recipient of the 2015 Roger Nicholls Emeritus Professor Award. Her research encompasses women writers’ perspectives regarding politics, gender, and controversies before and during the Weimar Republik.

Kizzi had a poem published in *Psalms in Ordinary Voices: A Reinterpretation of the 150 Psalms of David by Men, Women, and Children*. She is certified worldwide to teach English, is a licensed massage therapist, and a second-degree certified Reiki practitioner.

Van Lake enjoys spending time with family, in nature, traveling, immersing herself in different cultures, drawing, photography, crocheting, dancing, singing, and learning about holistic health and healing.

Nora Zimmermann joined the master’s program in the Department of German and Scandinavian in 2014. She received her magister artium from the University of Heidelberg in 2010, where she majored in cultural anthropology and religious studies. For her master’s thesis, she conducted fieldwork on gender issues in the Philippines. During the 2014–15 academic year, she taught German 101–103. In May 2015, she was awarded the Beth Maveety Study-Abroad Scholarship, which funded research in Germany for her portfolio paper on Heiner Müller’s *Medea*.

Last spring, Robert Mottram successfully defended his dissertation, “Novalis, Nietzsche, and the Rhetoric of Enchantment,” for the completion of his doctoral degree. This fall, he is teaching a literature course on asceticism and how it informs German literary texts and their sociohistorical entanglements in the long 19th century. In addition to the ascetic practice of reading, Robert will be applying for professorships in the hope of continuing both his research and teaching career. In his free time, he enjoys listening to music from all over the world.


Outside her position as a GTF with the Department of German and Scandinavian, Stephanie freelances in myriad academic and nonacademic fields. Her other interests include sports, music, slam poetry, aviation, photography, and cooking.
On September 28, 2015, thousands of students will walk into their UO classrooms to begin their academic activities for the year. For the 104th consecutive year, a good number of these eager young minds will join our Scandinavian classes. It is truly remarkable that we have taught the Scandinavian languages, literatures, and cultures at Oregon since 1911, and our longevity speaks to our willingness and ability to change with the times.

Although previous generations of learners primarily sought out Scandinavian courses to learn about folktales, Ibsen, Strindberg, Bergman, the tradition of women’s literature, the third-way welfare state, and Old Norse sagas, students today are curious about melodrama, Hans Christian Andersen, death metal, crime novels, architecture, contemporary film, Spotify, Minecraft, or Kierkegaard. Despite this, we are thankful that some things remain constant: students still want to learn Swedish, read medieval sagas, or imagine Odin in Asgard or Ashlad by the fire. They want to inhabit fictional worlds, transported by good literature as they follow the tribulations of Gösta Berling, wonder why Hedda Gabler burned Eljert Løvberg’s manuscript describing the history of the future, or simply want to understand how the Scandinavian countries can maintain a high level of public welfare and environmental consciousness in this age of economic austerity. In any case, students continue to enroll in our courses, perhaps because we offer them the opportunity to think critically in small classes about a region of the world that boasts cultural and political traditions both long and fertile, or perhaps it is because we take the time to teach great classes.

This year should be a good one for faculty members, students, and the community of Scandinavian enthusiasts. I share the Scandinavian program with two excellent pedagogues and active scholars. This year, Assistant Professor Gantt Gurley, Instructor Amanda Doxtater, and I will again offer a variety of courses as well as host two exciting presentations during the fall quarter. Students will have the opportunity to find similarities and distinctions while learning about Heroes and Monsters, and trace the Rise of the Novel with Gantt Gurley; they can learn Swedish, explore Scandinavian film history, and read seminal 19th-century dramatic texts with Amanda Doxtater. I will be teaching a freshman interest group (FIG) on culture and society in the fall. The “Stories We Tell” FIG pairs SCAN 251 Text and Interpretation with Department of Philosophy instructor Steven Brence’s PHIL 130 Philosophy of Popular Culture. In addition to our courses, Gantt Gurley will continue to offer his reading group in Old Norse, Amanda Doxtater continues her weekly conversational group, and Instructor Whitey Lueck will again screen his Nordic film series, bringing the best in contemporary film to the community.

In late October, David Kangas, assistant professor from the Department of Philosophy at California State University, Stanislaus will visit and speak on the Danish philosopher Søren Kierkegaard. Kangas, who has written extensively on Kierkegaard and edited translations of his journals, has visited us before. His talk should appeal to not only the avid enthusiast but a general audience as well. Also, in early November, Andrew Nestingen from the University of Washington will speak on representations of children in Scandinavian film. Nestingen has published extensively on Scandinavian film and crime fiction, and is a wonderfully entertaining and erudite lecturer. For further details about any or all of these activities, please contact me at mjstern@uoregon.edu.

It should be another stimulating, productive, and satisfying year for the Scandinavian Program, and we hope to see and speak with many of you. Our faculty continues to explore new ground and bring new perspectives to established fields. We teach student-centered classes that are both friendly and rigorous, and interact with the community while bringing in guest speakers to inform us about the world of Scandinavian thought and cultural production. Here’s wishing everyone a fantastic 2015–16 academic year, and we hope to see you in class or at one of our events.

Michael Stern
Associate Professor of Scandinavian
Spring Celebration

On May 27, members of the Department of German and Scandinavian and the community gathered for the annual Spring Celebration in the Browsing Room at Knight Library. A celebration of past achievements, present accomplishments, and future opportunities, the spring celebration served once again as a powerful reminder of the hard work, dedication, and support that lies behind each degree awarded and every course taught within the department.

The department awarded five graduate scholarships and 10 undergraduate scholarships for the 2015–16 academic year. Jeffrey Librett, acting director of graduate studies, and Alexander Mathäss, director of undergraduate studies, recognized the recipients. Please see the scholarship section of this newsletter for information about the recipients.

A major highlight of the program was the recognition of Professor Jeffrey Librett, who stepped down from serving since 2008 as department head. Professor Librett’s impressive accomplishments include his coordination of a number of interdisciplinary conferences; his continuing service as editor in chief of the innovative e-journal *Konturen*, which he founded; his oversight of the revision and updating of the graduate and undergraduate curricula; his collaboration with donors on expanding student scholarships; the publication of his book *Orientalism and the Figure of the Jew*; his work to increase the department’s ties to local schools; the successful external review of the department; the creation, with Martin Klebes, director of graduate studies, of an accelerated master’s program in German. Our best BA students now have the opportunity to complete the MA degree in the fifth year of their studies. The department owes a sincere debt of gratitude to Professor Librett for his tireless years of commitment to its leadership.

Another important program element was the recognition of this year’s participants in the Teaching Internship Program led by Matthias Vogel, senior instructor and language coordinator. The program offers local internships for advanced students of German to teach German in an elementary or middle school. Blythe Kalson, Mitch Marinello, Cheyanne Newhouse, Rhiannon Newhouse, and Brian Shimer awakened an interest in German language and culture for area children through a series of fun learning activities.

The program was enriched by musical contributions from PhD candidate Alexis Smith, who masterfully performed the second movement of Robert Schumann’s *Kreisleriana*, Op. 16, at the start of the program, and Robert, Solveig, and Brede Gustafson who, together with Alice Blankenship on the fiddle, concluded the festivities with lively renditions of Swedish folk music and dance. The audience also enjoyed the popular song “Heute hier, morgen dort” by Hannes Wader, which Judith Lechner and Alex Mentzel performed. PhD candidate Stephanie Chapman presented one of her own poems, “An Grillparzers armen Spielmann,” and German major Alana McKenzie flawlessly recited Goethe’s “Zauberlehrling.” Matthias Vogel showcased the latest production of the German Theater Workshop he directed with a screening of excerpts from his students’ performance of Brecht’s *Die Kleinbürgerhochzeit*.

This brief description of the celebration’s highlights reveals the enormous creativity, energy, talent, and enthusiasm that ground our students’ and faculty’s successes.

Thank you to everyone who supported this event through attendance and contributions!
A heartfelt thank you to our generous donors who see to it that our department provides vital learning opportunities and merit- and need-based scholarships for our most dedicated students. Here are the scholarship recipients for the 2015–16 academic year:

**Undergraduate Scholarships**
- **Monica Kamin**
  - Philip and Teresa Hansen Germanic Languages and Literatures
- **Savannah Edson**
  - Philip and Teresa Hansen Germanic Languages and Literatures
- **Payton Wolcott**
  - Beth Maveety Study-Abroad
- **Anyasha Aragon-Herbert**
  - Herbert Merker in German and Scandinavian
- **Blythe Kalson**
  - Herbert Merker in German and Scandinavian
- **Alexander Mentzel**
  - Herbert Merker in German and Scandinavian
- **Kaylee Wood**
  - Plant German Undergraduate
- **Maxwell Svartzon**
  - Plant German Undergraduate
- **Isabel Baumgarten**
  - Friends of Scandinavian Studies

**Graduate Degrees**
- **Anika Larissa Kilian**
- **Robert E. Mottram**

Our department proudly presented its graduating students at Commencement 2015, held on June 15. This year we conferred 10 baccalaureates, one master’s, and two doctoral degrees. Please help us in congratulating the following graduates:

**Bachelor of Arts**
- Sherry Sue Franklin
- Kateland Elizabeth Johnson, Delta Phi Alpha
- Mitch Marinello, cum laude, Delta Phi Alpha
- Sarah Camille Martin, magna cum laude, Phi Beta Kappa
- Samuel Paul Orwig, magna cum laude, Phi Beta Kappa
- Ian Alexander Schneider
- Brian C. Shimer
- Corey Jay Talbott
- Trent Jordan Ukasick, cum laude
- Adrian Ursula Young, Delta Phi Alpha

**Master of Arts**
- Eva Hoffmann
  - Philip Hansen Graduate Fellowship in German and Scandinavian; Graduate Translation Summer Award
- Jacob M. Barto
  - Philip Hansen Graduate Fellowship in German and Scandinavian
- Nora Zimmermann
  - Beth Maveety Study-Abroad
- Elizabeth Howard
  - Friends of Scandinavian Studies

**Doctor of Philosophy**
- Judith Heidi Lechner

Celebrate Our Graduates!

Our Degrees and Foci

The Department of German and Scandinavian at the University of Oregon offers the following degrees and foci:

**Majors**
- German—German Language, Literature, and Culture
- German—German Studies
- German—German with Scandinavian

**Minors**
- German
- German Studies
- Scandinavian

**Graduate Degrees**
- German—Master of Arts
- German—Doctor of Philosophy
Graduate Sarah Martin Earns Fulbright Scholarship

One of our recent graduates is about to embark on a yearlong adventure in Germany. Sarah Martin graduated magna cum laude with a degree in German (German studies focus) and minors in music and business administration. Her college career also included two years as a member of the University of Oregon Chamber Choir. Originally from Metamora, Illinois, Martin is no stranger to traveling great distances to take advantage of opportunities. Going to Germany is one of those opportunities.

This September, Martin commences her year as an English teaching assistant in Herne, Germany. The assistantship is a grant bestowed by the Fulbright US Student Program, a prestigious exchange program founded in 1946. Martin applied for the grant after returning from studying abroad in Ludwigsburg, Germany, where she worked as an English tutor at her host university and realized her enthusiasm for teaching. She had been searching for positions and certification programs that would allow her to continue to teach when she came across the Fulbright website and this opportunity. Martin notes that because of her experience and education in the German department, including the ability to study abroad, she feels that her German language skills will greatly help in the coming year.

Luckily, her time in Herne will afford Martin ample time to gain experience teaching—an opportunity she relishes because she was unable to take Matthias Vogel’s GER 409 teaching practicum, Fun with German. At the school in Herne, Martin will lead a weekly English language club similar to the German language circle held at the UO’s Mills International Center, where Martin spent time her senior year. Martin is excited to bring firsthand knowledge of American culture, history, and life to the students at her German school.

After her year as an assistant teacher, Martin plans to become a full time English as a second language teacher via a teaching certification through Cambridge or the UO. She thanks the Department of German and Scandinavian, which greatly prepared her for success, and Fulbright for offering grants for these opportunities.

Adventures in Studying Abroad

My first experiences in Tübingen, Germany, were a series of blunders. Within my first week I had already been yelled at for walking in the mysteriously marked bike lanes, not weighing my vegetables at the grocery store before checking out, and buying the wrong ticket to get between Tübingen and Stuttgart. My blunders were quickly corrected, though, as I fell into daily life as a student in Germany. I walked to and from the grocery store almost every day, realizing the literal weight of what I buy and consume.

When two of my journalism classes began, I was quickly able to make German friends. My intensive language courses soon followed and I found myself comfortably going about my daily activities, talking to people at the bus stops, and echoing the sing-song farewell of “Tschüss” at the bakery. I got to work on journalism projects with my new German friends and travel on the weekends with friends from my language classes. Germany quickly felt like home.

After leaving Germany, I realized that my definition of home had changed. Home wasn’t just what was culturally familiar to me or where my family lived. Home became a youth hostel bunk bed, a friend’s couch, and a shared student apartment in Tübingen, Germany. As I overcame challenges, became more confident in myself, and formed relationships overseas, I became more comfortable in new surroundings and welcomed the idea of change. I realize I’ve never been more comfortable than I was with constant change, challenges, and confusions. As I return to the University of Oregon, I will take with me the reminder to not get too settled, and to always seek out the unknown.

New German Graduate Wastes No Time Starting Career

Shortly after her June 2015 graduation, Adrian Young began an intense month-long training as a tour leader with PEAK (Passion, Excellence, Adventure, and Knowledge) Adventure Travel. The company trained the new hires for a variety of problems and possibilities they may encounter on the road as a one-person travel leader (bus driver, tour guide, translator). “Each day brings a new adventure. I’m paid to hike, to drive, to translate, to build a campfire, and to show our passengers how to have fun,” Adrian said. “It is both the hardest and most rewarding job I could imagine.”

Adrian said the friendships she’s made on these excursions have made an indelible mark on her, including the passengers who made a scrapbook and presented it to her, teary-eyed, on our last day of their tour. “The German department really prepared me for this job by providing a community of like-minded and kind-hearted people. I am so grateful to have been given the opportunity to start my dream job right after graduation, and I wouldn’t have been nearly so ready as I was without their help.”
Marketing Campaign Meets with Success

Our department is growing by leaps and bounds, and we thank our donors and partners for their part in making this happen.

This year, we focused intensely on how to best meet our students’ needs when scheduling classes. We restructured our summer courses and launched a robust marketing campaign. Our efforts paid off with an explosive 93 percent increase in summer enrollment.

Jeffrey Librett and the undergraduate coordinator, Beckie Jones, embarked on an ambitious marketing campaign with the UO’s director of admissions, Jim Rawlins. This endeavor netted us 120 percent more applicants than the previous year.

White Rose Exhibition at the Global Scholars Hall

On January 13, 2015, we celebrated the opening of a term-long exhibition chronicling the White Rose resistance student group in Nazi Germany. The planning of this exhibition was gratifying because there were so many people who were eager to collaborate to support this cause, including the White Rose Foundation in Munich, UO Libraries, UO Undergraduate Studies, Global Scholars Residence Hall, and the Office of University Housing. Special Collections and University Archives put together an additional exhibit to complement the White Rose exhibit by collecting original primary sources related to nonviolent protests in Oregon. The title of the exhibit was “Dissent and Defiance: Pacifists, Student Protesters, and Advocates for Economic Justice.”

Co-organizer Dorothee Ostmeier explains, “I have always thought that the movement of the White Rose has to be part of the discussion about fascism in the US, because this movement asks us how to deal with tyrannical, brutal, and oppressive political realities. There are too many and diverse victims of the Holocaust and we owe it to them to keep their stories alive. History is never over and done with. It lives on in us as soon as we start reflecting about it.”

The very few students who were brave enough to resist fascism called Hitler publically “an irresponsible dilettante,” a disgusting tyrant who recklessly abused free speech and narcotized and manipulated education. In February 1943, Sophie Scholl, her brother, Hans, and their friend Christoph Probst were caught and shortly afterward executed by guillotine. Others were imprisoned or killed later. The Scholls had hoped that their death would stir university students and other antiwar citizens into a rallying activism against Hitler and the war . . . but unfortunately nothing happened; students and citizens continued their routine of functioning as “Hitler’s Willing Executioners,” as Daniel Goldhagen argues in his book of this title from 1996. There is no better time to discuss such dangerous political lethargy than today; the students from 1943 want to engage in discussions with all of us.

Four interesting speakers from the German Studies Committee participated in our opening roundtable discussion. Associate Professor John McCole and Professor David Luebke from history, Professor Jeffrey Librett, and Senior Instructor Matthias Vogel deliberated about the questions “What do we know about the mentality of ‘ordinary’ people in the Third Reich?” “Who knew what and when about the Holocaust?” “What do new documents about resistance against the Nazis reveal?” as well as subjects such as resistance to dehumanization. The members of the audience also made important contributions to the discussion.

“...I already speak French and Italian (though they are very different), and am only realizing now that for the industry that I want to work in, knowing German would be best (the film and TV industry) . . .”

Joanie Margulies, July 2015
A Short Note about SAIL

In the last week of July, at least 10 members of our German and Scandinavian community volunteered in another amazing SAIL camp.

The Summer Academy to Inspire Learning (SAIL) is a University of Oregon program led by volunteer faculty members, and aimed at increasing student enrollment and success in college. SAIL invites eighth through twelfth grade students who qualify for the Free and Reduced Lunch Program to attend free, annual academic summer camps until they graduate from high school. “We believe that higher education is a right, not a privilege. Encouraging intelligent and intellectually curious students to attend college is vital for a vibrant and educated society.” (sail.uoregon.edu)

Dorothee Ostmeier reflects, “When I think about who I would like to thank for visible or invisible participation in the success of the program, I am totally perplexed—there have been probably as many supporters and instructors sharing their special expertise as there were students, and that’s not counting the SAIL staff and our three amazing counselors. When students left, they said they felt transformed, and several told me that this was so much more than they had ever expected. Everyone contributed so thoughtfully to SAIL’s mission: to inspire students to pursue higher education. The students were excited to Skype with honorary consul Robert Manicke, learn German and Swedish, study the Holocaust, Berlin, German advertising, the history and relevance of German science, and to dance, chat about life in college, and watch and discuss the film Run, Lola, Run. While we were cooking, some students enjoyed hanging out in a quiet room and reflecting on their rich experiences here at the UO by composing their zine, a creative book of memorabilia where each student writes about his or her experiences during the week, jots down new vocabulary, and keeps it as a memory of their week. When students left, they said they felt transformed, and several told me that this was so much more than they had ever expected. What a program!”

Beckie Jones

Beckie Jones, undergraduate and scheduling coordinator, is entering her third year with the Department of German and Scandinavian. She schedules classes, co-eds the newsletter, coordinates the department’s SAIL program, plans events such as commencement, greets students and visitors, and works in the main office.

Beckie has been married for 23 years to Jeremy. They are both 2012 UO grads. Her oldest daughter, Noelle, graduated from Oregon in June and is headed to Ohio State for graduate school. Her son, Alex, attends LCC and has blessed her with the precious gift of a granddaughter, Alayna. Beckie’s youngest, Erin, is a high school senior who will be dually enrolled at LCC this year.

Beckie has edited two recently published books in her new freelance editing business Pro’s Prose. She enjoys dinners on the deck with her family, loving on her granddaughter, and riding recumbent bikes with her husband.

A Note from the Office Manager

Barbara Ver West

Thank you for another wonderful year! I’m so grateful for another academic year of faculty, student, and staff achievements with the Department of German and Scandinavian! We’ve weathered the storm through a graduate teaching strike and the creation of a newly formed faculty union. We grew and flourished through the 2014–15 academic year with the continuing support from our fantastic donors and alumni, enriching our program via scholarships, monies for conferences, and special events. Our department is almost totally dependent on these gifts. We celebrated with faculty members and students as books were published, three graduate students completed their degrees, and many other milestone achievements were met.

The funding for the first and future Peter Gontrum Lectures in Poetry was created by the family of the late Peter Gontrum in honor of his longtime headship, revered teaching, mentoring, and service to the department spanning from the 1960s to the 1990s. We were so excited that all three of Peter’s children were in attendance at the first lecture, along with their mother, Margaret. I especially enjoyed the personal anecdotes that prefaced the lecture. Tales of times that Jim McWilliams, Marilyn Linton, and Helmut Plant spent studying and conversing with Peter Gontrum had us laughing, and then moved us to tears.

We are all eager to begin the 2015–16 academic year, and hope you will join us as we celebrate education, diversity, and excellence.

Hope to see you in the office. Our doors are always open to our readers and friends.
Each spring, our faculty scholarship committee carefully examines student applicants’ merit and need before awarding scholarship funds. Monies delegated for supplies and research must pass through a series of department approvals and signatures before being distributed.

Please be sure to designate your gift to either the German Department Fund, Scandinavian Studies Scholarship Fund, the Emeritus Professor Fund, or the German Studies Committee Fund. Appeal Code: 10572

You can also give online at supportuo.uofoundation.org

Enclosed is my contribution of $___________ for the

☐ German Department Fund (201116): Support for Department Lectures for the Community and UO

☐ German Studies Committee Fund (206836): Support for German studies conferences, research, publications, and publicity

☐ Emeritus Professor Memorial Fund (266732): Support for German graduate students and graduate scholarships

☐ Scandinavian Language Instructor Fund (216656): Support for Scandinavian conferences, research, publications, and publicity

☐ I have made my enclosed check payable to the UO Foundation.

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