Dear friends,

Spring is here, and so is the latest issue of our joint newsletter! In these pages we have attempted to capture and provide you with a sense of the excitement that surrounded the events organized by the Department and the Centre over the past four months. We hope you will enjoy reminiscing about all that we have learned and accomplished together at public talks, film screenings, conferences and colloquia, and we heartily invite you to join us at future events!

Allison G. Cattell, editor
Sandra Beck speaks on Leander Scholz’s *Rosenfest* as a deconstruction of the collective memory of the RAF

On January 29th, Sandra Beck, guest lecturer from the University of Mannheim, gave a talk on Leander Scholz’s RAF-novel *Rosenfest*. First, she outlined the development of the literary discourse on the RAF, beginning with Peter-Paul Zahl, Rainald Goetz and the autobiography of Peter-Jürgen Boock in the 1980’s up until recent receptions of this group, such as the film adaption of the *Baader-Meinhof Komplex* in 2008. She demonstrated that over this period of time, certain symbols of terrorism became established and extended into the world of merchandise and commerce, contributing to the emergence of a variety of myths surrounding the RAF. She also pointed out that the discourse on this group continues to be dominated by those who witnessed the “Deutsche Herbst” in 1977 and its aftermath. Against this historical backdrop, Leander Scholz, who was born in 1969, tries to open up the discourse by writing a fictional love story about two of the leaders of the RAF: Andreas Baader and Gudrun Ensslin. Not only does he rearrange historical facts and decontextualize heroic images, he also plays with gender stereotypes, as Beck demonstrated using a number of examples from the novel. *Rosenfest*, according to Beck, interrogates the privileged position enjoyed by certain individuals – namely, members of the 68-generation – when it comes to establishing knowledge about the RAF. Scholz was highly criticized for this attempt to aesthetically deconstruct an established discourse. Beck’s talk was followed by a vivid debate on the role and importance of authenticity in literature.  

Tobias Sedlmaier

Marc Roche speaks on “History and Forms of Beautiful Ugliness”

On February 12, the Department of Germanic and Slavic Studies was pleased to welcome Marc W. Roche, Professor of German Language and Literature and Concurrent Professor of Philosophy at the University of Notre Dame, Indiana. Roche is currently writing a book on the aesthetics of the ugly as opposed to the beautiful, which was also the focus of his talk at UW. In his talk, he contrasted physical with moral ugliness, drawing examples from the fields of literature, art, and film. Beginning with Homer in the ancient world, through the Middle Ages, and up until modernity, he reconstructed the history, development, and forms of ugliness, while also referring to contemporary depictions of ugliness, as for example in the movies of Quentin Tarantino and Michael Haneke. Roche pointed out that nowadays ugliness is possible in every form due to a general shift in aesthetic values: harmony and beauty are no longer privileged over asymmetry and ugliness. Although he acknowledges that beauty lies in the eyes of the beholder, Roche encouraged the audience to look beyond appearances and called for a greater elasticity of the concept of ugliness. After the talk the audience used the opportunity to engage in a lively discussion with the lecturer.  

Julia Roitsch
On February 7th 2013, the Canadian artist Althea Thauberger presented her newest project, entitled *Marat Sade Bohnice*. This short film is an experimental and documentary record of the performance of the German author Peter Weiss’ play *Marat/Sade* at Bohnice, a psychiatric hospital in Prague. The presentation was attended by interested people from different backgrounds and academic fields, including community members as well as professors and students from the Department of Germanic and Slavic Studies, Philosophy, Drama, and Fine Arts.

Thauberger introduced her project and explained the topic, the setting, and further background information. After the film, there was also a post-screening discussion with the artist. She talked about themes in the film and the similarities and differences of this project from the original play as well as about how the interaction with patients and staff from the psychiatric hospital influenced the staging of this piece. Thauberger also talked about the actual making of the film, including logistics and artistic decisions about cuts, what footage to include, and the montage of interviews and footage of the performance. The film and discussion gave the audience plenty of food for thought, encouraging participants to consider questions of revolution, democracy, and sanity both individually and collectively.

*Daniela Roth*
Interview with Emma Betz

Department of Germanic and Slavic Studies, University of Waterloo

Welcome, Dr. Betz! You joined the University of Waterloo in September 2012. What are you enjoying most about working here?

I feel very welcome here - there are well-developed structures in place to welcome and train faculty that are new to the campus, and lines of communication are short when you need help or information. All this made the transition to a new department, campus (and also country, since I moved here from the US) very smooth for me. And I feel quite spoiled to be part of a department in which literature scholars and linguists work together so well, and to work with fantastic graduate students.

How would you describe your philosophy as a foreign language pedagogue and teacher educator in North America?

I think it’s really important to show students that you love what you do. German 101, for example, is one of my favourite courses to teach, because you can really see student progress over a very short period of time. My enthusiasm for learning and for teaching students about a new culture is contagious, I think, and this helps me do what a good basic language course should do: helping students imagine themselves in new spaces and thus opening up new perspectives and possibilities for them. I also teach courses in applied linguistics and hold teacher-training workshops. I really enjoy working with teachers in training. I believe in treating them as colleagues, that is, consulting them when making pedagogical decisions, giving them guidance and the freedom to shape their own identity as teachers, but also making sure they know they have my support when encountering difficulties in their teaching. It is a very rewarding job, because I learn a lot in the process of training and supervising teachers, and this helps me keep my own teaching interesting, for example by finding fresh ways of connecting with students.

Could you tell us a little bit about your current research?

I am interested in language in use in general, that is, in the ways in which we use language as well as gaze, gesture, prosody systematically to make actions (requests, advice, assessments) understandable and to communicate additional information about ourselves (attitudes, emotions, knowledge states). For some time now, I have been interested in how responding speakers (re)shape what was just said, that is, in how speakers assert power from the second position. For example, I just wrote a paper on confirmation tokens in German. Confirmation seems straightforward enough: one speaker offers a fact or assessment, and a second one then confirms it as true or valid. However, speakers of German have at least four tokens available to do this: stimmt, richtig, genau, eben - all roughly translatable as ‘right’ or ‘exactly’. Is the choice a matter of personal preference or regional variation? My research suggests that it is neither. Instead, the choice of token is connected to matters of alignment (Does the responding speaker consider what was just said relevant to the larger topic or communicative project?) and of rights to knowledge (Do I or do you have epistemic authority over this piece of knowledge?). Eben, richtig, and stimmt (but not genau) indicate that speakers were at least momentarily disaligned - genau does not. Eben emphasizes the relevance of what it confirms, but it also indicates that the prior speaker arrived at her insight too late (which explains why eben is commonly perceived as communicating impatience or irritation). Richtig in every-day interaction confirms the correctness of a fact as correct but not its relevance. Thus, we can see that speakers make a difference between confirming and cooperating, and that the choice of the token by which confirming is done communicates additional information. Work such as this not only helps us understand better how interaction works, it also provides teachers with tools to teach notoriously difficult or fuzzy topics (e.g., particles).

How do you like to spend your time when you are not hard at work on campus (which is where we see you most of the time)?

I like to run and just completed my favorite race of the year: a 130 km relay connecting the Mississippi and the Ohio rivers in Southern Illinois. I also like to read (right now, I will devour any crime novels I can get my hands on) and to garden.

Dr. Betz is Assistant Professor of German. She studied in Heidelberg and worked as a research assistant at the IdS in Mannheim before moving to the University of Illinois at Urbana-Champaign. After receiving her PhD in Germanic Languages and Literatures in 2007, she worked first as Assistant Professor of German at Kansas State University and then joined UW in 2012.

In the Department of Germanic and Slavic Studies, Dr. Betz teaches language courses and applied linguistics. She also coordinates the first-year language program and participates in teacher training.

Her research interests include conversation analysis, interactional linguistics, pragmatics, and sociolinguistics. Her book “Grammar and Interaction: Pivots in German Conversation” investigates syntactic patterns of spoken German. Dr. Betz is currently researching interactional functions of repeats (that is, repeating the words of others). She is also interested in the functions of “little words” (address and reference terms, modal particles, response tokens) in different varieties of German.

Interview by Allison Cattell
The Waterloo Colloquium on Language Learning and Teaching took place on April 1, 2013 on the UW campus and was attended by around 35 people, including professors, emeriti, grad and undergrad students as well as other interested colleagues and friends. The presenters shared their research results from two linguistic courses in the 2013 Winter term, “Grammatikunterricht” taught by Prof. Barbara Schmenk, and “Pragmatics and the Language Learner” taught by Prof. Emma Betz. The colloquium was followed by a reception and much lively discussion at the Grad House, which was generously supported by the Waterloo Centre for German Studies.

After the introduction by Prof. Schmenk and Prof. Betz, who briefly explained the outline and main goals of their courses, the first speaker, Daniela Roth (PhD German), presented her topic “Explicit meets implicit – Rules in communicative language teaching”. Roth argued that explicit grammar rules should be taught in a communicative classroom because explicit knowledge can potentially be transferred into implicit knowledge – and vice versa – if it is taught inductively.

Katharina Schröder’s (PhD German) talk on “Perspectives on grammar in heritage language pedagogy” explored innovative approaches to teaching grammar to heritage language learners. Those are learners who grew up in a family where a language other than the majority language is spoken. As these students are different from foreign language learners in important ways, they have been found to present both a challenge and a great opportunity to language teachers.

Tobias Sedlmaier (MA German) presented a paper on “How are you? – How are you? Teaching the structure of telephone openings in German”. Sedlmaier pointed out that this conversation opener serves different functions in English and in German (a formal greeting phrase versus the inquiry for well-being of the other speaker), and that it is thus important to teach students the cultural difference in order to avoid miscommunication.

In her presentation “Where do modal particles denn stand in today’s communicative language classes? – An attempt to apply insights from CA to teaching modal particles” Sara Ghaffarian (PhD German) discussed the question of how German modal particles could be taught more effectively to L2 learners. Ghaffarian focused on the social-interactional role of the modal particle "denn" and its epistemic function (i.e. managing and balancing understanding as well as responsibilities to knowledge/understanding in interaction).

Ina Bendig’s (MA Intercultural German Studies) presentation, entitled „weil – das ist eben doch richtig so.’ Teaching two different types of weil-structures in German” examined the two types of weil-structures, i.e. V2 vs. verb at the end of causal clause, as well as their different functions. She
particularly raised awareness for the risk of ignorance of these two different types in a German language classroom.

In her presentation “ohgott ohgott ohgott – Unterschiedliche Gebrauchsarten von gott in deutschen Dialogen”, Judith Linneweber (MA Intercultural German Studies) explored the pragmatic function of the lexeme „gott“ in German face-to-face-interactions and its influence on the preceding particle („oh“ and „ach“). From the given data, Linneweber concluded that „gott“ can have two different functions: either sequence-intern or sequence-extern.

Anna Burkert’s (MA Intercultural German Studies) presentation entitled “When in trouble... Teaching different steps in reported discourse in troubles-tellings” focused on teaching the structuring of reported discourse, specifically troubles-tellings, to learners of German. In contrast to what is taught in foreign language classrooms and in reference grammars, namely the subjunctive forms I and II for reported speech, speakers of German use a number of other quotation formats. Based on the findings of Golato (2002), Burkert developed a teaching unit that helps students understand and correctly use this specific form of reported discourse.

Katharina Leuner (MA Intercultural German Studies) discussed the importance of corpora in teaching in “„...weil Korpora sind toll!“ Using corpus data in GFL teaching and learning.” Using the example of well-structures, she illustrated that corpora can be used in the classroom to increase awareness of a certain structure. Leuner concluded that corpora are helpful tools in an L2 classroom and should be taken into consideration by language teachers.

In her presentation on “Creativity and Tasked-Based Language Learning and Teaching”, Jelena Srdjenovic (MA Intercultural German Studies) demonstrated how creative learning and teaching should be encouraged in a foreign language classroom. She argued that creativity should play an important role in the design of a task, i.e. students can be motivated to use their own imagination on think beyond the limitations of one class if creativity is implemented in task-based language learning.

Stefanie Templin (MA Intercultural German Studies) discussed the topic of “How to get what they're not saying: Teaching Critical Language Awareness to foreign language learners”. Templin argued that Critical Language Awareness (CLA) is a very useful and necessary perspective to teach students. It enables them to question language and language use not only in the classroom but also in their personal lives because it helps them to resist manipulation and actively participate in society.

In her presentation „Grammatik und Literatur: Passt das zusammen? – Zur Integration literarischer Texte in den Fremdsprachenunterricht“, Pia Hoffmann (MA Intercultural German Studies) discussed how literary texts can effectively be used for the teaching of grammar in a foreign language classroom. Hoffmann illustrated her findings and suggested that the repetitive use of purpose clauses in the fairytale ‘Little Red Riding Hood’ can be used in order to convey this particular grammatical structure though the help of a literary text.

In the last study proposal entitled “Du hast die Haare schön!’ - Teaching and Assessing Compliment Responses in an L2 Classroom”, Julia Roitsch (MA Intercultural German Studies) discussed literature on compliments and (foreign) language teaching research. She took into account issues of pedagogical intervention as well as the interconnections between research on spoken language, explicit teaching of pragmatics, and learning of pragmatic structures have been shown.

Katharina Sehring
On April 16th 2013, the Waterloo Centre for German Studies welcomed Prof. Na'ama Rokam from the University of Chicago, to talk about her current research project on "Celan's Orientation Between the Languages". This interdisciplinary project combines the study of linguistics and literature to trace the stories of writers who left Germany during World War II and returned after 1945. In her talk, Rokam focused on Paul Celan’s poems “Die Rückwärtsgesprochenen” and “Nah, im Aortenbogen” and in particular the way he switches between German and Hebrew to tell a story. She demonstrated how the first poem is characterized by elements such as mirror writing and the search for identity and orientation. In the second poem, however, Celan makes use of biblical references to Rahel and the term “Ziw”, which can be regarded as an explanatory translation of “shine” and which deals with death. The talk was followed by a discussion on the bilingual style of writing as well as the interpretation of Hebrew terms in Celan’s work that lack a word-for-word German translation. Amongst the attendants were various professors, graduate students and WCGS members, who enriched the discussion with illuminating contributions.

Ina Bendig
From May 2\textsuperscript{nd} to May 5\textsuperscript{th}, the \textit{Austrian Studies Association} held their annual conference at the University of Waterloo/St. Paul's Campus with the generous support of the Faculty of Arts at UW, the Department of Germanic and Slavic Studies, the Waterloo Centre for German Studies, Retail Services UW, the Austrian Studies Association, the Austrian Cultural Forum, Austrian Embassy (Ottawa), and the Austrian Cultural Forum (New York).

To start the meeting off, Ludwig Laher, the Austrian writer, read passages from his 2001 novel “Herzfleischentartung” (Heart Flesh Degeneration), which has been translated into numerous languages and which deals with the years between 1940-1955 in the Austrian provincial village of St. Pantaleon near Salzburg. Laher describes in this novel how a work education camp set up 1940 by the Nazi storm troopers turned after its closure into a Gypsy Detention Centre, and how the cruelties committed at this place lived on in post-war Austria. The well-attended reading opened two days of discussion about ideologies, belief systems, and their influence on past and present events, which ran as a thread through all the conference presentations.

The overarching theme for this conference was “Belief Systems”, which drew 41 fascinating papers in the area of philosophy, science, history, film studies, architecture, literature, linguistics, gender studies, religion, comparative studies, politics, medical discourses, national belief systems and even popular belief systems such as sports, alcohol, and pop music. The conference was well attended from speakers as well as participants from a broad national and international context - including Austria, Germany, the United States, England, and Romania - and drew not only Austrian Studies scholars, but also graduate students and people from the community who joined in the stimulating discussions on the meaning of belief systems in various contexts and how they shape our understanding of cultural artifacts, ourselves, and the society we live in.

The conference was enhanced by an exhibition on the life and art of Gustav Klimt as the forerunner to modernism (generously supported by the Austrian Cultural Forum Ottawa). The keynote, which was given by Lukas Meyer from the \textit{Institut für Philosophie und Zentrum für Kulturwissenschaften} of the Universität Graz, set the broad context which made the topic of belief systems not only relevant when looking back at history, but also when pondering future developments, by offering a talk about the conceptions of legitimacy and illegitimacy in highly industrialized states, such as Canada or Austria.

The screening of the film “Die Wand”, based on the novel by Marlen Haushofer and directed by Julian Roman Pölsler, offered the participants the opportunity to not only think about belief systems in an anthropocentric context, but to broaden their discussion to include one's relationship to other animals as well as the environment.  \textit{Belinda Kleinhans, Conference Co-Organizer}
On March 26, 2013, the Department of Germanic and Slavic Studies hosted its annual Awards Reception to honour the achievements of our hard-working undergraduate students in Croatian, Dutch, German, Russian and REES. From each course offered in the Winter 2013 semester, one student was selected by his or her professor to publicly receive a Book Award at the ceremony and mingle with professors and fellow students at the reception that followed. In addition to the Book Awards, the Ambassador’s Awards, the J.W. Dyck Award, and the Concordia Club Award were also presented to upper year students who have achieved a particularly high standard throughout their studies. This year’s ceremony also featured three new awards presented by the Waterloo Centre for German Studies: The WCGS Intercultural German Studies Award (three recipients), the Hertha Brichta Award for German Studies (two recipients), and the Cecilia and George Piller Graduate Research Awards (two recipients). The department also used this occasion to personally wish Peter Pijet, long-standing manager of the Concordia Club and supporter of our Awards event, all the best on his retirement from that position. 

Grit Liebscher

WAT’S UPCOMING: Stay tuned and check out our website (wcgs.ca) for information about our upcoming events and current projects, such as the interactive K-W German Walk, a mobile application we created in conjunction with the German Consulate Toronto. Explore K-W’s German heritage today!

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