

German Colloquium February 2020 / Deutsch Kolloquium Februar 2020

Victoria University of Wellington, 26-28 Kelburn Parade
Von Zedlitz building, room VZ 606

Programm und Abstracts

from 9.00

Ankunft

9.20

Begrüßung

**Vorträge im Bereich Deutsch lernen und - lehren /
Presentations from the field of German learning and teaching**

9.30 bis 10.00

*Netflix for intra-formal language learning:
from extensive viewing to binge-watching*
Antonie Alm, University of Otago

10.00 bis 10.30

*Team New Zealand-Sweden-Germany:
a joint venture in exploring language learning in digital spaces*
Vera Leier, University of Canterbury

10.30 bis 11.00

*Kollaboratives Lernen in mehrsprachigen digitalen Lernumgebungen:
Das virtuelle Austauschprojekt „Linguistic Landscapes Leipzig – Auckland“*
Diana Feick, The University of Auckland

11.00 bis 11.20

Kaffepause

11.20 bis 11.50

*Sprachbiografien von Neuseeländerinnen und Neuseeländern
mit deutschsprachigen Eltern*
Julia Rietze, The University of Auckland

**Vortrag im Bereich Linguistik/
Presentations from the field of linguistics**

11.50 bis 12.20

German Umlaut: Revisiting the Generalizations
Jason Brown & John Middleton, The University of Auckland

12.20 bis 12.50

"A shprakh iz a dialekt mit an armey un flot": the global history of a yiddish witticism
Alexander Maxwell, Victoria University of Wellington

12.50 bis 13.00 *Präsentation Deutscher Akademischer Austauschdienst*
Presentation of the German Academic Exchange Service
Kai-Uwe Hoffman, The University of Auckland

13.00 bis 14.00 **Mittagspause**

Vorträge im Bereich Literatur

Presentations from the field of literature

14.00 bis 14.30 *„Briefe einer Antifaschistin“:*
Marianne Angermann's correspondence in the Hocken Library
Peter Barton, University of Otago

14.30 bis 15.00 *When Helian met Sebastian: Macro-Structures in Trakl's Poetry*
Richard Millington, Victoria University of Wellington

15.00 bis 15.30 *Fontane's use of the Great Flood painting in the Senzke Village Church*
as his model for Sophie's Old Testament Scene in ‚Die Poggenpuhl's' (1896)
James Bade, The University of Auckland

15.30 bis 15.50 **Kaffepause**

15.50 bis 16.20 *Wer groß dichtet, darf auch groß irren? The moral debate over the award*
of the Nobel Prize for Literature to Peter Handke
Simon Ryan, University of Otago

16.20 bis 16.40 *Buffalo Bill in Germany:*
Translations, Influences and Digital Archives
Ngairé Metcalf, The University of Auckland

16.40 bis 17.10 *Zur Aktualität von Schillers Würdekonzeption*
Kai-Uwe Hoffman, The University of Auckland

18.00 **Abendessen**
Little Penang, 44 The Terrace

ABSTRACTS

Alm, A.:

***Netflix for intra-formal language learning:
from extensive viewing to binge-watching***

The expansion of the Netflix TV-network around the globe has made foreign TV-series accessible for formal and informal language learning experiences. As students in educational settings are starting to engage in informal second language (L2) Netflix viewing, it is time that new pedagogical approaches support learners to optimise the resource for successful language learning. This pilot study reports on a project conducted with 12 intermediate level German students who watched self-selected German TV-series. For three weeks, students described and commented on each other's viewing experiences in their weekly blogs. In a final report, participants reflected on their affective and cognitive engagement with the series. Findings of this study indicate that previous informal exposure to Netflix series positively impacted on the participants' willingness to engage in extensive out-of-class viewing. The learning experience in the formal context positively affected subsequent informal L2-series watching.

Bade, J:

***Fontane's use of the Great Flood painting in the Senzke Village Church
as his model for Sophie's Old Testament Scene in 'Die Poggenpuhls'***

Stralau features in many of Fontane's novels, but plays a particularly prominent role in *Die Poggenpuhls* (1896), in which the view of the Rummelsburger See from Stralau station serves as the inspiration for Sophie's painting of the Great Flood for her uncle's church. Her uncle had seen a similar painting in a village church in Brandenburg, which shows Noah's Ark and the local church standing on neighbouring mountains, having survived the flood. Fontane's notes show that Fontane found this configuration in a 1680 Old Testament painting in the village church in Senzke; amazingly, the painting in question is still intact and can be seen there. The painting shows the desperate attempts of people and animals to escape the catastrophic effects of the flood, while in the background the ark sits safely on the summit of one hill and the local church on another. This research project will examine how Fontane's use of Stralau station as Sophie's Mt Ararat fits in with the occurrences of Stralau in his other works, and how he has skilfully changed the Senzke model so that Sophie's painting becomes a positive embodiment of her hopes for a new and better world.

Barton, P:

'Briefe einer Antifaschistin':

Marianne Angermann's correspondence in the Hocken Library

Dunedin's intellectual community at around the time of the Second World War was considerably enriched by the presence of a number of German-Jewish emigrés. Perhaps the least well-known of this group were Franz and Marianne Bielschowsky. A married couple, both with doctorates in biochemistry, they arrived in New Zealand in April 1948 when Franz took up a position as director of the country's main cancer research laboratory. Like most of their compatriots, the Bielschowskys had undergone considerable hardship before settling in New Zealand. In their case this included living in Madrid during the Spanish Civil War, during which time they had worked to further the Republican cause. This presentation will look at the letters Marianne wrote to her parents in Germany from

Madrid in 1936; they are contained in one of a series of three journals held at the Hocken Library. Otago German Studies is currently working to transcribe, translate, annotate and publish all three.

Brown, J & Middleton, J:

German Umlaut: Revisiting the Generalizations

This talk is concerned with the process of *umlaut* in German grammar, which is taken to be a rule whereby the addition of a suffix changes the vowel of the root into a front vowel (indicated orthographically by addition of an umlaut): *Huhn/Hühn-er*, *Holz/hölz-ern*, *Mann/Männer*. This rule will only affect the rightmost vowel of the word root (cf. *Hallo/Hallö-chen*), and if the rightmost vowel is already a front vowel (i.e. not eligible to undergo the process), umlaut/fronting fails to apply (*Bett/Betten*). Modern linguistic theory has relied on these basic generalizations about umlaut, however, there are numerous complications that arise, including the existence of suffixes which sporadically induce umlaut, roots that sporadically are affected by umlaut, and exceptions that are likely derived from complex word formation. The literature is filled with theories which capitalize on some exceptional behaviours, and ignore others. We aim to provide a much more comprehensive overview of the dynamics of umlaut in German, with the goal of laying the foundation for a more principled approach to explaining the phenomenon (and not just the exceptions).

Feick, D:

Kollaborative Lernen in mehrsprachigen digitalen Lernumgebungen:

Das virtuelle Austauschprojekt ,Linguistic Landscapes Leipzig – Auckland'

Der Beitrag widmet sich der Frage, inwiefern virtuelle Austauschprojekte zur Herausbildung von Mehrsprachigkeitsbewusstheit von Deutschstudierenden beitragen. Die Grundlage dafür bildet ein digitales, nach Prinzipien des *design-based research* angelegtes Kooperationsprojekt zwischen Studierenden in Leipzig und Auckland (Neuseeland), welche *linguistic landscapes* an beiden Standorten dokumentierten und komparativ analysierten. Anhand der multimedialen Projektprodukte, Projektpräsentation und -berichte sowie Projektfragebögen und einer Fokusgruppe wurde die Innensicht der Deutschstudierende auf das Projekt (emische Perspektive) mit der Außensicht auf die Projektprodukte (etische Perspektive) trianguliert.

Hoffmann K-U:

Zur Aktualität von Schillers Würdekonzption

Beschäftigt man sich mit den aktuellen Debatten um den Begriff der Menschenwürde, wird man schnell darauf stoßen, dass er hauptsächlich Gegenstand zweier Gegenstandsbereiche ist. Einerseits wird die Frage gestellt, welche Funktion der Begriff im Kontext von bioethischen Diskursen haben kann. Andererseits kommt der Begriff in verfassungsrechtlichen Kontexten zur Anwendung (z.B. deutsches Grundgesetz, Menschenrechte). In beiden Kontexten gilt Kant als der große Impulsgeber, an dem sich zugleich die Geister scheiden. Im Rahmen meines Vortrages möchte ich eine neue Richtung einschlagen und der Frage nachgehen, welche historische und systematische Rolle Schiller in diesem Kontext einnehmen sollte und inwiefern sein Ansatz moderne Diskurse inspirieren kann. Zu diesem Zweck möchte ich einen neuen Weg beschreiten und Schillers Ansatz analytisch in Augenschein nehmen, wobei nachgewiesen werden soll, dass Schillers Ansatz keineswegs homogen ist, sondern sich vielmehr aus drei verschiedenen systematischen Quellen speist: (1) das klassische Argument inspiriert durch Winckelmann, (2) das moralisch-philosophische Argument und (3) das ästhetische Argument. Es soll untersucht werden, ob auf Grund dieser Dreiteilung überhaupt eine kohärente Begriffsdefinition erarbeitet werden kann.

Leier, V:

***Team New Zealand-Sweden-Germany:
a joint venture in exploring language learning in digital spaces***

This international project aims to study the potential social media/ digital spaces on learning German as a foreign language. In social media, images, sound, text and video are used for meaning-making. Through participation, interaction and collaboration in social media, young people use and develop literacies to communicate which are often not supported in the traditional language classroom and considered as irrelevant.

An overarching aim is to investigate the use of social media and their potential impact on learning foreign languages in school contexts from a global perspective. To address this aim, a partnership between researchers from Sweden, New Zealand and Germany will look at the local and global aspects of social media use for learning. Through this collaboration, the three countries can contribute to insights about local aspects as well as contributing to more generic models concerning the use of social media for learning foreign languages.

How can the learners apply their digital literacies and their notion of their online identities in the context of language learning? What literacies are required and how do these literacies change the delivery of foreign languages and consequently curriculum content.

In the short presentation I will outline the stages of the project and will present the survey design which is based on multiliteracies framework design (Pegrum, Dudeney, & Hockly, 2018).

Maxwell, A:

"A shprakh iz a dialekt mit an armey un flot": the global history of a yiddish witticism

This talk will explore the history of the famous bon mot which Max Weinreich first published in the magazine *Yivo Bleter* (in 1945). Since *Yivo Bleter* is a relatively obscure Yiddish-language scholarly journal, the witticism originally attracted little interest, but after the publication of Leo Rosten's "The Joys of Yiddish" in 1968, the witticism spread widely, because it helps linguists articulate a curious blend of ideas: (1) awareness that the difference between languages and dialects is not a purely linguistic distinction, and (2) disinterest in and contempt for the analysis of non-linguistic factors. Disinterest and contempt for the analysis of non-linguistic factors may explain why even Yiddishists have forgotten the witticism's Yiddish origins.

Millington, R:

When Helian met Sebastian: Macro-Structures in Trakl's Poetry

Scholarship on Georg Trakl (1887-1914) has largely concerned itself with the finer details of his famously enigmatic poetic expression, especially his imagery and diction, rather than the artistry underlying larger compositional units such as poems, cycles, and collections. In this talk I start to redress the balance by taking a wide-angled view of the shape and structure of his second and final published collection *Sebastian im Traum* (1915). In particular, I make the case that by dividing the collection into five parts, Trakl was adapting and magnifying a format with which he had already achieved success—in the single longest lyric he ever wrote: 'Helian', from his previous collection *Gedichte* (1913). By cross-reading each part of 'Helian' with the corresponding cycle from *Sebastian im Traum*, I aim to show that the parallels extend to a deep level of thematic organization, bringing essential elements of Trakl's worldview into sharper focus.

Metcalf, N.:

***Buffalo Bill in Germany:
Translations, Influences and Digital Archives***

The works of Karl May dominate scholarship on the German Indianer and other images of the Wild West, but what preceded him? This summer project at the University of Auckland German Department investigates 'Western' themed literature and the media coverage of Buffalo Bill's entertainment extravaganzas to explore pre-May conceptions of the West.

I am compiling a bibliography of pre-May (1800–1890) pieces concerning the American West in the German literary imagination. Prominent authors include Friedrich Gerstäcker, credited with writing the first 'Western'; Charles Sealsfield, an Austrian-American; and James Fenimore Cooper, an American whose works were translated into German. Buffalo Bill brought this imagined world of Cowboys and Indians to life in spectacular stage shows that left a lasting mark on German understandings of the Wild West. He visited Germany twice while on tour in Europe, in the 1890s and in 1906, and his audiences in Germany were some of the most enthusiastic. As part of a larger project supported by the Buffalo Bill Center of the West, I am transcribing and translating German newspaper coverage of the shows for the online William F. Cody archives.

Rietze, J:

***Sprachbiografien von Neuseeländerinnen und Neuseeländern
mit deutschsprachigen Eltern***

In meinem PhD-Projekt plane ich, Sprachbiographien von Neuseeländerinnen und Neuseeländern mit deutschsprachigen Eltern zu untersuchen. Sprachbiographien sind autobiographische Erzählungen, die sich um Spracherleben und -erwerb drehen. In diesem Projekt entstehen sie in narrativen Interviews und werden im Hinblick auf Emotionen, Identitäten und Investment analysiert.

Um das Reflektieren und Erzählen mit Bezug auf diese Konzepte anzuregen, kommen zwei Methoden zum Einsatz: ein Sprachenporträt und eine Lebenslinie. Im Sprachenporträt visualisieren Teilnehmende ihr sprachliches Repertoire und verorten es in einer Körpersilhouette. Auf der Lebenslinie stellen Teilnehmende Höhen und Tiefen in Bezug auf die Verwendung und Entwicklung ihrer deutschen Sprachfähigkeiten dar. Die Methoden werden zusammengebracht, um das Leben mit Deutsch als Herkunftssprache in Neuseeland als ganzheitliche Erfahrung zu betrachten. Die entstandenen Sprachbiographien werden sowohl thematisch (Braun et al., 2015) als auch narrativ (Barkhuizen, 2015) analysiert.

Ryan, S:

***Wer groß dichtet, darf auch groß irren? The moral debate over the award of the Nobel
Prize for Literature to Peter Handke***

The outrage expressed by many journalists and literary critics at the announcement in October last year that the 2019 Nobel Prize for Literature had been awarded to Peter Handke recalls not only the heated debate which followed the publication of Handke's *Eine winterliche Reise* and *Sommerlicher Nachtrag* in 1996 but also earlier debates about the overt sympathy demonstrated by otherwise distinguished writers such as Knut Hamsun and Louis-Ferdinand Céline for repressive regimes.

Can we separate, in the manner that the decision of the Nobel Prize Committee suggests, Handke's poetic vision of a paradise lost in the Serbian enclaves of former Yugoslavia from his statements and actions which appear to have supported the revival of Serbian nativism?