

**STORIES FROM 55 YEARS OF
A TRANSATLANTIC FRIENDSHIP**

**GESCHICHTEN AUS 55 JAHREN
TRANSATLANTISCHER FREUNDSCHAFT**

Smith College · Universität Hamburg 1961–2016

Edited by Jocelyne Kolb & Rainer Nicolaysen

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PREFACE

A HAMBURG WELCOME

When I went to Hamburg in March of 1979, it was my first trip to Germany. I went to sign the agreement for a faculty exchange with the University of Hamburg, and I was touched by the warmth of everyone I met, from the President of the University to the people who helped me find my way to meetings. I recall the visit with great clarity: the generous hospitality of President Fischer-Appelt and his staff, the delightful dwelling of the Smith team in the *Gästehaus der Universität*, and the wonderful welcome from the faculty, staff, and students.

The students were excellent guides to the campus and eager to tell me about their year in Hamburg, particularly about the music they had heard and the art they had seen while they were there. They had clearly made great progress in the language, as young people working together always do. What I did not expect, and what was a happy surprise, was that the people were all so helpful and obliging.

Everyone who participated in my travels was truly pleased that I would take part in the launching of an academic enterprise with great potential for learning and collaboration. In subsequent years, whenever I was trying to expand minds to the benefits of collaboration, I would call up the example of the successful study abroad and faculty exchange programs in Hamburg.

VORWORT

EINE HERZENSVERBINDUNG

In der Partnerschaft der Universität Hamburg mit dem wunderbaren Smith College auf der Flur von Northampton, Massachusetts, sind es, um mit Monteverdi zu sprechen, die Gegensätze, die unser Herz bewegen.

Wer aus Hamburg dort ankommt, fühlt seine Stimmungslage wie aus der 5. in die 6. Symphonie Beethovens versetzt, durchatmende Beruhigung der angespannten Nerven, kein Kopfsatz wolkenreicher Thematik, dagegen Hain und Flur durchflutende Harmonien, dann plötzlich bei schulmäßigem Feuertalarm Verwirrspiele mit Stereo-Effekten, danach die Vogelstimmenkadenz von Nachtigall, Wachtel und Kuckuck, merry gathering of the country folk, aufziehende Gewitter mit Sturm zur Reinigung schwüler Lüfte, ruhiger, fließender Ausklang ohne dramatische Coda. Das alles ist die eingängige Musikfibel des common sense mit durchgehaltenem Vibrato, ein Hauch von ansteckender Selbstgewissheit mit Harvard-Intelligenz. Alles in allem: Es könnte mehr passieren auf höchstem Niveau.

Weil das so war, kam schon der von 1917 amtierende Präsident William A. Neilson auf die Idee, seinem Smith College ein internationales Programm zu verordnen. Im Delaware-Consortium begründete er gleich sechs europäische Auslandsprogramme, darunter in Paris, Genf und Florenz. An diesen Junior Year Abroad-Programmen, zu denen zeitweise Madrid und St. Andrews gehörten, nahm in den 1930er Jahren mit wenigen Studierenden auch die Universität München teil.

Hamburg trat nach dem Zweiten Weltkrieg die Nachfolge von München an. Eine Beziehung zur Universität Hamburg wird allerdings schon 1927 erwähnt. Das erste Programm begann vor 55 Jahren im Wintersemester 1961/62 mit elf Studierenden. Seither haben ca. 700 Smithies in Hamburg studiert. Für sie und die zwei jährlichen Hamburger Stipendiaten am Smith College hat sich der Horizont in der Regel mächtig erweitert. Dasselbe gilt für alle Lehrenden, die am Dozentenaustausch teilgenommen haben. Es steht zu hoffen, dass dieser am 18. März 1979 von der Präsidentin Jill Ker Conway und mir vereinbarte, doch jüngst unterbrochene Austausch wieder aufgenommen werden kann.

Peter Fischer-Appelt

Präsident der Universität Hamburg 1970 bis 1991

**INTRODUCTION ·
EINLEITUNG**

PRESERVING SELF-EVIDENT TRUTHS

The origin of this story of origins is the celebration, in June 2011, that took place in Hamburg to mark the fiftieth anniversary of the Smith College Junior Year Program at the University of Hamburg. We wanted to replicate in print what we witnessed in person: the voicing of vivid memories that were never identical but invariably familiar; the effortless manner in which people from two institutions and two countries met and mingled; the wisdom and wit with which participants reflected on the profound effect of studying and teaching thousands of miles away from home. We wanted a record of how this remarkable program came into being and of how people over the decades have responded to and remembered what is an exchange in the truest sense. The ease with which we were able to collect some 40 contributions testifies to the strong ties between Smith College and the University of Hamburg – between Northampton and Hamburg. The essays in this volume capture the regular and lively talk between our institutions and cities.

Our volume is one of friendship, that of Smith College with the University of Hamburg and our own friendship as editors. Friendship, as the Americans quickly learned from their Hamburg counterparts, is something serious and a durable good. For their part, the hosts in Hamburg learned from their American visitors about a more spontaneous and light-hearted version of friendship that is no less durable than the German kind. In its German and American manifestations, in theory and practice, institutionally and on a personal level, the 55 years of collaboration between Smith College and the University of Hamburg have witnessed and fostered friendship. Friendship has intensified the scholarly, intellectual, cultural, and diplomatic bounty of which our contributors speak, each with a distinct but recognizable sound. As this book goes to press in the Spring of 2017, when the truths we hold to be self-evident are being put sorely to the test, the transatlantic bonds of friendship are more precious than ever. They must be treasured and preserved.

A word is in order about the contributors themselves, who represent each component of what began as Smith's Junior Year at the University of Hamburg (its original name, as we know from the earliest stationery): the directors and staff in Hamburg; the Smith students on the program in Hamburg and the Hamburg

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students on the American Studies Diploma Program at Smith; and the faculty who participated in the short-term and long-term exchange that was signed into being in 1979 by Jill Ker Conway and Peter Fischer-Appelt, the presidents of Smith College and the University of Hamburg at the time (both of whom have contributed a brief preface to our volume).

Contributions from former students were chosen to reflect the evolution of the program as well as particular historical developments, most prominently the fall of the Berlin Wall. The first group sailed for Hamburg on August 19, 1961, just days after the Berlin Wall went up, and we have included three letters from Thomas Mendenhall, then Smith's president, about plans for the group to visit Berlin in the Fall of 1961: a letter to Reinhard Lettau, the first faculty director of the program, strategizing about how to reassure the students' parents; the letter that was sent to parents in which Mendenhall adopts a casual tone that is calculated to reassure them (and must have succeeded); and finally a parody of that same letter to parents that Mendenhall composed for Lettau's amusement with the heading "copy: to Reinhard Lettau" and not on College stationery. There are student testimonies from each decade of the program. One of them – the longest – offers an eye-witness account of life in the former East Germany shortly after the Berlin Wall came down, told by a student who was sent there on a Fulbright teaching fellowship and stayed on afterwards.

That a disproportionate number of contributors participated in programs led by one of the editors has a simple and practical explanation. Those are the students Jocelyne Kolb knows best and with whom she has regular contact. The youngest among them – Dinah Lensing-Sharp – helped us collect and organize the material for this volume during her own junior year in Hamburg. The closeness that develops between students and their directors is itself a feature of the programs and, like the accounts themselves, more representative than singular. The changes over the years, though dramatic, are less surprising than the continuities from one group to the next and from one decade to the next. Three contributions are from guest students, two of them from the years in which Smith and Yale had an informal consortial agreement. One alumna of the program, Deanna Gaunce Nebert, has contributed a full account – set out in 5 acts – of the 50th-anniversary celebration

that inspired this volume. She also belongs to the *côterie* of Smith students who returned to Germany after they graduated and made their lives there.

In 55 years, 22 people have directed the program, seven of whom have contributed to our volume. Of those seven Hans Vaget is the first, having directed the program from 1969 to 1971 and been charged with revising the program. The changes he introduced persist to this day with just the right amount of healthy variation and progress. Of the other directors, Gertraud Gutzmann and Joseph McVeigh win the prize for having directed the program most often (seven times apiece). Margaret Zelljadt and Jocelyne Kolb are close on their heels with six times apiece. And although Hans Vaget directed the program “only” three times, he returned to Hamburg once on the long-term faculty exchange, when he taught seminars on Thomas Mann’s *Doktor Faustus* and exile literature, and three times on the short-term exchange; he remains a regular and loyal visitor to Hamburg and an important scholarly presence in Germany. Each director shapes the program, regardless of how often he or she has come. Nelly Hoyt left her mark after only one year, for example, and the same can be said of Joel Westerdale.

The documents published in the appendix give a vivid picture of how the program came into being, of how it came to Hamburg, and of how it evolved. Most of the documents are typewritten, some by a secretary; there are handwritten notes on the typewritten documents and some evocative doodles, most of them easy to identify (no one makes an exclamation point like Gertraud Gutzmann!). Together these papers reveal the rapidity with which the study abroad program led to a reciprocal agreement whereby two students from the University of Hamburg receive full fellowships to study at Smith on what was to become the American Studies Diploma program. From the German side, two DAAD fellowships were established to support Smith students in Hamburg. In 1979, a faculty exchange was introduced that thrived through 2013. A list of faculty directors and a list of faculty who participated in the exchange are printed at the end of the section “stories.”

Throughout the years, the study abroad program has remained true to the original goal of integrating students into German culture, specifically German university culture, and the corresponding requirement that German be the language of the program. Those objectives received a boost when students began

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living in dormitories during the late 1960s (housing being another concrete example of Hamburg's generosity and openness). Using German has become a struggle in the past ten to twenty years, because so many people in Germany speak English and want to practice with native speakers. Nevertheless the original formula of living in dormitories and using German has retained its validity. It is a formula that also includes the hiring of tutors for students' classes at the University of Hamburg or institutions such as the Technical University in Harburg – one of the open secrets to the program's success and durability. Since the program began in 1961, a faculty member from Smith College (and once from Smith's sister institution Mount Holyoke College) has accompanied the students to Hamburg. That model will be replaced just after our volume appears, and in the Fall of 2017 the program's philosophy and practices will be sure to thrive under the astute and trustworthy stewardship of a new but very familiar director: Jutta Gutzeit.

The current volume seeks to recapture the origins and the evolution of a successful initiative in cultural exchange. It also aims to memorialize people who brought the program into being and are no longer alive: Marie Schnieders and Thomas Mendenhall, the actual founders of the program; Reinhard Lettau, who directed the program for the first two years, and Willy Schumann, who directed the program in its third year and three more times before retiring in 1993. A plaque in honor of Marie Schnieders hangs on the wall of the Smith Center, but the students need to be told why it is there and what they owe to her energy and foresight. Throughout the volume there are repeated references to our much beloved, much admired German colleagues Peter Borowsky and Manfred Bonus. For nearly 30 years, beginning in the late 1960s, Peter Borowsky taught history to Smith students in Hamburg; as a participant in the long-term faculty exchange he also spent four semesters at Smith College. Manfred Bonus participated in each Orientation Program from 1993 until he died in 2015, teaching grammar to Smith students with unflagging dynamism, rigor, patience, and humanity. In spirit these people remain very much alive. They epitomize the friendship between Smith College and the University of Hamburg.

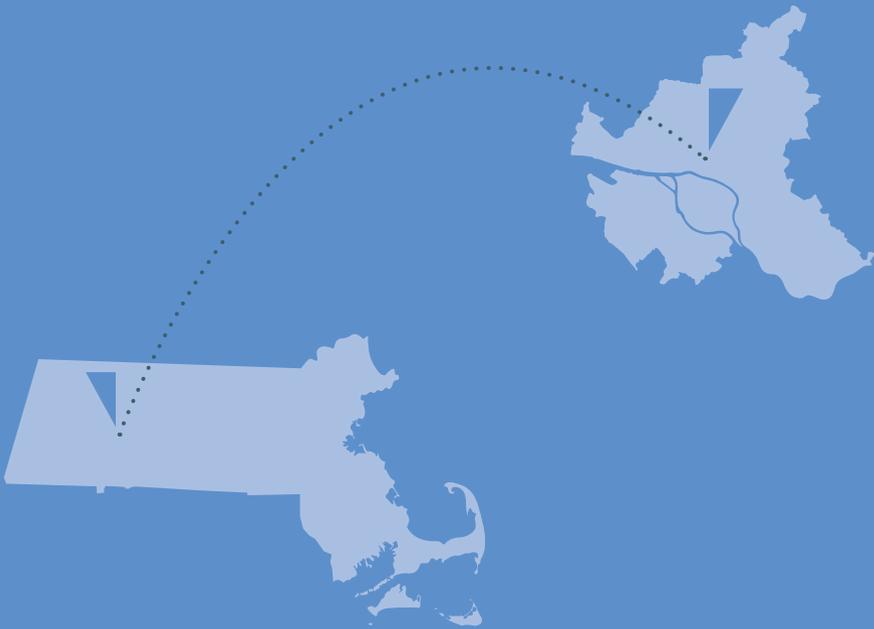


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STORIES · GESCHICHTEN



HANS R. VAGET



b. 1938, Magister Universität Tübingen 1964 • Ph.D. Columbia University 1969 • Helen and Laura Shedd Professor of German Studies and Comparative Literature emeritus, Smith College • Director of Smith College Junior Year at the University of Hamburg 1969–1971, 1981–82 • long-term Hamburg exchange, Summer 1992, short-term Hamburg exchange, 1984, 1987, 1991.

“DAS TOR ZUR WELT” – HAMBURG 1969–71

In the groves of academe, institutional and personal histories do not always neatly align. In my case, quite unexpectedly, they became intertwined to an unusual degree in 1969 when I was sent to Hamburg as the director of our Junior Year Abroad program and handed the task, more or less, of revamping the program.

Having joined the Smith faculty, in 1967, as an Instructor of German Language and Literature, I was – with only two years of Smith under my belt – woefully unprepared to take on such an assignment. Given the magnitude of the task and the seriousness of my responsibility, I should have been quaking in my boots. Instead, with the foolish self-confidence of the greenhorn, I trusted implicitly my ability to learn on the job. I decided to approach the Hamburg directorship as one big adventure, as a once-in-a-lifetime opportunity for both learning and fun. In the event, it turned into a two-year adventure – a most exciting and rewarding one at that.

The proud Hanseatic city of Hamburg, with its sprawling harbor, likes to be thought of as “Das Tor zur Welt.” Over the centuries, to the Germans, and to most of Central Europe, the harbor of Hamburg served indeed as the “gateway to the world.” In the opposite direction, it also served as a gateway to the world for the many Smithies who spent their Junior Year there, and helped them become the kind of “Women for the World” that is the college’s avowed educational aim. In an oblique and surprising way, it also had a significant impact on my own outlook on the world.

Beyond my Smith duties, I also had a more personal incentive to go to Hamburg. Just six weeks prior to our departure, my wife Nicole and I had become parents of a beautiful baby girl, Melanie. Being stationed in Hamburg meant that

Melanie's German and French grandparents would get to see more of her than they would have on the other side of the pond. As a first-time father and a first-time JYA director, with Nicole teaching French full-time in the Romanisches Seminar at Hamburg University, and with no administrative assistant, I had my work cut out for me. Most of the time during those years, I felt as though I were swimming upstream against a steady current of unanticipated problems.

Smith, for a number of years, had been sending its JYA students to various Goethe-Institutes in Bavaria in order to prepare them for the routines and requirements of the German university, thereby filling the time gap between the start of the academic year in America and the *Wintersemester* at the German universities. At those Goethe-Institutes, together with young people from other countries, our students – a group of fourteen (five from Smith, four from Yale, one each from Mount Holyoke, Vassar, Bryn Mawr, Haverford, and Hood) – were supposed to hone their language skills. My first assignment, then, was to visit our students in Ebersberg, Grafath, and Kochel – small places in rural settings – and to find out if their experience was as unsatisfactory as the feedback from earlier groups had suggested. It clearly was. Smithies expected, and needed, a more tailor-made and effective program.

Having received the green light from College Hall, my colleagues and I began to devise a new Orientation Program. It was to take place in Hamburg itself, in our facilities in the University *Gästehaus*, starting the following year. This basic arrangement is still in place today. To make up for the loss of the Bavarian experience, just prior to the start of the *Wintersemester*, the '70-'71 group took a one-week trip to Munich and Upper Bavaria to cap those several weeks of orientation. My memory of that fabulous excursion has become somewhat hazy over the years, but, in sum, I remember it as a joyful bonding experience, and as the beginning of a beautiful camaraderie.

I was extremely fortunate in being able to hire for the core courses of our program two first-rate teachers, Ulrich Bubowski and Peter Borowsky, who taught German literature and German history respectively, and who for many years remained the academic pillars of the Hamburg program. We also became good friends. Ulrich had actually taught at Smith for two years prior to my arrival there. He knew the college and knew what it was to teach Smithies. He also came along on that trip to Bavaria and helped with the organization and the driving. In the ensuing years, Peter came to Smith on several occasions as visiting professor of History; he, too, was perfectly sensitized to the skills and needs of our students.

The two semesters proper presented a much bigger staffing problem than the Orientation program because of the many different fields in which our students majored. For each course counting towards the major they were given a tutor hired by Smith. Finding qualified tutors in Physics, Chemistry, and Biology was a particular challenge. So I was fortunate to find assistance in the person of Klaus Nagorny, a

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member of the Hamburg Chemistry department, who was unfailingly cooperative and extremely helpful in recruiting suitable tutors, and who did so for many years thereafter. Among the other tutors, Heinrich Breloer, a friend of Ulrich's, stands out in my memory. A Germanist by training, he worked for several years for us as a tutor in German literature. I also remember him as a soccer player, a rather slick one, too, as everyone realized when, in a legendary game in the Stadtpark, a team of tutors played a team of students. In due course, Heinrich left academe and became a filmmaker, winning fame and many awards for his docudramas and adaptations, among them *The Manns* and *Buddenbrooks*.

In the larger scheme of things, the changes in our Hamburg program were a trifling matter compared with the profound transformation taking place at the *Universität Hamburg* itself, as it transitioned from an old-style form of governance, with a short-term *Rektor* at the helm, to a more democratic constitution with a president serving for nine years. That transition took place in the wake of the wide-spread student protests, and demands for reform, that swept campuses from Berkeley to Columbia, and from Paris to Hamburg.

When I arrived in Hamburg, the *Gästehaus* in the Rothenbaumchaussee housed, on the ground floor, a small faculty club, open for lunch only, where some of our students found jobs as waitresses. One of the back rooms, I noticed, was repeatedly used for a caucus by some somber-looking gentlemen, who, rumor had it, were plotting to avert the election as president of a certain Peter Fischer-Appelt, a young Protestant theologian, because he was reputed to be a radical. The backroom caucusing was to no avail. Fischer-Appelt was elected president, he was twice re-elected, and he served with distinction a total of twenty-one years as the head of Hamburg University.

No one could have known at the time that President Fischer-Appelt, who made the expansion of the university's international relations one of his signature achievements, would be a huge bonus for Smith College. He simply fell in love with the place when he first visited the campus in 1975 for the inauguration of President Jill K. Conway. Over the years he proved to be a staunch friend of Smith and of our Hamburg program. Most importantly, from my point of view, he was not only receptive to the idea of creating a faculty exchange program between Hamburg and Smith but also saw to it that it was successfully implemented. When I first floated this idea with my colleagues in the department, after my return from Hamburg, I was told that it was unrealistic and that I should forget about it.

Not long thereafter I mentioned my disappointment to Betty Bodine, a member of our Board of Trustees. Betty listened carefully, and, without telling me, decided to pursue the matter. She happened to be the mother of Lucy Bodine, who had been a delightful and sparkling presence in my 1970–71 group. In due course, in 1979, Smith decided to establish a faculty exchange program. This began during the 1980/81 academic year, and, over the years, it offered some one hundred colleagues

from both sides of the ocean an opportunity to get to know their partner institution. In 2013, when Hamburg decided to discontinue the exchange, a wonderful and mutually beneficial program came to a sad, abrupt end.

As for the 1970–71 JYA, two additional group excursions turned out to be highlights of the program. In February of 1971, I took the group to Berlin which, at the time, was still divided by the infamous wall. I was still a citizen of West Germany at the time, and since I had no relatives in East Germany, I had never set foot on the other side of the Iron Curtain. But as a leader of a group of American students, I somehow qualified for entry. I can still recall the unsmiling, intimidating inspections carried out by the Border Police at Bahnhof Friedrichstraße. Today this is a very busy and lively place; in 1971 it struck me as a barricaded fortress. But I also remember a refreshing incident in the bus that took us to the monumental Soviet War Memorial, in the East, a visit to that site being part of the deal. As we drove past drab, Stalin era housing developments, one of our students, Melinda Moore, piped up to ask our East German guide: “Ist es wahr, dass die Menschen hier nicht frei sind?” (“Is it true that people here are not free?”) I forget how our guide – a forty-something, dour-looking lady in a severe uniform straight out of central casting – dodged this unexpected curve ball. But I do remember feeling very proud of my student’s no-nonsense attitude, and courage.

Melinda had caught my attention prior to coming to Hamburg when she wrote me a polite letter of inquiry from her home town, Pacific Palisades – a name that rings all kinds of bells in the ears of every student of German literature because it was in that posh suburb of Los Angeles that Thomas Mann and other notable exiles landed during World War II. In her letter, Melinda assured me that despite her “barrage of questions” she would not be “a problem child.” Not only was she not a problem child, she did the group proud by actually articulating what all of us were thinking on that somber bus ride through East Berlin.

The other group excursion was a day-long boat ride “im wunderschönen Monat Mai” (as Heine famously put it) on the mighty Rhine. It took us from Mainz down the river all the way to “holy” Köln, with its imposing Dom, past the Loreley, that fateful rock of German folklore and poetry. I do not remember much of that excursion, which I take to mean that a good time was had by all.

What was it, finally, that made my first tour of duty in Hamburg such a rich, enjoyable experience, particularly in the second year? In retrospect, several factors come to mind. There was, to begin with, a wonderful chemistry among the seventeen participants. That good chemistry was undoubtedly facilitated by the co-educational composition of the group, something that in those years provided a welcome change from life on the campus in Northampton. The eleven Smithies were visibly enjoying the presence of six young men: five from Yale, and one from Amherst. Most gratifying to me was the palpable curiosity they all displayed about all aspects of their host culture. They also shared an exhilarating sense of adventure,

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apparently aware, with remarkable maturity, that they were living one of the most exciting years of their young lives.

Another key factor was the cumulative bonding effect of the group excursions, producing, as they did, a wealth of shared memories. I may be wrong about this, but the fact that the age gap between the students and the director of the program was a mere ten years, give or take a year or two, made for what I recall as easy, uncomplicated interactions.

Looking back now, after more than four decades, it seems to me that those two years as director of the Hamburg program, without my realizing it at the time, immeasurably strengthened my attachment to Smith – an attachment I still feel to this day, even years into retirement. In Germany I am occasionally asked if I really feel at home in America, and if I still feel any attachment to the Fatherland. I like to surprise my interlocutors by giving them what I know to be a puzzling answer – puzzling because they are not familiar with the unique biotope that is a first-class American college. I like to tell them that I no longer feel at home in Germany, nor do I yet feel fully at home in America. I do, however, feel at home at Smith College.

MARGARET SKILES ZELLJADT



b. 1941, A.B. University of Michigan 1963 • M.A. Indiana University 1967 • Ph.D. University of Massachusetts 1976 • Professor Emerita of German Studies, Smith College • Director of Smith College Junior Year at the University of Hamburg 1972–73, 1979–80, 1986–87, 1987–88, 1994–95, 2001–02.

PERMANENCE IN CHANGE

In 1972–73 I first directed the Smith College Junior Year Abroad program at the University of Hamburg. We had a total of twenty-two Smith and guest students, the most that ever took part in our program. Life as director was quite different from what it is today: we had no secretary, no office, no classroom, no computer, no fax, no photocopy machine. In the *Gästehaus der Universität* we had only the director's apartment and the so-called "Smith Rooms" in the basement. I needed to go to the post office on an almost daily basis, because there was absolutely no such thing as email and to make a telephone call was prohibitively expensive. All of my communication with Smith in Northampton took place on thin onion-skin *Luftpostpapier*, but even then there were often so many pages of correspondence that added postage was necessary. Although there was a yellow *Bundespost* letter box right across the Rothenbaumchaussee in front of the Curio-Haus, I preferred to take the letters directly to the post office so as not to lose valuable time.

I'm not really certain why I thought the time was "valuable." It normally took at least one week (often 10 days) for my letters to reach College Hall. It was fortuitous that during that year (and during subsequent pre-email years well into the mid-nineties, when we finally started experimenting with CompuServe) we didn't have any truly pressing or seriously urgent matters. I could, in fact, assume that once my letter had arrived in College Hall, it would sit on the addressee's desk for a day or two before being dealt with. And often it had to be passed on to another office on campus (no email in Northampton either). This meant that the letter might well go unanswered for more than a week, and then the response would

make its way back via airmail to Hamburg. I learned rather quickly that once I had sent off a missive I would usually wait at least three weeks before a reply arrived. In those days, however, there was no alternative, and as director I was essentially dependent on myself. In retrospect, I can see a distinct advantage to the length of time it took for a reply: whatever had been my major concern clearly needed to be dealt with on-location in Hamburg in a timely fashion prior to a response coming back from Northampton. We directors, and students as well, resided in the city in considerable isolation from home and were therefore compelled to live our lives truly in Germany, making decisions and coming to conclusions without the assistance and the support that directors of today enjoy.

In those earlier years of the Hamburg program, all of us who were there lived totally immersed in Germany and, for the most part in German. We read German newspapers, watched German television, listened to German radio, went to German movies, plays, and operas, ate German food, drank German beer. By virtue of our choice to leave the U.S. for a year for what seemed like a real adventure, we were, in essence, transported to a different type of existence where our lives were transformed by our host culture. For the majority of students, living in Hamburg was their first exposure to customs and traditions (not to mention daily contact with another language!) outside the United States. Although we all at some time or other felt the need to express ourselves in English, our daily lives revolved around what was happening in Germany and in Hamburg in German.

I directed the program for the sixth and last time in 2001–02, the year of the September 11th tragedy. By then we had an extremely competent associate director, a spacious office in the *Gästehaus*, computers, a fax, a photocopy machine with scanner, a larger, well-equipped apartment. We could watch everything unfold on CNN, either via computer or on television. Our very own email – @smith.edu – was available to everyone, laptops were relatively inexpensive and easy to transport, the student telephone could be used at no cost to call home, students each had their own “Handy” (cell phone) provided on loan by Smith, friends from other Smith programs or from Northampton came to visit, the director could easily telephone someone at Smith with questions or concerns, we could purchase American food almost anywhere. All of this has made life in Hamburg seem considerably easier in many ways. But I think it simultaneously gave us a sense that we had never really left Northampton (or the United States), that we were merely occupying space temporarily in another place with many of the same familiar and now essential commodities and customs. We no longer needed to seek adventure and we could adapt more easily.

This same easy bridging of cultures now also occurs from Northampton, where I can read the *Spiegel* or the *FAZ* or the *Süddeutsche Zeitung* daily online, watch a streaming *Tatort* every Sunday or one of the *SOKOs* every evening. Colleagues at Smith or friends or family can phone Hamburg whenever necessary, and email and Facebook have become essential means of communication. The nature of study

and life abroad and its impact on our lives has changed: we are all clearly more globalized and can become more fully bi-cultural. This can also mean, however, that the absence of exclusive immersion in the German world makes acquisition of the language considerably more challenging.

Through all these years of change in the program, some things have nonetheless remained constant in Hamburg. First of all, adjusting to the weather and the climate takes some practice: we can expect rain at some time almost daily, so carrying an umbrella is essential. During the long winters it is still always pitch dark, as it was in the morning when my husband would take our younger daughter to *Kindergarten* while the older one biked to the *Gymnasium*, and it was dark again when they all returned in the evening. But the *Weihnachtsmärkte* continue to light up that darkness and tempt us with their warming *Glühwein*. Every year the swans are out once again on the Binnenalster for almost eight months from spring through fall, and the sidewalk cafés, where one can sit all afternoon, offer typical German *Kaffee und Kuchen*. And in summer, the clear blue sky always glows brilliantly until after 10 p.m. As always, the city's infrastructure is constantly being improved, sometimes to one's consternation: at any time of year there is always construction somewhere in Hamburg that causes re-routing of busses or even *U- or S-Bahnen*; sidewalks are often blocked because of scaffolding for new or improved buildings. The unique presence of water and green is still paramount in the city: small sailboats dot the Außenalster and the *Alsterschiffe* transport workers and tourists across the lake and through the locks; large container ships and cruise ships leave the Landungsbrücken, swim past Blankenese and the Willkommenhöft out into the North Sea and beyond. Trips with the students to Lübeck, Lüneburg, Berlin or Munich or to cities in the East since the *Wiedervereinigung* continue to be an essential component of the study abroad experience.

I could never document how the experience of living in Hamburg has shaped the lives of individual students for more than 50 years. Many former participants have returned to live in Germany, others use their language skills professionally. But I can confidently say that my husband Igor and I actively tried to make Germany and German an essential part of our lives within our own nuclear family. Our two daughters have taken all this to heart: not only did each marry a German, but both are raising bilingual offspring.

JOHN M. CONNOLLY



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TWO YEARS DIRECTING IN HAMBURG, 1978–79 AND 2012–13

I came to Smith in 1973 and spent 41 years in the philosophy department (10 of those on leave to the College administration). But I had learned German, am married to a German woman – Marianna Kaul Connolly since 1969 – and have devoted much of my research to German philosophy. So the German Studies Department and the College had enough trust in me to send me to Hamburg twice as director. Both years were filled with important and memorable experiences. I pick out just a few here for the record.

1978–1979 – Our first group had 16 students in the *Wintersemester*, 15 in the spring (one finished her Smith career after that first term). Three of that group were Yalies, one from Mt. Holyoke, and one from the now defunct Kirkland College. We are still in touch with many of them, and enjoyed a lovely reunion dinner at our home with many of them in May 2015. They were/are a good bunch, quite cooperative and more or less cohesive. In those days there were three week-long excursions financed by Smith or by the University or the German state: to the *Oktobertfest* in Munich, to Berlin, and to Bonn. For the director, the program was in those days very demanding, since there was no associate director, no office help of any sort, indeed no office (aside from a desk in the apartment). The long-term head tutor, Ulrich Bubrowski, provided much of the continuity, and a variety of University administrators and professors (notably Peter Borowsky, Klaus Hansen, and Klaus Pätzold) were very helpful.

The highlight of the year was the visit near the end of the first semester of Jill Ker Conway, who came to sign the faculty exchange agreement with the University.

I was asked by College Hall to pick Mrs. Conway up at the airport. It was an early a.m. arrival, and I was startled when I got to the airport to find the University President, Peter Fischer-Appelt, and two of his senior administrators also waiting to greet Mrs. Conway: such was the respect shown to Smith in those days by high-ranking officials in the Hansestadt! For our students too it was a great treat to meet their own president on foreign soil and to show off their newly gained cosmopolitanism.

The faculty exchange went on to be a shining success for 35 years. Scores of Smith and Hamburg professors crossed the Atlantic for either a month or a semester, often making fruitful connections with other scholars, and enjoying the amenities that each of the two very different settings offers. One of our participants, Ileana Streinu, who did an exchange semester, speaks of her “tender memories from my visit a few years ago to Hamburg, from the elegant Rothenbaumchaussee and the surrounding area, the university, the life in the city, its art and music.” The exchange also enriched the JYA program in a variety of ways.

2012–2013 – But, alas, my second tour of duty as director was overshadowed by the University’s sad decision to terminate the faculty exchange. All attempts to persuade the current Hamburg administration to reconsider had proved futile, and in the *Sommersemester* of 2013 my philosophy colleague, Jay Garfield, was (for now, at least) the final Smith participant.

The warmth shown in past decades by Hamburg administrators to Smith College is now just a fond memory. But the warmth was, at least for one day, revived in May 2013 at one of our periodic program receptions in the grand rooms on the first floor of the *Gästehaus*. This was for me the highpoint of my second stint in the *Hansestadt*. Scores of guests came, including some current instructors of our students as well as past participants in student and faculty exchanges. Among the guests were Peter Fischer-Appelt and his wife Hildegard. Our students (a total of twelve, of whom five came in the spring, two of those from Bucknell) were at their best, with one of them – Karla Faber – delivering a short and effective address about her academic and social experience in Hamburg, and the ensemble sounding almost professional in a rendition of “Der Mai ist gekommen.” Our wonderful Associate Director and German instructor, Jutta Gutzeit, talked about the language program and presented the prize for best student. I spoke briefly about the history of Smith in Hamburg, and in a special surprise Prof. Andreas Kleinert, who came all the way from Halle for the event, took the podium and spoke glowingly of his various visits to Smith. He presented to the Mortimer Rare Book Room – represented by Jocelyne Kolb – a 1588 copy of Michael Eytzinger’s *Nova Rerum in Europa Gestarum Historia* as an expression of his gratitude to Smith and for the help he received there from Martin Antonetti and others. This lovely and rare volume will be a valuable addition to the Mortimer and should be accessible to our German studies majors.

All in all, my second and last tour of duty in Hamburg was very different from the first in many ways. The now tech-savvy students have changed in all the ways

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one would expect after more than three decades, but the participants in both groups loved the city of Hamburg and were uniformly positive about their experience. It is a joy to see them grow over the course of their time in Germany.

The university is unfortunately at some levels now a less welcoming place for our program administration (something our students hardly noticed at all), but the quality of our program is better than ever, with more attention to language instruction and the vast improvement in our physical plant (the added office, a seminar room, as well as the “Smith Center” in the basement). Rainer Nicolaysen does a fine job continuing the tradition of offering two semesters of modern German history in the Center. And the Germany of the 21st-century, for all its technological advance, is a friendlier, more relaxed, and prosperous democracy that, despite (or perhaps because of) its prosperity, has clearly accepted the considerable challenge of confronting its own dark past. My wife and I were both very grateful to have a “second go” with the program, and – this time unencumbered by preschool children – enjoyed the experience a great deal more. I hope that the Smith Program, now 55 years old, will have a long future.

GERTRAUD GUTZMANN



b. 1938, B.A. Middlebury College 1965, M.A. Middlebury College 1969, Ph.D. University of Massachusetts 1979 • Professor Emerita of German Studies, Smith College • Director of Smith College Junior Year at the University of Hamburg 1980–81, 1990–91, 1995–97, 1998–99, 2004–05, 2008–09.

BEGEGNUNGEN

Anfang Dezember 1993 fuhr ich mit der Schriftstellerin und Freundin Helga Schütz von Potsdam-Babelsberg nach Berlin-Wannsee. Der Aufbau-Verlag hatte Schriftsteller, Kritiker und Lektoren zu einem Empfang im Literarischen Colloquium Berlin (LCB), der früheren Villa Guthmann, eingeladen. Da begegnete ich geschätzten Bekannten und Freunden wie Christoph Hein und Dieter Schlenstedt, zu deren Gesprächsrunde sich u. a. Walter Höllerer gesellte, der Schriftsteller und Literaturprofessor, der das LCB gegründet hatte als einen Ort der Begegnung für Literaturschaffende. Als Schlenstedt und Hein von den USA zu sprechen begannen – beide hatten sich länger im westlichen Massachusetts aufgehalten, dabei auch am Smith College Lesungen und Vorträge gehalten –, meinte einer der Gesprächspartner, ich könne da ja wohl kaum mitreden. Über Amerika zu sprechen sei man erst dann befähigt, wenn man länger dort gelebt habe.

Ich hatte in diesem kritischen Gesprächspartner unschwer Reinhard Lettau erkannt, den Autor schöner, eigenartiger Prosatexte und den ersten Direktor des im Jahre 1961 gegründeten Smith College Junior Year Programms an der Universität Hamburg. Zwar war ich Lettau bisher nicht persönlich begegnet, hatte jedoch in den Unterlagen über die Anfangsjahre von „Smith in Hamburg“ so manches über ihn erfahren. Daher entgegnete ich also: „Ach, Herr Lettau, Sie kennen mich zwar nicht, aber ich kenne Sie, denn ich habe Einblick in Ihre Akte nehmen können.“ – „Was denn, welche Akte meinen Sie“, fragte er sichtlich alarmiert. (Es war immerhin die Zeit kurz nach der „Wende“, in der das Wort „Akteneinsicht“ im öffentlichen

Diskurs häufig fiel.) Darauf klopfte ihm Christoph Hein, dem ich von Lettaus Anfängen als Direktor des Smith College Junior Year der Jahre 1961 bis 1963 erzählt hatte, dem Schriftstellerfreund auf die Schulter und erklärte ihm, dass ich als Professor of German Studies am Smith College des Öfteren das Hamburg-Programm geleitet hätte.

Lettau sprang auf, umarmte mich und begann von Smith College zu schwärmen wie von einer alten Jugendliebe. Er wollte vor allem wissen, was aus seinem „Baby“, dem Junior Year in Hamburg, geworden sei. Lettau war jener „faculty member from Smith College who will be in charge“ (Letter Mendenhall to Syndikus Münzner), eine harmlose Umschreibung all jener unterschiedlichen Aufgaben, die Lettau und alle Junior-Year-Direktorinnen und Direktoren nach ihm wahrzunehmen und auszufüllen hatten. Es freute mich, ihm versichern zu können, dass sich im Grunde wenig an den Vermittler-Aufgaben geändert habe.

Lettau war 1990, dem Jahr der Vereinigung beider deutscher Staaten, aus den USA nach Berlin remigriert. Seine Rückkehr wurde im Fernsehen gefeiert. Drei Jahre später jedoch, wie er mir auf dem Schriftsteller-Empfang in Berlin-Wannsee beteuerte, vermisste er sein amerikanisches Leben. Er empfand das, was Wolf Biermann in einem seiner Songs als „ich möchte am liebsten weg sein, und bleibe am liebsten hier“ dramatisiert hat.

Auch ich war in jenem ereignisreichen Jahr 1990 in Hamburg, das zweite Mal in der Direktorinnenrolle des Smith College Junior Year Programms. Als dreifacher Flüchtling, der in drei Riesenschritten von Osten nach Westen und in die USA gelangt war, erlebte ich nun, aus Amerika kommend, die Feierlichkeiten zum Tag der deutschen Einheit mit unseren Studentinnen auf dem Hamburger Rathausmarkt. In der Folgezeit fand ich mich wiederholt in der Rolle einer Vermittlerin, und zwar nicht nur des deutschen Alltags an unsere „Smithies“, sondern auch um Verständnis werbend unter Gesprächspartnern aus der „alten“ Bundesrepublik mit ihrer Ablehnung ostdeutscher Gewohnheiten und Denkweisen. Adaption, Akkulturation, Integration, Abgrenzung und Eingemeindung galt es zu leisten auf verschiedenen Ebenen. Smith College hat mit seinen JYA-Programmen seit 1925 an dem Projekt internationaler transkultureller Verständigung und des Verstehens fremder Lebenswelten Teil gehabt. In diese Tradition wollte auch ich mich einbringen als Direktorin des JYA-Programms, über die verschiedenen Aufgabenbereiche dieses Amtes. Dabei habe ich im Laufe vieler Jahre erlebt, dass mir die jungen Amerikanerinnen häufig neue Sichtweisen auf das Land meiner Herkunft nahegelegt und mein Verständnis amerikanischer Denkweisen und Lebensart geändert haben.

Die Vermittlerrolle der JYA-Direktoren hat sich freilich gewandelt, insbesondere im 21. Jahrhundert mit seiner Vielfalt an medial oder virtuell zugänglichen Einblicken in andere Kulturen. 1980/81, mein erstes Jahr in Hamburg, gab es weder Handys noch iPads, weder Fax noch Skype. In den Wohnheimen stand den Studierenden lediglich ein Telefon auf ihrem jeweiligen Flur zur Verfügung. Die

17 Teilnehmerinnen und Teilnehmer jenes Studienjahres waren in ihrem Einleben in der Fremde aufeinander angewiesen, woraus sich viele lebenslange Freundschaften bildeten. Zur 30-jährigen „Reunion“ des Studienjahrgangs 1982 waren elf der Gruppe JYA 1980/81 an das Smith College zurückgekehrt, einige sogar aus Australien und Deutschland.

Zu den Höhe- und Krisenpunkten meiner Erfahrungen als Junior-Year-Direktorin zählt die Irak-Krise, damit verbunden die Massendemonstrationen in vielen deutschen Städten. Auch in der Rothenbaumchaussee sammelten sich die Demonstrierenden fast täglich und machten keinen Hehl aus ihrer feindseligen Einstellung gegenüber den USA. Unsere Studierenden mussten – wie es ja auch im umgekehrten Falle ist – für ihr Land ein- und geradestehen! (Auch ich war 1961 bis 1965 in meinen vier Studienjahren am Middlebury College nur allzu häufig in die Verantwortung genommen worden für das nationalsozialistische Deutschland und seine Verbrechen gegen die Menschlichkeit.) Vom Office for Study Abroad am Smith College sowie vom US-Konsulat in Hamburg wurde ich beauftragt, unsere Studierenden zu äußerster Vorsicht zu ermahnen. Sie sollten in der Öffentlichkeit kein Englisch miteinander sprechen (was mir sehr gefiel!), sich nicht „amerikanisch“ verhalten. Ich musste das Schild „Smith College“ vom Eingang zum Smith Center entfernen, „safe families“ finden, die im Falle von Angriffen auf Amerikaner unsere Studentinnen aufnehmen würden; gleichzeitig war ein „buddy system“ zu organisieren – vier Gruppen von je drei Studentinnen –, von denen eine mich dreimal pro Tag anzurufen hatte. Gleichzeitig wurde ihnen frei gestellt, in die USA zurückzukehren, ohne das Semester in Hamburg abgeschlossen zu haben. Keine der Teilnehmerinnen entschied sich für diese Option, auch der Gaststudent von der Columbia University nicht. Die größte Herausforderung war der Auftrag, Exit-Routen in die USA oder nach Kanada über Orte zu organisieren, die den Verantwortlichen im U.S.-Außenministerium am sichersten erschienen, beispielsweise Warschau, Tallin oder Oslo! All diese Bemühungen waren zum Glück unnötig; es kam zu keinen Terror-Anschlägen, sodass unsere Studenten in den Semesterferien Reisen in andere europäische Länder unternehmen konnten. In diesem schwierigen Monat wurde mir bewusst, wie betroffen mich anti-amerikanische Slogans, Spruchbänder und Aufrufe machten. Anscheinend war ich innerlich zur Amerikanerin geworden, ohne es mir eingestehen zu wollen.

Die Jahre 1995/97, 1998/99, 2004/2005 sowie 2008/2009 waren insgesamt schöne, ertragreiche Zeiten. Das gilt für curriculare und administrative Neugestaltungen, denn das sechswöchige Orientierungsprogramm wie auch die studienbegleitenden Sprachveranstaltungen erhielten ein neues Profil. Dank der Zusammenarbeit mit Hartmut Delmas aus dem Bereich Deutsch als Fremdsprache der Universität konnten wir diese Sprachkurse selbst gestalten und dann der pädagogischen Weitsicht und Erfahrung unserer jetzigen Associate Direktorin Jutta Gutzeit anvertrauen. Christine Koglin und nach ihr Christiane Thurner, die sich ein Jahr am Smith College im

Rahmen des Programms „Diploma of American Studies“ aufgehalten hatten und mit amerikanischen Lebensweisen und Studiengegebenheiten vertraut waren, waren nicht nur im Büro-Alltag für jeden Direktor und jede Direktorin unersetzliche Ratgeber, Mitgestalter von Exkursionen sowie extra-curricularen Veranstaltungen. Sie vermochten, da sie ihr Magister-Studium bereits abgeschlossen hatten, den „Smithies“ aus der Sicht ehemaliger Studierender so manche Studiengänge, Fächer oder akademische Vorgehensweisen erklären.

Wie wäre es mir wohl in Hamburg ergangen ohne Manfred Bonus, „meine feste Burg“ in meinem Wirken in der mir zur vierten Heimat gewordenen Hansestadt! Er war mir in den Jahren von 1995 bis 2015 ein geschätzter Kollege und Freund, mit dem ich so manche Touren und „Irrfahrten“ unternommen habe. Unsere Gespräche über Inhalte, Praktiken und Ziele der Sprach- und Kultur-Vermittlung waren stets offen, fordernd, manchmal sogar anstrengend, führten jedoch in der Mehrzahl zu den von uns allen angestrebten Ergebnissen. Er war es auch, der Rainer Nicolaysen 1996 für unser Orientierungsprogramm gewinnen konnte. Peter Borowsky, Historiker an der Universität Hamburg, den Generationen von Smithies als Lehrenden und als Wissenschaftler geschätzt und verehrt haben, hatte uns seinen ehemaligen Doktoranden ebenfalls eindringlich empfohlen. Rainer, inzwischen Professor für Neuere Geschichte an der Universität Hamburg, ist unserem Junior Year Programm verbunden geblieben und bietet für unsere Studierenden seit 1998 Seminare zur neueren deutschen Geschichte an. Jutta Gutzeit ist eine der „drei Musketiere“ – Bonus, Nicolaysen, Gutzeit! Ihre Lehrveranstaltung „280 Theater in Hamburg: Topics and Trends in Contemporary German Theater“ zählt zu den „Highlights“ vieler Teilnehmerinnen unseres Studienprogramms in Hamburg. Als Associate Direktorin hat Jutta Gutzeit dazu beigetragen, dass ich die Aufgaben der Direktorin gelassener und zuversichtlicher wahrnehmen konnte als in meinen Anfängen 1980/81 sowie 1990/91, Zeiten, die mir rückblickend wie die „dark ages“ erscheinen.

Umdenken – anders disponieren – *winging it*: Das sind für mich amerikanische Verhaltensweisen, das „Anders-Sein!“. Manfred, Rainer, Jutta und ich haben diese „Tugenden“ häufiger einsetzen müssen, als wir geplant hatten. Wenn Jutta beispielsweise Anfang September am Flughafen Fuhlsbüttel auf eine Studentin aus den USA wartete, die nach einer Zwischenlandung in Irland nicht mit dem angegebenen Flugzeug oder zur genannten Ankunftszeit erschien, hat Sohn Johannes auf dem einen Ankunfts-Terminal, Jutta auf dem anderen Wache gehalten. Zwischendurch telefonierten wir, arbeiteten wie Scotland Yard, um Verbleib und Weiterflug unseres anscheinend verloren gegangenen Schützlings herauszufinden (à la „j'ai perdu ma Eurydice...“). Zum Glück hatten wir bereits Handys, sodass ich Juttas Warten beenden konnte, als selbige „Eurydice“ im Smith-Büro in der Rothenbaumchaussee erschien und ich sie freudig und erleichtert in meine müden Arme nehmen durfte.

Manfred und ich dagegen forderten den neu dazugekommenen Rainer Nicolaysen während des Orientierungsprogramms 1996 auf unnachahmliche Weise heraus. Auf

dem Programm stand eine Wochenend-Exkursion auf die Nordseeinsel Pellworm. Ich hatte mir diesen Ausflug ausgedacht als Alternative zu Stadt, Architektur, Kultur. Norddeutsche Landschaft, Meeres- und Inselkultur erschienen mir nach einem NDR-Film über Pellworm überaus lohnenswert. Im Jahr davor hatten wir bereits einen Tages-Ausflug auf die Insel gemacht, mit Fahrradtouren, inklusive Verfahren und nahezu Verfehlen der letzten Fähre (ohne Übernachtungs-Reservierungen, falls wir die Fähre verpasst hätten). Also beschlossen wir, beim nächsten Ausflug im September 1996, auf Pellworm zu übernachten. Vorfall Nr. 1: Manfred Bonus, sieben Programm-Teilnehmerinnen und ich finden uns früh morgens auf dem Bahnhof Dammtor ein. Rainer Nicolaysen und zwei weitere Studentinnen wollen am Bahnhof Altona zusteigen. Alle sind da: Ein Zug fährt ein und Manfred sagt: „Das ist unser.“ Ich frage: „Bist du sicher?“ „Na klar“, erwidert er; und wenn Manfred „Na klar“ sagt, erübrigt sich gewöhnlich eine weitere Rückfrage. Ungefähr drei Minuten nach Abfahrt des Zuges mit uns verirrt Neun wird mir klar, dass wir uns in einem Zug nach Kiel und nicht nach Husum befinden! Alarm im Zugabteil! Der Schaffner erklärt uns, wir könnten lediglich in Neumünster aussteigen, dann mit einem Bummelzug, der an jeder Milchkanne hält, nach Heide weiterfahren und von dort aus doch noch nach Husum gelangen! Ich bitte daraufhin den Zugführer, mit seinen Kollegen am Bahnhof Altona zu telefonieren, Rainer dort ausrufen zu lassen, unser Missgeschick mitzuteilen und ihn zu bitten, auf dem Husumer Bahnhof auf uns zu warten!

Gesagt, getan: der freundliche, arg belustigte Zugführer tut das Seinige. – Wie aber soll ich je wieder das Vertrauen unserer Studentinnen in meine „Leiter- und Planungs-Fähigkeiten“ zurückgewinnen? Zum Glück sind sie immer noch müde genug, um die Fahrt von Milchkanne zu Milchkanne durch das holsteinische Flachland zu verschlafen. Umso größer die Freude, als wir schließlich in Husum eintreffen, Rainer und die zwei anderen Studentinnen wiederfinden, sodass wir gemeinsam die Reise nach Nordstrand fortsetzen können und sogar noch die Fähre nach Pellworm erreichen.

Weitere „Irrfahrten“ auf Pellworm behalte ich für mich. Erwähnenswert ist jedoch Vorfall Nr. 2 gleich nach der Ankunft: Wir holen die vorbestellten Fahrräder ab und begeben uns auf die Tour den Deich entlang zu unserem Hotel. Dabei werden wir von einem Wolkensturz und Windböen überfallen, die mir – so dachte ich – die schlimmste Evaluierung meiner Direktorinnen-Tätigkeit einbringen würden! Aber Rainer saved the day, indem er nach unserer Ankunft im Hotel und der Zuweisung der jeweiligen Zimmer die durchnästen Jeans aller Exkursions-Teilnehmer/innen einsammelt und in die Trocken-Trommel im Wäscheraum des Hotels befördert. The rest is history!

Dieses mein „Nachdenken über meine Zeit in Hamburg“ ist selektiv und unzureichend. Ich kann den vielen Menschen, Begegnungen, Orten des Erlebens, der Schönheit dieser einmaligen Stadt und ihrer Geschichte keineswegs gerecht

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werden. Dankend sei jedoch jener Freunde und Förderer unseres Auslands-Studien-Projektes gedacht, die als Universitäts-Präsidenten, als Leiter und Mitarbeiter des Akademischen Auslandsamtes sowie des Studentenwerks unser Bestreben um Gedeih und Weiterwirken internationaler Lern- und Lebenserfahrungen über mehr als fünf Jahrzehnte mitgetragen und mitgestaltet haben.

Bleibt mir nur noch – ähnlich wie John F. Kennedy über Berlin – zu gestehen: „Ich bin ein Hamburger.“

JOSEPH MCVEIGH



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 Ph.D University of Pennsylvania 1984 ·
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 Year at the University of Hamburg
 1988–89, 1989–90, 1999–2000, 2005–06,
 2006–07, 2009–10, 2013–14.

WITNESSING HISTORY'S FOOTNOTES

When students plan to spend a year abroad, most do not envision the undertaking as a life-changing adventure, nor do they anticipate being witness to historic changes of global significance. Nevertheless, such was the case for the Smith College students who accompanied me to Hamburg during the years 1988 to 1990. By any account, this period was a momentous watershed moment in both German and European history. The major events of those years are certainly well known and often recounted: the large but peaceful protest movement in East Germany in 1988 and 1989, the opening of the Berlin Wall on November 9, 1989, the first democratic elections in the East, the so-called “2 Plus 4 Agreement” of 1990 that paved the way to the reunification of Germany, and so many more. Not to be forgotten in this time of surprises was the German victory in the soccer World Cup in 1990. Would anyone venture a guess as to which of these heady events was celebrated the loudest in the streets of then West Germany?

As the events of 1988–89 were unfolding it was unclear whether the students on the Smith JYA Program grasped the import of what was happening, at least before the tempestuous evening of November 9, 1989. Once the once-unthinkable happened and the Berlin Wall was opened, it was clear to everyone that history appeared to have taken on a will – and direction – of its own, but where it was headed, one could only guess at that time. Needless to say, Smith students being a curious folk, most immediately headed for Berlin. Classes be damned! There was history to be made...or at least witnessed, and pieces of that history could be chiseled

from its primary symbol, the Berlin Wall, or, sans hammer and chisel, purchased from one of the vendors of painted concrete mementos small and large mushrooming along the boundary between East and West.

As director of the Program at the time and father of three small children, I could not accompany the students to Berlin right away. Disappointed at the time, I found that in retrospect from the new century, my most indelible memories of that time were not the main event of November 9th or the political decisions that followed over the next year, but rather those events that did not quite make it into the headlines. Some were tinged with humor, like the German TV-interviewer who on the evening of November 9th breathlessly announced to his viewers that he was about to interview one of the first people to cross into West Berlin from the East on this historic occasion. His first question to the confused-looking 20-something: How does it feel to be in West Berlin for the first time? The answer from the smartly dressed guest: I'm a West Berliner.

Other footnotes to the events of that time were of a more serious nature and perhaps even somewhat tragic, as I witnessed during my first trip to Berlin in December 1989. Although a month had passed since the "Mauerspechte" first began their work, chipping away souvenirs from the Wall, East German border guards were still making their rounds on the Western side of the Wall attempting to confiscate the tools destroying their now-defunct "antifascist protective wall" (*antifaschistischer Schutzwall*) and reminding the vandals that they were standing in the territory of the sovereign nation of the German Democratic Republic and could be arrested if they did not desist. Needless to say, once the guards moved a safe distance down the Wall, new tools appeared and the chiseling continued.

Even before the events of November 1989 started to take shape our JYA Program made its yearly trip to the still-divided city of Berlin in early October of that year. As part of the excursion, the group would take a bus-tour of East Berlin and Potsdam. On this occasion – the last of its kind for the Smith Program – we had to make an obligatory stop inside the Brandenburg Gate in order to hear a lecture by an East German border guard on why the Wall existed. There were also some young, male American students with us on the bus tour, perhaps from one of the other Hamburg-based American JYA Programs from Cornell University or from the consortium program of Indiana, Ohio State or Purdue Universities. In any case, the lecture came to an abrupt – and tense – end when, during the question-and-answer session following the lecture, one of the young men asked how one could reconcile the guard's claim that East Berlin was the sovereign capital of a sovereign nation with the fact that military personnel from the U.S., U.K. and France could hold inspection trips through these sovereign entities unannounced and without requesting permission. The guard, visibly upset, declared the meeting over without answering the question and we were hustled back to the bus, not sure what would happen next. What did happen was an otherwise uneventful trip to Potsdam.

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Once they had returned from their visits to Berlin, students resumed their studies in Hamburg, not knowing that even there the aftermath of November 1989 would soon be manifest. The West German government's declaration that citizens from the East would receive DM 100 in "welcome money" (*Begrüßungsgeld*) upon visiting the West for the first time led to a flood of citizens on weekends from the East to downtown Hamburg, the largest city in close proximity to the border. Students frequenting the downtown area during that time noted the long lines of parked "Trabis" from the East and the throngs of people window-shopping while weighted down with bags filled to the brim with groceries. The raucous celebrations in Berlin of a few weeks earlier now gave way to the sober reality of those who were both the main actors and the footnotes of history. For the students who witnessed these things in person, their time in Hamburg was indeed life-changing in ways they never anticipated, nor will ever forget.

Did I mention that Germany won the soccer World Cup the very next summer?

JOCELYNE KOLB



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1992–93, 2002–03, 2007–08, 2010–11,
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HAMBURG IN SILVER AND GOLD

One of my most productive mistakes was the decision not to study in Hamburg during my junior year at Smith College. Headstrong and with a streak of independence foolish in its fierceness, I chose to spend a semester abroad rather than a year, in Freiburg rather than in Hamburg. The bouts of loneliness during my first two months were so strong and my misperceptions of the country so great that it was nine years before I again set foot on German soil. This self-imposed exile did not extend to German books and music and films or keep me from writing a dissertation on Heine and teaching German at Bard, Amherst, Smith, and Dartmouth Colleges (places that today would scarcely look at someone with so little experience in Germany). Yet that cloud of student foolishness contained one of the silver linings that my colleagues always tease me for seeking – and finding. Because of my mistake, I can speak with authority to my students about the advantages of spending a full year abroad rather than only a semester; of studying in Hamburg rather than elsewhere; and of coming to Germany with a foreign studies program rather than solo (full disclosure: I was not entirely solo, because I went to Freiburg to work on Rilke's translations of Valéry at the suggestion of Judith Ryan, whose husband Lawrence Ryan was overseeing the UMass program).

There were other benefits to my mistaken decision. When I finally returned to Germany it was with an expert guide, because, like generations of students before me, I had fallen in love with a man from Hamburg. Had I gone to Hamburg on Hans Vaget's program in 1970–71, I would have met Konrad Kenkel too soon to

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qualify as his colleague at Dartmouth or for him to qualify as my husband. Another benefit was the arrival in Freiburg of my Smith classmate Sarah Thomas at the beginning of April. She solved the loneliness problem and offset my negativity with her wit and quick-wittedness. It did not hurt that Sarah and I both appreciated the excellent and affordable food in Freiburg (would the food in Hamburg have appealed to me as much?). Then, too, there was the intellectual stimulus of working under Judith Ryan's guidance and the satisfaction of typing out 100 pages (DINA 4, let it be noted) on the heavy manual typewriter that my friendly *Wirtin* gave me to use in my chilly garret room. During the first lonely months, I read a lot, perversely more in French and English than German, which gave me pleasure and sustenance: Balzac novels, a poem from Baudelaire's *Les Fleurs du Mal* each night before going to bed, George Eliot, and – as preparation for a Henry James pilgrimage with my parents at the end of the summer – Leon Edel's biography of James, the final volume of which had just appeared.

In 1992–93, I was finally in Hamburg with a group of 16 students to direct the program that I had shunned when I was a student myself. Things look different from the director's perch, to be sure, but students and directors share what has become Smith's fulcrum in Hamburg: the *Gästehaus der Universität* at Rothenbaumchaussee 34, which for many decades has seen dozens of faculty and hundreds of students come, go, work, and socialize. The *Gästehaus* is directly across from the Curio-Haus (as we always say to taxi drivers) and a site of memories in no need of silver linings. It is in the *Gästehaus* that the director lives and shares an office with the associate director Jutta Gutzeit (who is herself the personification of progress). It is here that we have a classroom for Smith courses upstairs and the Smith Center in the basement (the students' "club house," as one clever visiting colleague from Smith called it), with a library in one room and computers and a place for classes and meetings in another, as well as a kitchenette for tea and coffee. Classes were held in the Smith Center for some 40 years, and I still expect to encounter our dear colleagues Peter Borowsky and Manfred Bonus when I am there. Their spirit lives on in the Smith Center and in other rooms of the *Gästehaus*, as does that of Marie Schnieders, the formidable founding mother of the program whom I remember from a class on medieval epics but unknown to most people now associated with the program. Bustling from one room to the other until she retired in December of 2015 was Annelie Lange, the cheerful and indefatigable person who for 25 years cleaned the rooms twice a week and took note of everything.

This home away from home is within walking distance of all that matters: the University; the *Staatsoper*; the Laiszhalle (modeled after Symphony Hall in Boston and a satisfying example of cultural transfer from new to old); the Abaton movie theater; the Alster, Hamburg's magnificent lake in the center of the city; the Jungfernstieg; *Planten un Blumen* next to the Dammtor train station, the glorious park bearing a low-German name; the outdoor market on the Turmweg each Thursday

and, for the past ten years, the market every Saturday in front of the *Völkerkundemuseum*. Some things in the neighborhood have vanished, like the excellent bakery in the Dillstraße and Mohr's butcher shop on the Grindelhof, which cooked and delivered our turkey in the days when we served an elaborate Thanksgiving dinner in the *Gästehaus* rather than sensibly taking students and faculty to a restaurant. But here, too, there is a silver lining: we now shop at Niemerszein, two deluxe supermarkets on the Hallerstraße and the Milchstraße that provide an invigorating ten-minute walk through our elegant neighborhood. Americanization, perhaps, but transfigured and very efficient.

That we can afford such elaborate digs in a central and swanky neighborhood is thanks to the *Stiftung Weltweite Wissenschaft*, the foundation that sponsors and manages the *Gästehaus* and that awarded Smith College its medal – in this case truly silver, the “Silber Tympanon” – to celebrate the symbiosis between our institutions. The *Stiftung* and the thriving state of the *Gästehaus* owe much to the foresight and convictions of another staunch friend and ally of Smith College, Peter Fischer-Appelt, the president of the University of Hamburg from 1970 to 1991 and Hamburg's signatory for the faculty exchange agreement between Smith and the University of Hamburg in 1979. Changes in the *Gästehaus* over the years have all been for the better, with refurbished apartments and a staff as gracious and helpful as it is professional. Each month there is a Social Hour in the grand rooms on the ground floor or in the garden, where some Smith faculty have gotten to know each other better than on campus (we no longer have a faculty club at Smith, after all). Directors have lived in the same apartment for nearly 30 years, Apartment 210, which is more spacious and has more light than earlier quarters. Changes in the apartment resemble archeological layers and provide a historical record of fashions and personalities. Friendly ghosts of directors and colleagues from the past keep us company and keep watch. On the bookshelves I find a Fontane edition with Hans Vaget's pencil notations and a copy of his edition of the correspondence between Thomas Mann and Agnes Meyer (for which he received the *Thomas Mann Medaille*). The Rilke edition is a reminder of Judith Ryan. Gertraud Gutzmann looks out through the works of Anna Seghers and Joe McVeigh through those of Ingeborg Bachmann. Traces of Margaret Zelljadt and Judith Keyler-Mayer are evident in dictionaries, grammars, and learned studies of linguistics. We have Rainer Nicolaysen's many books on the shelves but no longer the *Brockhaus Enzyklopädie* acquired by Nelly Hoyt in 1991, before the internet made it obsolete, or nearly. There are cookbooks and *Krimis* and children's books and travel guides and maps that bespeak generations of directors and their families. The prints on the walls are a traveling exhibition that reflects the likes, dislikes, and prejudices of directors and their families. Some things disappear – a favorite knife or a favorite mug or a favorite picture – but rise to the surface after an archeological dig through closets and drawers and the backs of armoires.

For my own family, the apartment marks the bilingual, bicultural development of what for us is the brightest of all silver linings: my son Jonathan, who would not exist if I had come to Hamburg in 1970–71 as a student and met Konrad Kenkel too early. I can picture Jonathan at each stage: in the second grade, when all jumping needed to be constrained to the bedroom and to times when Jutta was not in the office directly below; in the seventh grade, when he spread his wings and learned to use public transportation alone, a healthy antidote to the occasional grumpiness of adolescence; in the tenth grade, when he sped off to school on his bicycle each morning, sometimes forgetting to wave to us standing like *Kaiser und Kaiserin* in the window, or when, after a soccer injury, he converted his crutches into *Siebenmeilenstiefel* and seemed to fly down the street. At the beginning of each of the three years two burly men would huff and puff and curse as they lugged a piano for him up the stairs and deposited it in what even some of my colleagues call “Jonathan’s room.” My stepson Kai had just started college when I directed my first program. His cameo appearances in the apartment likewise mark stages of his development, and I think of his brief visit in June of 1993, when he was on shore from his summer job working on a freighter and provided an unforgettable glimpse of the harbor and of his ship. More recently I think of 2014, when he and his Brazilian wife Silvia came from Rio de Janeiro to spend Christmas vacation with us and we all walked down the Rabenstraße to the Alster and ushered in 2015 with fireworks and champagne. Vivid and joyful memories all, as are the many visits from family and friends over the years and the many dinners with Hamburg friends and colleagues in Apartment 210.

The apartment has seen brilliantly practical changes in the form of a new kitchen designed by Margaret Zelljadt in 2002 (a dishwasher had been introduced ten years earlier by Nelly Hoyt), with improvements and a more strict organization contributed by Judith Keyler some ten years later. Thanks to Gertraud Gutzmann we have more light and therefore better mental health: she introduced lamps and moved the dining room table into the living room so that we sit looking out on the Curio-Haus (and more recently Joel Westerdale and Sarah-Jane Poindexter improved on the improvement by turning the table and putting it directly in front of the window). The furniture is so retro that it has become valuable, and the china and table linens have witnessed dozens of opening luncheons and coffee hours with students and colleagues. During the days of the faculty exchange – initiated by Joachim Stieber from Smith and Martin Warnke from Hamburg in 1980–81, followed the next year by Nelly Hoyt and Peter Borowsky – the *Gästehaus* was like a Smith dormitory for grown ups, with many happy and stimulating dinners and other gatherings, especially in Apartment 210, twice when Carol Christ and Paul Alpers were in Hamburg. During the celebrations for the program’s 40th and 50th anniversaries, we truly had Smith in Hamburg, and the party for Margaret Zelljadt’s retirement in 2011 nearly warranted Joe McVeigh’s offices as College marshal: besides Margaret, her

daughters Katja and Lisa and their husbands (and Igor in spirit), there were three of us from German Studies (Gertraud Gutzmann, Joseph McVeigh, and I) and Smith colleagues from each of the three divisions: John and Låle Burk from the sciences, Craig and Jad Davis from the humanities, and Dennis Yasutomo from the social sciences. The dissolution of the faculty exchange in 2013 is something for which I can find no silver lining, but perhaps it will be rekindled.

With a bit of effort I can, however, find a silver lining even for Skype, which kept the McVeighs together while Joe was directing the program and Sue was at home. Skype also allowed the McVeighs and the Connollys to watch their grandchildren grow while the ocean separated them. I nevertheless hold fast to the conviction that Skype is harmful to students' progress, psychologically and linguistically, and I urge my groups to drop it into the Atlantic on their way to Hamburg and to write letters that will preserve their accounts of adventures and misadventures in Hamburg and demonstrate their stunning development throughout the year. Such urgings are as retro as our furniture, I realize, although there are signs that the value of letters, too, is increasing.

At the center of my Hamburg memories is naturally the contact with students, some of it in the apartment but most of it in the other *Gästebaus* rooms and on excursions to places like Lübeck, Berlin, the North Sea, and Leipzig, or at concerts, the opera, and the theater. Yet the apartment acquires an anthropological as well as an archeological dimension when students come for tea with their families. Meeting parents and siblings and speaking with the students in what has by then become the exotic or rather the forbidden English language ("die verbotene Sprache") is invariably pleasant, sometimes surprising, and often revelatory. The least amount of time I spend with the students is in the classroom (except informally for optional sessions on phonetics), which I regret, but in silver-lining-speak I consider Hamburg and the environs a gigantic classroom. It is one of the director's most satisfying jobs to help students interpret and master what they see in Hamburg and at the University. If Smith is a "bubble," then that bubble bursts for students in Hamburg, despite the coziness and convenience of our rooms in the *Gästebaus*. Willing, curious, and good-humored students are the norm, but not one of my six groups completely resembles another. An affection for the students springs promptly into being and outlasts the year, as does admiration for their hard work and for their willingness to embrace life in Hamburg – and to do so in German, which is easier said than done, despite our language pledge.

But why speak only of silver linings? What Smith College has in Hamburg is gold, whether the study abroad program for our own and guest students; the fellowships for students from the University of Hamburg to study at Smith and earn a diploma in American Studies; or the faculty exchange program, which with luck, effort, and patience will reemerge. In reading the testimonies of program participants contained in this volume, I have realized that to speak of silver is an example

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of Hamburg's characteristic understatement. For me personally, having thoroughly corrected my mistake as a student by directing the program six times, gold is closer to the mark. Having returned to direct the program for the last time in 2016–17 (and the last year in which there will be a faculty director in residence), I again marvel at the vibrancy of a study abroad program so faithful to its origins but rich in changes and improvements. Perhaps we should speak of platinum?

JOEL WESTERDALE



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CULTURAL BUOYANCY: IMMERSION IN THE AGE OF SOCIAL MEDIA

Not till we are lost, in other words not till we have lost the world, do we begin to find ourselves, and realize where we are and the infinite extent of our relations.

(Thoreau, *Walden*)

The notion of immersion has long been the mainstay of Smith College's study abroad program in Hamburg. Our students are directly enrolled at the University, they live in student dormitories, and they conduct their business entirely in the language of their host country. While the wide array of courses offered at the University surely entices them to Hamburg, we should not fool ourselves: the promise of linguistic and cultural immersion has always provided a far more romantic enticement. Yet today that experience of immersion is very different from what it was twenty – even ten years ago. Not so long ago aerogrammes offered the most economic option for communicating with loved ones back home. For the less patient there was the telephone, but one paid for the indulgence. Communication was inconvenient, but this inconvenience was also a blessing, one that encouraged students to seek out new relationships, explore their new surroundings, and familiarize themselves with the culture of the city that would be their home for the year.

Of course, immersion was never as simple as merely bringing the student to Hamburg. Students may be enrolled at the University, but their schedule is supplemented by courses at the Smith Center; they may live in dorms, but these also house

other international students; and while yes, they still take the notorious “language pledge,” what language they speak on their own time is entirely at their discretion. All these elements nevertheless aim to integrate students into the local culture. Some students might resist, but up until recently the system was rigged against them. If they wanted to socialize or seek out entertainment, it would be on Hamburg’s terms, often with Germans, and likely in German. But now it seems the system is rigged in the other direction, and immersion as we have known it has become ever more elusive.

Before ever coming to Hamburg, students already live a good part of their lives on their screens. The devices with which they conduct their research and write papers and lab reports is the same one with which they entertain themselves using streaming apps like Netflix and Spotify. And perhaps most significantly for their study abroad experience, it is the same device with which they maintain personal relationships, whether it be through social networking sites like Facebook and Twitter or communication applications like Skype and Whatsapp. The same options for research, entertainment, and communication that they know from home remain at their disposal when they go abroad. Beyond the minor inconvenience of the time difference between Europe and the US, there is little need for Smith students in Hamburg to alter their habits of production, consumption, or communication. When confronted with discomfort or loneliness or vulnerability – which they inevitably will be as students living abroad – they can always retreat to their own digital island that is familiar and stable and comforting. To be sure, an island is a wonderful thing when you’re drowning, but we want our students to swim, and what’s more, we want them to dive deep. Leaving the island is scary and involves risk, and that can be hard to stomach when so many of one’s needs are already being met. With the help of today’s online media options, students can avoid many of the hardships that conventionally accompany study abroad. While one might see this as a positive development, it can also compromise the study abroad experience, which in many ways is really an extended exercise in finding new ways to navigate discomforts.

Once a student came to me with a problem. It turns out the problem was with a friend who was back in the US. With my antiquated sense of immersion, I counseled the student to stop living with one foot in the US and one foot in Germany, to which she replied that, with the help of social media, both her feet were still firmly planted in the US. This is symptomatic of more than just the much maligned FOMO (fear of missing out) that afflicts those supposedly riveted to their Facebook page. It exhibits the kind of “absent presence” long associated with social media: one’s body may be in Hamburg, but the mind floats in an unlocalized digital ether. In the case of study abroad, this severing of the self from the surroundings cuts particularly close to the bone, for one’s physical presence in the foreign country is integral to the entire undertaking.

All that said, social media have also in many ways augmented the experience of study abroad for our students. Beyond simply helping them stay in touch with

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friends and family, the opportunity to share images and experiences online can help intensify their appreciation for the opportunities they enjoy, whether it be a good meal or an engaging class, a crazy party or a quiet moment. Social media also provide access to information about events, clubs, and general goings-on about town. And lest we forget, social media are also part of the German experience, too. Just as they provide students a connection from Germany while abroad, they also promise students a connection to Germany from the US – before, during, and after their time in Hamburg.

Social media may threaten our old sense of immersion, but they also hold the potential for an even more vibrant and sustained relationship between Smith College and the University of Hamburg. When I first chose the epigraph for this piece, Thoreau's words seemed to extol the benefits of cultural immersion, of getting lost in another culture, of losing the world in order to find ourselves, and I lamented that future Smith students might never enjoy – or suffer through – such an enriching experience. But we are in a time of technology-driven transition, and what we are transitioning to is still unclear. What is clear is that the ideal of immersion that so long guided our understanding of study abroad can no longer be taken for granted, and without it, we might be the ones who are lost. But perhaps we are also beginning to find ourselves, so that we, too, may “realize where we are and the infinite extent of our relations.” Smith College and the University of Hamburg have a long history together, as this book attests. Perhaps those reading this book may seek each other out with the aid of social media, and come together to create new opportunities for students and alums, opportunities that augment rather than compromise their study abroad experience. Study abroad has always been about adapting to new cultural and social patterns. The patterns established by social media are still emerging. Determining what those patterns will be – and how they might best enhance the enduring bond between Smith and Hamburg – is the challenge that now lies before us.

JUTTA GUTZEIT



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Director Smith College
Junior Year Abroad Program
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Hamburg · Lehrtätigkeit im
Programm seit 1993,
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YOU'LL NEVER WALK ALONE STUDIENPROGRAMM VON SMITH COLLEGE IN HAMBURG: SO VIELE MENSCHEN!

Meine Verbindung mit Smith College reicht zurück in das Jahr 1993: Damals wurde ich im Hamburger Studienprogramm als Dozentin für das Orientierungsprogramm eingestellt und habe dann einige Jahre lang jeweils im September und Oktober die neuen Studierenden in Praktischer Orientierung und Landeskunde unterrichtet und auf Kurzvorträge und schriftliche Hausarbeiten vorbereitet. Dazu kam die Koordination der verschiedenen Unterrichtsteile im Orientierungsprogramm und die Begleitung von Exkursionen – immer wieder Lübeck, viele Stadtrundgänge und viel Marzipan, aber auch Ausflüge nach Lüneburg und nach Schwerin, Wanderungen in der Lüneburger Heide und Wochenendtouren an die Nordsee, mit Strandspaziergängen, Fahrradausflügen und kurzem Intensivunterricht für diejenigen Studierenden, die in ihrem bisherigen Leben noch nicht auf einem Fahrrad gesessen hatten.

1998 wurde die Verbindung zum Hamburger Studienprogramm dann intensiver, ich habe den Unterricht im Orientierungsprogramm aufgegeben und bin stattdessen, inzwischen als Associate Director, in der Verwaltung des Programms und der Betreuung der Studierenden tätig. Außerdem unterrichtete ich programminterne Semester-Lehrveranstaltungen (Theater in Hamburg, Deutsch als Fremdsprache). Die Aufgaben sind dadurch vielfältiger geworden und sie sind geprägt durch die vielen verschiedenen Menschen, die durch dieses Programm miteinander verbunden sind und zum Gelingen des Programms beitragen.

Da sind zunächst und vor allem die Menschen, für die das Studienprogramm überhaupt gemacht wird: Früher hießen sie Studentinnen und Studenten, dann Studierende, später Student*innen, aber bei allen Änderungen in der Terminologie sind es immer wieder interessierte, engagierte und mutige junge Menschen, die eine Vielzahl von Interessen mitbringen. Sie studieren ganz unterschiedliche Fächer und nehmen auch außerhalb der Seminarräume in vielfältiger Weise am Leben in der Stadt teil, zum Beispiel beim Sport (immer wieder gern: Rudern, Rugby oder Schwimmen), durch die Mitwirkung in Chor, Orchester oder Theatergruppe oder durch ein Praktikum. Wenn die Studierenden zu uns ins Büro kommen, bringen sie Fragen und Anliegen unterschiedlichster Art mit. Das kann „Ich möchte mich um ein Stipendium bewerben, würden Sie mir dafür eine Empfehlung schreiben?“ sein, aber auch „Der Drucker hat kein Papier mehr“, „Bei meiner Mutter ist Brustkrebs diagnostiziert worden und ich weiß nicht, was ich jetzt machen soll“, „Ich habe noch eine Frage zum Epischen Theater“ oder „Darf ich eigentlich im Wohnheim eine Bayern-Fahne aus meinem Fenster hängen?“ (Die Fahne war zwei Quadratmeter groß und wir haben gelernt, dass man aus Gründen der Neutralität grundsätzlich nichts an der Fassade der Studierendenwohnanlagen befestigen soll.)

Es ist schön und macht das Leben leichter, wenn man manche dieser Fragen mit jemandem besprechen kann. Für mich ist der erste Ansprechpartner meist der Resident Director, ein Vertreter des Lehrkörpers von Smith College, der oder die zusammen mit den Studierenden für ein Jahr nach Hamburg kommt. Die meisten, aber nicht alle, kommen aus der Germanistik. Zum geteilten Alltag im Büro gehören dabei auch Einblicke in die ganz verschiedenen Forschungsinteressen der verschiedenen Resident Directors, von Meister Eckhart bis zu Heinrich Heine, von der Kunstgeschichte des Mittelalters bis zu Anna Seghers, vom Gebrauch der Präpositionen in der Luther-Zeit über Aspekte des Plattdeutschen bis zu Ingeborg Bachmann. Außerdem habe ich viel über Fußball und über Schmuckdesign gelernt und Diskussionen über die Sozialversicherung in Deutschland und den USA ebenso geführt wie über die Definition des Begriffes „Universität“. Und immer mal wieder erkennen wir, dass die kulturellen Unterschiede, auf die wir unsere Studierenden vorzubereiten versuchen, auch das Miteinander im Büro prägen – wenn zum Beispiel eine Neuerung mit einem amerikanisch-enthusiastischen „Das ist brilliant!“ und am anderen Schreibtisch gleichzeitig mit einem norddeutsch-enthusiastischen „nicht schlecht“ kommentiert wird.

Neben dem jeweils in Hamburg anwesenden Resident Director nehmen ihre oder seine KollegInnen aus dem German Department von Smith College ebenso Anteil am Studienprogramm wie die DekanInnen und MitarbeiterInnen des Office for International Study am Smith College. Ihnen ist es zu verdanken, dass es seit etlichen Jahren nun auch eine Vernetzung mit den Kolleginnen aus den anderen drei europäischen Smith-Studienprogrammen in Florenz, Genf und Paris gibt –

eine Vernetzung per E-Mail und Skype und mit persönlichen Begegnungen an einem der Programm-Orte, bei Konferenzen oder auf dem Campus in Northampton.

In Hamburg und Umgebung gibt es ein Netzwerk von Smith-Alumnae, die entweder, aus Northampton kommend, für ein Jahr oder ein Semester am Hamburger Studienprogramm teilgenommen haben oder die als Studierende der Universität Hamburg ein Jahr im American Studies Diploma Program am Smith College in den USA verbracht haben. Viele Alumnae bleiben dem College verbunden und unterstützen das Hamburger Studienprogramm in vielfältiger Weise: durch persönliche Kontakte zu unseren Studierenden, durch ganz konkrete Tipps und Hilfen, wenn es etwa um die Suche nach einem Praktikumsplatz geht, oder durch ihre Gastfreundschaft zum Beispiel bei Adventskaffees, die Studierende und Alumnae zusammenbrachten. Besondere Höhepunkte waren die Feiern zum 40-jährigen und 50-jährigen Bestehen des Hamburger Studienprogrammes. Beide Jubiläen wurden dank der Unterstützung der Alumnae Association of Smith College groß gefeiert und brachten viele ehemalige ProgrammteilnehmerInnen zurück nach Hamburg.

Die meisten der bisher Genannten kommen aus den USA oder sind dort verankert, aber es gibt natürlich auch auf deutscher Seite viele Menschen, mit denen wir immer wieder zusammenarbeiten. Da sind zum Beispiel die DozentInnen, die im Orientierungsprogramm oder während des Semesters programminterne Lehrveranstaltungen unterrichten. Während des Semesters kommen dann Kontakte zu Lehrenden der Universität Hamburg (und manchmal auch der TU Harburg und der Hochschule für Angewandte Wissenschaften) hinzu, ebenso zu den TutorInnen, die von den Lehrenden empfohlen werden und unseren Studierenden den Schritt vom amerikanischen ins deutsche Studiensystem erleichtern.

Aber ein Studienprogramm hat nicht nur akademische, sondern auch administrative Aspekte. Hier arbeiten wir mit der Universitäts-Verwaltung, besonders der Abteilung Internationales, zusammen, die uns bei der Visa-Beantragung oder der Immatrikulation der Studierenden unterstützt. Ebenso kontinuierlich ist die Zusammenarbeit mit dem Studierendenwerk, das unsere ProgrammteilnehmerInnen nun schon seit Jahrzehnten in seinen verschiedenen Wohnanlagen unterbringt und immer ein offenes Ohr für unsere Fragen hat: Wie viele Smith-Studierende sollen in einer Wohnanlage leben? Können sie innerhalb des Hauses auf verschiedene Etagen verteilt werden, damit sie leichter mit anderen Studierenden in Kontakt kommen? Wie kann man einen guten Platz für eine blinde Studentin finden oder für eine Studentin of nontraditional college age, die knapp dreißig Jahre älter als ihre Kommilitoninnen ist? (Die Frage nach der Bayern-Fahne habe ich ja weiter oben bereits erwähnt.)

Während das Studierendenwerk die Zimmer in den Wohnheimen bereitstellt, sorgen die Stiftung Weltweite Wissenschaft und die Verwaltung des Gästehauses der Universität dafür, dass das Programm selbst und der jeweilige Resident Director immer gut untergebracht sind. Wir freuen uns darüber, dass wir unser Büro und ein

Klassenzimmer, das Smith Center als Aufenthalts- und Arbeitsort für die Studierenden und die Dienstwohnung in der Rothenbaumchaussee 34 haben und für Veranstaltungen immer wieder in den Gesellschaftsräumen des Hauses zu Gast sein dürfen.

Und es gibt noch so viel mehr Menschen, die zur administrativen und praktischen Seite des Programmes beitragen: Da sind unterschiedliche Firmen und Institutionen, die Praktikumsplätze für unsere Studierenden bereitstellen, Arztpraxen, die wir bei medizinischen Notfällen ansprechen können, oder Hotels und StadtführerInnen, mit denen das Programm schon lange zusammenarbeitet. Da sind die MitarbeiterInnen des Hamburg Welcome Center, bei denen wir die Aufenthaltstitel für unsere Studierenden beantragen, die Steuerberaterinnen, die unsere Lohnbuchhaltung machen, die Kundenberater der Krankenversicherung, bei der die Studierenden während ihrer Zeit in Hamburg versichert sind, die Fachleute für Arbeitssicherheit, von denen ich das Wort „Trittleiterprüfung“ gelernt habe, da sind Menschen, die sich um das Funktionieren der Computeranlage, die Sauberkeit in unseren Räumen und verschiedene handwerkliche und technische Dinge kümmern.

Für den Blick über den Tellerrand des eigenen Programmes gibt es den Kontakt zu KollegInnen aus anderen amerikanischen Studienprogrammen in Deutschland. Wir treffen uns einmal jährlich zur Resident Directors´ Conference der AASAP (Assoziation Amerikanischer Study Abroad Programme in Deutschland) und reden dort über Student Counseling, das Mindestlohngesetz oder Möglichkeiten der Dokumentation interkulturellen Lernens.

So viele verschiedene Menschen, so viele verschiedene Arbeitsbereiche – sie alle sind mit dem Hamburger Smith-Büro verbunden und der Kontakt zu ihnen prägt unsere Arbeit. Das Studienprogramm ist ein lebendiges und komplexes Gebilde. Diese Komplexität ist über Jahre und Jahrzehnte gewachsen und sie macht den Reichtum des Programms aus.

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DAS BESTE AUS BEIDEN WELTEN

Smith College – der Name hatte schon einen Klang für mich, lange bevor ich 1996 meine Lehrtätigkeit für dessen Programm in Hamburg begann. Regelmäßig und dabei stets gut gelaunt hatte mir mein akademischer Lehrer und Doktorvater, der Historiker Peter Borowsky, von seiner Tätigkeit für Smith erzählt, von mehreren Aufenthalten als Gastprofessor in Northampton seit 1974 und seinen Geschichtsseminaren für das Junior Year Abroad Program in Hamburg, die er bereits 1969 zusätzlich zu seiner höchst arbeitsintensiven Lehrtätigkeit an der Universität Hamburg übernommen hatte. Von ganz anderer Seite wurde mir dann einige Jahre später, wiederum auffällig positiv, vom Smith College berichtet: Manfred Bonus, mein enger Kollege sowohl am Fachbereich Deutsch als Fremdsprache der Hamburger Volkshochschule als auch im Prüfungswesen des Goethe-Instituts, unterrichtete seit 1993 im Smith-Orientierungsprogramm in Hamburg und erzählte mir jedes Jahr wieder von den interessierten Studentinnen und der besonderen Arbeitsatmosphäre.

Als dann in diesem Orientierungsprogramm 1996 eine Position frei wurde, schlugen Peter Borowsky und Manfred Bonus je einen Kandidaten dafür vor: der eine einen frisch promovierten Nachwuchshistoriker, der andere einen Deutschlehrer mit langjähriger Erfahrung, und die damalige Direktorin des Hamburg-Jahres Gertraud Gutzmann war wohl ziemlich erstaunt, als ihr klar wurde, dass beide Kollegen aus so unterschiedlichen Zusammenhängen dabei denselben Namen ins Spiel gebracht hatten. Ich wurde also zum Nachmittagskaffee in die Smith-Direktorenwohnung im Gästehaus geladen, und Frau Gutzmann (bald schon Gertraud) war noch überraschter, als sie erfuhr, dass wiederum Ulrich Bubrowski,

der seit langem deutschsprachige Literatur im Hamburger Smith-Programm unterrichtete, auf dem Gymnasium mein Deutsch-, Englisch- und Klassenlehrer gewesen war. Die Millionenstadt Hamburg schien plötzlich ein Dorf zu sein. Und für mich, so unwahrscheinlich es war, trafen sich drei ganz unterschiedliche, jeweils aber wichtige Stränge meiner Biographie unverhofft in einem Schnittpunkt: Smith College.

Gertraud und ich wurden uns schnell einig: Für Smith mag meine Doppelqualifikation als Historiker und Germanist interessant gewesen sein; für mich, der ich im Sommer 1996 gerade mein Promotionsverfahren abgeschlossen hatte, war Smith ohnehin ein Glücksfall. Aber offen gestanden war das Fachliche nur ein Aspekt des Bewerbungsgesprächs gewesen, vielleicht wichtiger noch: Von Anfang an stimmte die Chemie. Dabei konnte ich noch nicht ahnen, dass diesem ersten Treffen 20 Jahre (und hoffentlich noch mehr) ununterbrochener Lehrtätigkeit für Smith College, etliche Aufenthalte in Northampton, viele Kontakte, darunter auch Freundschaften (bei Jocelyne Kolb eine enge gleich mit der ganzen Familie), und jede Menge Erfahrungen folgen würden. Und hätte man mir damals gesagt, Gertraud werde 15 Jahre später, wenn ich meinen Mann Jan heirate, als Trauzeugin amtieren, ich hätte es nicht geglaubt.

Die Erinnerungen an meine Anfänge bei Smith bringen mich hier schon allzu sehr ins persönliche Erzählen, aber das hängt damit zusammen, dass die Verbindung zum Smith College inzwischen zu einem nicht unbedeutenden Teil meiner Biographie geworden ist. Gewählt habe ich diesen Einstieg auch, um ausdrücklich an zwei Hamburger zu erinnern, die für das Programm wichtig waren – und für die, vice versa, das Programm wichtig war: Peter Borowsky, dessen Tod im Oktober 2000 schon unwirklich anmutende 17 Jahre zurückliegt, wenn dieses Buch erscheint, und Manfred Bonus, der erst vor kurzer Zeit, im März 2015, mitten im Smith-Orientierungsprogramm, plötzlich gestorben ist. Beiden gebührt in den Geschichten transatlantischer Freundschaft ein besonderer Platz.

Ich selbst unterrichtete zunächst von 1996 an im sechswöchigen Orientierungsprogramm den Teil „Textarbeit“, in dem es darum ging, die Studierenden im Hinblick auf Textanalyse, Fachbegriffe und Redemittel auf ihre deutschen Seminare vorzubereiten. Zwei Jahre später übernahm ich dann von Peter Borowsky die Seminare über deutsche Geschichte, die zu jenen internen Smith-Kursen gehören, die die Studierenden in jedem Semester neben den Seminaren an der Universität Hamburg belegen können. Parallel zur Tätigkeit für Smith College hatte ich auch begonnen, an der Universität Hamburg (sowie fünf Jahre lang zusätzlich an der Universität Lüneburg) Neuere Geschichte zu lehren, und eine weitere Lehrtätigkeit ergab sich in der Summer School des Middlebury Colleges in Vermont, in deren Rahmen ich von 2000 an ein Jahrzehnt lang als Gastprofessor tätig gewesen bin. Kurzum: Mit den Lehrtätigkeiten in Hamburg und Lüneburg einerseits, für Smith College und Middlebury College andererseits war mir neben dem deutschen Universitätssystem bald

auch das US-amerikanische ganz gut vertraut, und die vergleichenden Erfahrungen habe ich hier wie dort in meine Tätigkeit einzubringen versucht.

Dabei erwies sich mein Verhältnis zum Smith College als Liebe auf den ersten Blick. Beeindruckend von Beginn an war für mich die Intensität des Programms und das für deutsche Verhältnisse ungewöhnliche Betreuungsverhältnis: In meinem ersten Jahr 1996/97 kamen sieben Studentinnen nach Hamburg, deren Namen mir noch heute im Gedächtnis sind. Später waren es dann meist einige Studierende mehr pro Jahrgang, in Ausnahmefällen auch weniger. Insgesamt habe ich im Laufe der Zeit über 200 junge Menschen, in der großen Mehrzahl Studentinnen, hin und wieder auch einzelne Gaststudenten, erlebt, die im Alter von 20 Jahren nach Hamburg kamen und die Stadt im Jahr darauf entsprechend 21-jährig wieder verließen. Dieses für alle in ihrer Biographie besondere Jahr begleiten zu dürfen, bereitet mir nach wie vor Freude. Dabei geht es für die Studierenden nicht nur um Fortschritte im akademischen Bereich, sondern auch um eine persönlich wie sozial prägende Erfahrung.

Im Smith-Programm begegne ich also Studierenden, die in diesem Hamburg-Jahr in der Regel erstmals außerhalb der USA, erstmals nicht mehr in behüteterem Rahmen leben, die über mehr Freiheiten als je zuvor verfügen, aber nun auch auf sich selbst gestellt sind und sich zugleich in einer Sprache und Kultur zurechtfinden müssen, die nicht die ihre ist. Zu Beginn des Aufenthalts höre ich dann häufig die Geschichten von U-Bahn-Türen, die sich wider Erwarten nicht automatisch öffnen, von Supermärkten, die keinen 24-Stunden-Betrieb bieten, und von ersten Erfahrungen, dass Lebensmittel auch im Kühlschrank irgendwann schlecht werden; die Studentinnen berichten darüber, wie sie im Studierendenwohnheim erstmals Tür an Tür mit Studenten leben und dass sie die unvermutete Möglichkeit, in einer Großstadt auch noch mitten in der Nacht ohne Bedenken mit öffentlichen Verkehrsmitteln unterwegs sein zu können, mehr und mehr zu nutzen verstehen.

Nicht zu unterschätzen sind aber auch die Unterschiede im universitären Alltag. Hier gilt es für die „Smithies“, sich an einer Universität mit mehr als 40.000 Studierenden zu orientieren und sich in Seminaren zu behaupten, die in der Regel erheblich größer sind als gewohnt und nur einmal pro Woche stattfinden. Das Verhältnis zwischen Lehrenden und Studierenden ist zumeist nicht so eng wie am College, was zu mancher kurzfristigen Enttäuschung, mittelfristig aber nicht selten zu einer zunehmenden Selbstständigkeit der Studierenden führt. Die ist auch gefordert, wenn an der Universität Hamburg in einer immensen Auswahl an Seminaren die passenden gefunden werden müssen und dort wiederum Themen so spezialisiert-vertiefend zu bearbeiten sind, wie es für die Studierenden vielleicht noch nicht üblich gewesen ist.

Der offenkundigste Unterschied zwischen den Hochschulsystemen in Deutschland und den USA ist ihre Finanzierung. Während US-amerikanische Studierende aus deutscher Sicht horrible Summen aufzubringen haben, können die „Smithies“

nur ungläubig die deutsche Debatte verfolgen, ob es denn überhaupt Studiengebühren geben soll. Vor etlichen Jahren traf ich auf dem Hamburger Campus zwei konsternierte Smith-Studentinnen während eines (inzwischen sehr selten gewordenen) studentischen Streiks für bessere Studienbedingungen, durch den ihre (aus ihrer Sicht bereits bezahlte) Seminarsitzung gerade ausgefallen war. Ich riet den beiden, die eineinhalb Stunden zu nutzen, um sich die Protestformen genauer anzuschauen und beteiligte Kommilitonen nach ihren Motiven zu befragen; vermutlich würden sie dann mehr Neues erfahren, als dies in der versäumten Lehrveranstaltung in 90 Minuten möglich gewesen wäre.

Bei den Unterschieden fällt mir auch eine Smith-Studentin ein, die mir von dem ungewohnt rauhen Ton in ihrem Seminar an der Universität berichtete: „Die deutschen Studenten hassen einander“, meinte sie anfangs irritiert. Wie sich herausstellte, hatte es lediglich Diskussionen gegeben, in denen kontroverse Standpunkte wohl sachlich, aber mit Vehemenz vorgebracht worden waren. Ich erklärte, ein solches „Streiten“ sei nichts Ungewöhnliches; die Kontrahenten könnten gleichwohl miteinander befreundet sein. Ein signifikanter Unterschied zwischen US-amerikanischen und deutschen Hochschulen besteht auch nach wie vor in der Benotung studentischer Leistungen. Während sich Studierende in meinen Geschichtsseminaren an der Universität Hamburg nach wochenlangen Anstrengungen für ihre schriftliche Hausarbeit über die Note „2,3“ (ein ernst gemeintes „noch gut“) freuen können, wird ein entsprechendes „B“ von Smith-Studierenden als echtes Krisensymptom gewertet und nicht selten geradezu persönlich genommen.

Viel Neues also gibt es im Hamburg-Jahr für die „Smithies“ zu entdecken, auch zu bewältigen, und es ist immer wieder faszinierend, wie die allermeisten dieses Auslandsjahr für sich zu nutzen verstehen und an den alltäglichen Herausforderungen wachsen – mehr als ihnen selbst wohl zunächst bewusst wird. Dabei scheinen mir die lang erprobten Strukturen, die Smith College in Hamburg zu ihrer Unterstützung entwickelt und mit Hilfe der jährlich wechselnden Direktoren und von Jutta Gutzeit, der großen Kontinuität in Hamburg seit 24 Jahren, immer wieder feinjustiert und optimiert hat, in vielerlei Hinsicht vorbildhaft: Hier gibt es enge akademische Betreuung und fürsorgliche Beratung in allen Lebenslagen, eine Art Sicherheitsnetz für die Studierenden, und doch werden sie nicht überbeschützt oder gar bevormundet.

In meinen Smith-Kursen zur deutschen Geschichte, Kultur und Literatur im 19. und 20. Jahrhundert staune ich darüber, wie motiviert sich die Studierenden in für sie auf den ersten Blick nicht besonders naheliegende Materien einarbeiten, und häufiger schon habe ich gedacht, sie wüssten jetzt mehr über das Scheitern der Weimarer Republik oder die Anfänge der europäischen Integration als die meisten ihrer deutschen Kommilitoninnen und Kommilitonen. Dabei mache ich auch die Erfahrung, dass mir die Überblicksseminare, deren Inhalte sich notwendigerweise von Jahr zu Jahr ähneln, niemals langweilig werden, weil jede neue Gruppe wieder

ganz anders ist als die vorherige. Jede Konstellation ist für sich genommen einmalig, jeder Jahrgang hat seine eigene Dynamik, und am Ende eines Jahres spüren alle Beteiligten, dass in dieser vermeintlich kurzen Zeit etwas Eigenes und Besonderes entstanden ist.

Für mich verbinden sich mit Smith College viele eindrückliche Begegnungen – im Zusammenhang mit meinen Seminaren wie durch das regelmäßige außeruniversitäre Zusammensein, sei es zu Thanksgiving im November, zum Jahresabschluss im Juli oder einfach zwischendurch. Einige der gemeinsamen Reisen nach Berlin, Weimar oder Wien, nach Lübeck, Lüneburg oder auf die Nordsee-Inseln Amrum und Pellworm sind legendär – manche Opern-, Konzert- und Theaterbesuche kaum weniger – und nicht zu vergessen die Besuche von Fußballspielen des HSV und des FC St. Pauli, wo ein umjubeltes 0:0 für die US-amerikanische Sicht erst einmal erklärt werden will. Unvergessen ist für mich die Begrüßung bei meinem ersten Aufenthalt in Northampton 1999, als Studentinnen, die im Jahr zuvor in Hamburg gewesen waren, mich mit bunten Kreidezeichnungen auf dem Straßenpflaster willkommen hießen. Eine der Losungen lautete „Wann gehen wir tanzen?“ und spielte auf eine durchtanzte Nacht in Hamburg an (ich war damals noch in den Dreißigern), an deren Ende ganz klassisch ein frühmorgendlicher Fischmarktbesuch gestanden hatte. Unvergessen sind unzählige weitere Erlebnisse, die seither das Zusammensein innerhalb wie außerhalb des Seminarraums geprägt haben.

Über den Vergleich von deutschen und US-amerikanischen Bildungseinrichtungen ist gerade in den letzten Jahren viel die Rede gewesen. Dabei war im Zuge des Bologna-Prozesses, der die deutschen Universitäten seit der Jahrtausendwende so grundlegend verändert hat, oft zu hören, die europäischen Universitäten sollten nun ganz dem US-amerikanischen Vorbild folgen. Dahinter steht schon insofern ein kurioses Missverständnis, als sich der vergleichende Blick über den Atlantik stets nur auf Spitzenuniversitäten wie Harvard oder Stanford richtete, mit denen man sich hierzulande gerade nicht vergleichen kann und die im Übrigen auch für die Hochschullandschaft in den USA nicht eben repräsentativ sind. Vernachlässigt wurde bei dem Vergleich auch allzu oft, dass das kontinental-europäische Hochschulsystem auf ganz anderen Grundlagen und Traditionen beruht als das anglo-amerikanische, dass es in den USA ein völlig anderes Finanzierungs- und Stipendiensystem gibt, dass sich über längere Zeiträume hin diesseits und jenseits des Atlantiks auch unterschiedliche Universitätskulturen herausgebildet haben. Dabei nutzt es wenig, die eine Kultur gegen die andere auszuspielen; beide haben jeweils ihren Ort und ihr Gewordensein, ihre speziellen Vorzüge und auch Nachteile. Das Smith-Programm in Hamburg ist für mich der beeindruckende Versuch, möglichst das Beste aus beiden Welten zusammenzubringen und so, wenn auch im Kleinen und jedes Jahr aufs Neue, eine ungewöhnliche Synthese zum Gelingen zu bringen.

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COMING FULL CIRCLE: SMITH IN HAMBURG

For two participants in the 1963–64 Smith Junior Year in Hamburg, the experience laid the foundation for future careers as Germanists: Thomas Freeman, an exchange student from Haverford College whom the Smith students referred to affectionately as “Brüderchen,” later returned to the University of Hamburg several times, funded by DAAD, Fulbright, and Humboldt grants. He spent most of his professional life teaching at Beloit College, and writing, among other scholarly subjects, on two Hamburg authors, Hans Henny Jahnn and Hubert Fichte. I likewise came back to Hamburg, spending the 1965–66 academic year there under Smith auspices before going on to graduate school. I have spent the last 45 years at Wesleyan University, becoming a literary translator for works by Peter Handke, Günter Grass, Golo Mann, Siegfried Lenz, Werner Herzog, Christoph Hein, Grete Weil, Johann Wolfgang von Goethe, and others. My familiarity with Hamburg’s streets and landmarks proved invaluable in 1974 when I translated Heike Douthé’s *Wanke nicht, mein Vaterland* (1970).

The opportunity to attend courses offered by such distinguished professors as the Germanists Adolf Beck, Diedrich Diederichsen (Sr.), Karl Ludwig Schneider, and Hans Wolffheim, the historian Fritz Fischer, and the theologian Helmut Thielicke introduced the participants in the Junior Year to the classic German lecture format. In those days, a feature of this format, hard though it is to believe, consisted of some professors’ dictating pages of bibliographic information during the first few course sessions as their students scribbled as fast as they could to capture the details in their notebooks. A variant involved a bevy of *Assistenten* who would arrive

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carrying the professor's briefcase and manuscript and would then begin copying comprehensive lists of sources onto the multi-panel blackboard.

While the lectures exposed the students to a great deal of material and expert interpretation, Smith's intelligently designed system of employing tutors assured active participation by the students: the tutors assigned specific readings and papers, conducted discussion, and helped the students grasp the professors' arguments. The members of the Smith group experienced the university as their German counterparts did, from enrolling (an in-person process back then that involved standing in line for numerous *Stempel*) and receiving a *Studienbuch* to attending lectures, eating in the *Mensa*, and consulting secondary literature in the *Seminarbibliotheken*. At the same time, they benefited from having regular assignments and receiving detailed responses to their written work, complete with corrections of the grammar, usage, and style. The fact that a number of my tutors went on to notable careers reveals the close cooperation between Smith and the University and the respect with which Smith's program directors were regarded when they asked professors to recommend advanced students who could serve as tutors. Heinrich Breloer became an award-winning filmmaker; Ulrich Bubrowski made a name for himself as an expert on Ernst Barlach; Joachim Schöberl and Bernd Jürgen Wendt joined the University faculty. These tutors and some of the younger faculty, such as Max Boeters, who taught Middle High German, were generous and hospitable to their Smith charges.

To me, the Smith model always constituted the ideal combination of direct and mediated exposure to the university. It is gratifying to see that the structure of the program has changed little over the last fifty-plus years, although nowadays far fewer American students spend an entire year studying abroad. A few years ago Wesleyan withdrew from its consortial program in Regensburg. When we decided recently to add Smith in Hamburg to our list of approved programs, I felt a sense of triumph. Our first undergraduate to participate will be going for the entire year. In my mind's eye I see him making his way to Rothenbaumchaussee 34, taking the elevator in the *Philosophenturm*, sitting in the *Audimax* (where a fellow student and I were attending a concert when word came of Kennedy's assassination), taking refuge from winter's bleakness in the conservatories of *Planten un Blumen*, or strolling along the Jungfernstieg. It is not mere nostalgia that inspires this vision; I know my student will be making the acquaintance of one of the world's great universities, in a fascinating city, and with the support of an outstanding program. I look forward to sending more students to Hamburg, thereby allowing my career to come full circle.

DEANNA GAUNCE NEBERT



b. 1948, B.A. Smith College
 1969, M.A. Indiana University 1971,
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DREAMING IN GERMAN

My Junior Year Abroad began as a possibility when I applied to Smith from high school in North Dakota. My parents thought it was a terrific opportunity, and I was enthusiastic about going. However, I ran into the first snag in the plan when I faced unforeseen difficulties in German at college – it was the only course I almost failed in my first semester. I had been placed in an intermediate level (I had had two years of German in high school), which was way over my head. Second semester I shifted down to “beginners’ German”. I did better, but struggled, nevertheless. By my junior year I would have been glad to simply finish my two-year language requirement and move on, but that would have meant not going on the JYA program.

I looked for other possibilities – I could major in English. I tried to persuade the College authorities to let me take a year abroad in Britain or Scotland. As there was no Smith program there, I was told that my year would have to be approved after I returned and I might have to postpone graduation or take more courses senior year, if my self-scheduled program didn’t meet College standards. These prospects seemed bleak, so I made my way to Willy Schumann’s office and inquired about joining the program in Hamburg. He asked me (in German) why I wanted to go. I couldn’t answer in German, excused my poor language skills, and told him that I might improve if I had a chance to live in the country. He agreed, and off I went.

Months later at the Christmas coffee held at the Schumanns’ apartment in the *Gästehaus der Universität* in Hamburg, Willy asked us all how we were doing in our classes. Many of us were still struggling, but could see improvement of sorts. I

mentioned that I had recently started dreaming in German, a milepost in language acquisition, I had heard. Willy nodded appreciatively. “Of course, I couldn’t understand a thing,” I added.

Nevertheless, I had passed some sort of a marker: I was to make use of this in my life as a teacher later, when I reassured pupils and their parents in my bilingual (i.e., taught in English) history classes at my German school. “It takes time to adjust,” I would say, “I know, because this was my own experience learning German.” This is also the reason that I am skeptical of studying in Hamburg for just one semester. I had only just begun to learn the language in my first semester in Hamburg – I certainly needed two semesters to really get started. When I returned to Hamburg after graduation at Smith, I was confident that my German was superb. How wrong I was; there was still a long path in front of me. But even then I knew that the continuing obstacles were only small hindrances. If I could learn enough German to speak and understand others, I would be able to overcome the difficulties that still remained. Kid stuff!

The JYA was a genuine turning point in my life. I have no German background, no German-speaking relatives, no one in the family who had even visited Germany before I came to Hamburg. I chose my major (history), because it was the only subject I could take and still go on the JYA. (Obviously, English was no longer viable as a major.) Therefore, it is inconceivable that I would become a historian, marry a German, raise German children, and teach at a German school, if I had not been given the chance to do so through the Hamburg program. Of course, there are days when I wonder whether my life would have been easier if I had not made these choices, but these alternatives are moot today.

The question raised in the panel discussions at the Hamburg 50th anniversary celebration, “What will the advantages of the exchange / JYA be?” is unanswerable in this form. No one can predict what advantages will emerge during an exchange. An intelligent person takes the plunge, sees what is available and adaptable to her own studies or career, finds herself interested in something possibly unforeseen, and then pursues a goal. Faculty and students cannot say beforehand what they will find intriguing in a new setting – but they go with open minds and discover new aspects.

The program in Hamburg has developed and been extended since I was a student myself. Now the program includes JYA students from various colleges (not just Smith) at Hamburg, Hamburg exchange students at Smith, and faculty from various departments (not just German language and literature) in a comprehensive package. As far as I can tell, this intensive package is an anomaly among the Smith programs. (I am not aware of student or faculty exchanges connected with the Florence, Paris, or Geneva programs.) The package in Hamburg is a powerful combination; it enables and facilitates intense, productive Smith-Hamburg ties. The College has built a legacy in Hamburg which we must nurture and protect for the future.

SARAH E. THOMAS



b. 1948, B.A. Smith College 1970, MS. in Library Science Simmons College 1973, Ph.D. Johns Hopkins University 1983 · Vice President for the Harvard Library and Roy. E. Larsen Librarian for the Faculty of Arts and Sciences, Harvard University · alumna of Smith College Junior Year at the University of Hamburg 1968–69.

LUISE MÜLLERIN IN HAMBURG: YOU CAN TAKE THE GIRL OUT OF THE COUNTRY, BUT YOU CAN'T TAKE THE COUNTRY OUT OF THE GIRL

In 1968–69, a year punctuated by student protests over the war in Vietnam, our country was deeply divided. The Democratic National Convention in Chicago was marked by demonstrations and protests. And in Europe, too, there was unrest. On August 22, 1968, the day of my departure for Germany, thousands gathered in Prague to protest the military invasion of Czechoslovakia by the Soviet Union, two nations that no longer exist.

Smith sent its students to their Junior Year Abroad by ocean liner, perhaps a practical way to manage the transport of our luggage laden with a year's supply of clothing, or perhaps a vestige of finishing us off as young ladies. This was still the era when we had posture pictures taken and graded, and we took a gym class wearing a tunic and bloomers. In BMS (Basic Motor Skills), we learned how to put our suitcase up smoothly into the overhead compartment of a bus (as we headed off to a boy's school on the weekend) or climb out gracefully from a sports car.

I boarded the SS United States and shared a room with two other women from the program, one who changed her clothes incessantly as appropriate for a roster of activities. The other lay inert and miserable in her bunk, apparently suffering from seasickness. Later that year she confided she had suffered a miscarriage. The transatlantic crossing marked the beginning of dramatic changes in our lives. As I looked forward to adventure and freedom from my small-town world, I was full of anticipation about my cosmopolitan future. Still, the image of my mother on the dock, dissolved in tears, was an ominous sign that the journey might also be perilous.

My experience travelling outside the US consisted of a brief trip to visit Canadian relatives as a child, and a family holiday in Bermuda at 16. I soaked up the novelty of disembarking at Rotterdam and navigating my way to a train that would take us to southern Germany, where we would have a language booster at a Goethe Institute outside Munich. Speaking German aroused the ire of the Dutch conductor. In my ignorance I failed to take into account the animosity of the occupied toward the Huns, with even the language of German tainted by the hostilities of war.

The few weeks in the spa town of Bad Aibling were a gentler introduction to Germany. The local café sold figures modeled in marzipan of ample breasted women seated in mud baths; the pizzeria, frequented by American soldiers posted nearby, had a jukebox with “Hey Jude” which we played incessantly. After a brief immersion, we headed north to Hamburg to begin our university studies.

In Hamburg, when we arrived and settled in our “families,” we took transportation in which there was priority seating for the “Schwerbeschädigte,” of whom, almost a quarter-century after the war’s end, there were many amputees and disabled. Here it was the Germans who seemed outraged by my very presence, in which my American origin was revealed by my dress and casual demeanor. Riding the *S-Bahn* in my jeans to the university, elderly ladies hissed “entsetzlich” at my decadent attire. In October, still a novice in European ways, I was removed from the train by two uniformed men who stood pointing at the side of the carriage. Baffled and frightened, I showed them my ticket. They continued to point at the side of the car, and suddenly I understood. I had transgressed and entered a first-class car with a second-class ticket. Having almost no familiarity with public transit, I learned the hard way about the class system. Living with north Germans with their reputation for reserve, the lingering bitterness and deprivation from the war and its aftermath, and the anger of younger Germans at the American role in Vietnam, I faced conflicts larger than my own personal emotions of a teenager finding her way in life.

Still, there were opportunities to grow and develop. Hamburg was a city with a world-class opera and strong theater, and living there greatly enlarged my horizons, as did trips across the continent, including many where I hitchhiked, once having to leap from a slow moving car on a road leaving San Gimignano when an Italian who had given me a lift was beginning to molest me. Educationally, I surely learned something, although 45 years later, the details are hazy. I remember lectures given by the renowned Fritz Fischer, whose yellow-bound *Griff nach der Weltmacht*, published in 1961, was influential in outlining causes for World War I, and tutorials in the Rothenbaumchaussee, where Smith had seminar rooms in the basement and a flat for the program director on an upper floor. Certainly, my German, already pretty solid, increased in fluency. The bigger gain, however, came in developing self-sufficiency and an ability to live in another culture, to be engaged in the unfamiliar history and politics of Europe and to see the U.S through the lens of an outsider.

Returning to Smith, I found gaps in my knowledge of contemporary culture. “What’s that music?” I asked, only to be ridiculed for betraying my ignorance of the musical *Hair*. Although I felt burnished with the patina of worldliness, one of my Emerson House classmates quickly deflated that self-confidence, declaring with some amusement that I was no more sophisticated than I had been when I left Northampton.

Yet I did return changed and the pathway I have followed was formed by those experiences in Europe. I returned to Germany twice for extended periods, studying in Freiburg and Frankfurt, and received a Ph.D. in German literature from Johns Hopkins. When, years later, in 2007, I headed to Oxford to lead the Bodleian Libraries, I described the move as a Junior Year Abroad only with a real job. I looked forward enthusiastically to living in another culture and to the challenge of mastering the unknown. My Hamburg experience forty years earlier had laid the foundation for another transformative opportunity. I served as Bodley’s Librarian at the University of Oxford for almost seven years before returning to Harvard to take up my current post as Vice President for the Harvard Library and Roy E. Larsen Librarian for the Faculty of Arts and Sciences. I’ve had the privilege of heading three of the world’s leading university libraries, and I consider my time at Smith and especially my Junior Year in Hamburg as major factors in preparing me to take on these significant roles.

FRANK LEHMANN



B.A. Yale College 1972, M.A. Yale University 1973, M. Phil. Yale University 1976, J.D. University of Puget Sound School of Law (now Seattle University School of Law) 1985 · Staff Attorney, Washington State Court of Appeals · alumnus of Smith College Junior Year at the University of Hamburg 1970-71.

CULTURE SHOCK AT ITS BEST

In the early 1970s, I spent my junior year with the Smith College Program in Hamburg. At the time, Yale had an arrangement with the Smith College program for foreign study. About six of us joined a dozen or so women from Smith for the program that year.

Reflecting on the experience nearly 45 years later (can it really be that long ago?), I can recall numerous discrete events, places, and people from that year. I have also been back to Hamburg many times since then. I suppose that fact reflects a continuing consequence of the experience. But over time, some memories have subtly blended with those from later visits and other experiences. As time passes, I find it more difficult to isolate and identify influences or ascribe a primary “meaning” to any one year in the distant past.

The Smith program was something of a homecoming for me. I was born in a small town a few miles down the Elbe River from Hamburg. But I spent only a few months there before my parents emigrated. I grew up on the West Coast and did not begin learning German until high school. I was then fortunate to benefit from Yale’s decision to admit a higher percentage of students from public high school and expand the availability of financial aid. I continued studying German for two years, and it seemed appropriate to spend my junior year in Hamburg.

Upon arrival in Hamburg, most of us experienced some degree of “culture shock,” but for the most part in the best sense of that term. The benefits of the program and location soon became obvious. Most participants lived in student

residences scattered around the city, a circumstance that fostered contact with both German students and students from other countries. Apparently, the available student housing was limited that year, and I was assigned to live with a German family that had hosted Smith program students for several years. Participation necessarily required daily use of Hamburg's extensive public transportation system. For me and several other members of the group, the feast of public subsidized opera, concerts, and plays created and shaped interests that continue today.

And I do not mean to slight in any way the formal academic and cultural elements of the program itself. The university classes and lectures and the corresponding tutorials were outstanding. The group excursions that year explored Helgoland, Travemünde, Munich (including the city's cultural treasures and a visit to the Löwenbräu tent during *Oktoberfest*), and Berlin. The program director, Hans Vaaget, also insisted, as part of our education, that we participate in pickup *Fußball* matches in the *Stadtpark*.

As I reflect further on the year, I most vividly recall the contributions that the two primary tutors brought to the program. One was serious, soft-spoken, and challenging – Heinrich Breloer. He later became a noted film director and screenwriter. The other, Ulrich Bubrowski, was more jovial and outgoing and is a scholar specializing in the work of the well-known German sculptor and writer Ernst Barlach.

No doubt we were impressionable, given our age, our somewhat insular education to date, and cultural disadvantages. But the tutors continually prodded us to enhance the basic curriculum and our understanding with broader social, historical, and political contexts. The tutors' efforts did much to ensure that our cross-cultural perspectives, which that year encompassed both increasing anti-war sentiment in the US and continued reflection on the Nazi past in Germany, did not remain at a superficial level. Although I had studied for two years at Yale before coming to Hamburg, the first year of my college education began with my junior year on the Smith College program.

LESLIE A. ADELSON



b. 1951, B.A. Smith College 1974, M.A. Washington University (St. Louis) 1978, Ph.D. Washington University (St. Louis) 1982 · Jacob Gould Schurman Professor of German Studies, Cornell University · alumna of Smith College Junior Year at the University of Hamburg 1972-73.

WHAT THE SMITH COLLEGE JUNIOR YEAR ABROAD PROGRAM IN HAMBURG HAS MEANT TO ME

Today I hold an endowed chair as the Jacob Gould Schurman Professor of German Studies in Cornell University's distinguished Department of German Studies, which I chaired from 1999 to 2006. I additionally served as Director of Cornell University's interdisciplinary Institute for German Cultural Studies from 2007 to 2013. Over forty years ago I graduated from Smith College summa cum laude with highest honors in German only because of the unique personal and intellectual opportunities afforded me by the visionary educators in Smith's German Department and by their exceptionally well conceived and expertly directed Junior Year Abroad program in Hamburg, Germany. When I was a twenty-year-old sophomore, still living in the town where I had been born (Northampton) to parents of minimal means, I could surely never have envisioned the horizons of learning or the depth of experience that Smith's German program would open up for me. I could not have foreseen the kindness of knowledgeable and skilled teachers who saw something in me that I could not recognize in myself, who encouraged me to study in a foreign country for a full year and then found ways to make it possible for me to go and my life to bloom while there.

This I owe above all to Hans Veget and Margaret Zelljadt. I first encountered the former in a bewildering landscape of death-defying umlauts and lost verbs, otherwise known as first-semester German, in the fall of 1971. His was an intimidating presence who also knew how to inspire, and it was my great good fortune

to be able to write my senior honors thesis with him after my junior year abroad when I returned to Northampton two years later. This teacher was a stickler for detail in everything, from adjective endings to proper citations from Goethe's *Theatralische Sendung*. All I have learned in the interim has only confirmed what Hans taught me so many years ago: that the devil and god alike are in the details, and only sustained attention to the important ones can teach us how to tell the difference. And it was Hans who gave me the confidence – long before I deserved it – that I too might one day have something worthwhile to contribute to the field of German Studies. This was no small gift for someone of Hans Vaget's scholarly distinction to give a young American girl in 1974, and I will be forever grateful.

Once it became clear that I would be heading for Hamburg with only one year of basic German in my repertoire, arrangements were made to transfer me into Margaret Zelljadt's intensive introductory German course in the spring semester before my departure. I was terrified; she was gracious. The better part of valor clearly belonged to her, for she was courageous in taking me on, and every class session with her was a lesson in alchemy. Arcane rules of German grammar literally sprang to life under her tutelage, and she never doubted that her young charges would do the same. Later I would work for Margaret as a research assistant for a time, which gave me a privileged glimpse into the expertise and care she brought to the scholar's study of historical linguistics. Yet in the classroom all her painstaking labors manifested as sheer, communicable, and infectious joy.

Margaret also brought her magician's craft to directing the Hamburg Junior Year Abroad program in 1972–73, a year that undoubtedly changed the course of my life and my career. I will always be beholden to Smith College for this above all else. That first year I spent in Hamburg – there were many others that followed – was a dramatically transformative experience, which is characteristic of the program more generally. The Junior Year Abroad in Hamburg allowed me and other members of my cohort to become engaged, informed, and multilingual citizens of the world. Supported and encouraged at every turn by the intrepid Margaret, whose pedagogical leadership in international study is legendary, and her disarmingly charming husband Igor, who could turn from urbane to bawdy and back again on a dime, we were fledglings learning to fly on dizzying currents of academic reform in Germany, political conflict in the world, and the shocking expectation among our German interlocutors that we could and should be thinking for ourselves. The Vietnam War had been raging for some time at that point, but oddly enough, no one had ever seriously demanded that of me before. When the Hamburg tutor Ulrich Bubrowski taught me about the German Enlightenment, the 18th century and mine became forever entwined.

Years later, when I was teaching Cornell undergraduates about comparative perspectives on postwar Germany – East and West – one Korean student in the class, who was about to graduate, commented that he had finally understood the second

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half of the 20th century because of this course. Yet whenever I have succeeded in teaching or counseling students well myself, it is only because I have tried to live up to the extraordinarily high standards of rigor, insight, wisdom, and generosity that Hans Vaegt and Margaret Zelljadt have upheld and exemplified for the benefit of countless students in Northampton and Hamburg alike. Teachers can never be thanked enough. Those of us who are teachers know this, but we know this above all as students too, for none of us would be who we are were it not for the dedicated mentors who have sparked creativity, passion, and direction in our hearts and minds along the way. Smith did this for me.

Now more than ever, the world needs its brightest minds and open hearts to cultivate the art of cross-cultural communication and deep understanding across many sorts of divides. Living and studying for an extended period of time in a foreign language, a foreign culture, and a foreign land provide the only sure means of achieving this, and this is an objective that a liberal arts college of Smith's stature must never abandon. The world I came to know in the 1970s was still recovering from a world war, fascist dictatorship, and genocide, and still rent with cold war divisions. Today's world poses different international challenges to a much younger generation, but the diverse challenges of the global 21st century will be successfully met only by those who seek cross-cultural exchange and forge cross-cultural alliances in the service of peace, democracy, and justice. In 2009 I organized a public conference commemorating the 20th anniversary of the fall of the Berlin Wall, a conference at which the German Consul General gave the keynote address. On that occasion I was once again reminded how pivotal German history and culture are for understanding so many facets and futures of modern life. This makes the Junior Year Abroad program in Hamburg all the more crucial now.

The Hamburg program has certainly made a decisive difference in my life, but more than that and over many years, it has done its considerable part to make the world a safer and better place. I applaud and cherish this program, not for sentimentality alone, though I have plenty of that where Hamburg and the Smith College German Department are concerned, but because future generations of students will need this program to know what the world will need of them.

JANE L. CARROLL



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BEYOND BOOKS: HOW I LEARNED TO LOVE GERMANY

As trite as it sounds, the only way to summarize my experience on Smith’s Junior Year Abroad in Hamburg is life-changing. I had never before had that sense of almost complete autonomy and responsibility for my own decisions. I was there in 1974–1975, a period before the advent of Skype, Facebook, texting or cell phones. My parents’ understanding of transatlantic phone calls was that they were to be restricted to times of imminent death. As a result, problem solving was a personal task, and I often had the feeling of walking the high wire without a net.

Smith, of course, was there for us in the background. Our professor, Judith Ryan, and the staff in Hamburg were our initial coaches. They guided us through some of the more difficult transitions, like applying for the *Aufenthalts Erlaubnis* or opening a bank account. They gave us a vocabulary and sent us out to conquer German bureaucracy. Some of my first new words were, “Ich möchte Geld abheben.” The result of that autonomy was that I became more confident. I began to believe that I could do anything – and in a foreign language, no less.

My year in Hamburg brought home to me that daily language is not the same as academic language. When I arrived in Hamburg, I was a whiz at explaining Brecht’s *Verfremdungseffekte*, but I was a complete failure in my first attempt to buy fish at the market. In one memorable event, I looked into the refrigerator to discover that someone had eaten my yogurt. Incensed, I asked the room, “Was für ein Diebesgesindel hat mein Joghurt geklaut?” After my German friends wiped the tears of laughter from their eyes, they informed me that no one had used the

word “Diebesgesindel” since Goethe’s death. Who knew? The word was in my eighteenth-century literature.

I also realized that you take on a different personality in a language you are working to master. You learn humility. In the beginning, you have to think like a seven-year-old because that is your vocabulary. I experienced the frustration of initially not being able to convey my sense of humor, which had always been bound up in language. And I remember vividly the first time I managed to tell a long, involved and humorous story in German, and had my new friends rolling on the floor. It was the sweetest victory.

At the end of my stay in Hamburg, I discovered I had acquired a working language, not just an academic one. Suddenly I could converse with folks on the bus or in cafés and *Kneipen*. The country became fascinating. I was living in Germany, not just visiting. I became at ease in this other world, opening up to new ideas and world views.

In fact, the experience of really living in Hamburg for a year made me view the world differently. I learned first-hand that the entire world does not conduct its life as I do – a salutary lesson. You learn to adapt and adopt. On my first morning in the dorm, I needed to shower. Though I am sure they are not still configured in this fashion, in 1974 the shower room at Überseekolleg was one large tiled room that looked like my high school locker room, except it was coed. That first morning, I was lathered and feeling rather vulnerable when the door opened and in walked a naked man who shouted out, “Guten Morgen!” My first thought was that I was not at Smith anymore. My second idea was that tomorrow I was going to put my contacts in BEFORE the shower. It is such experiences that made me more accepting of difference. You learn your tensile strength and how to live like a native. Some new traditions, like *Kaffee und Kuchen*, are easy to embrace. Others, such as giving your first *Referat auf Deutsch*, are more frightening. But all those experiences, added together, mean that you will never see the world the same again. You become less self-focused because you know there are other valid cultures and worlds outside your doorstep. You gain the curiosity to want to explore them as well.

Finally, my Junior Year in Hamburg gave me my career, for which I will be eternally grateful. It is not an overstatement to say that I always knew I wanted to work with art. My time abroad showed me how studying something in person makes the discipline come alive. I took a course on Michelangelo with Alexander Perrig, who took us to Paris to look at the artist’s drawings in the Louvre. I studied German Gothic sculpture with Fritz Jacobs, then travelled to Bamberg and Würzburg. And always there was Hamburg’s *Kunsthalle* and the *Museum für Kunst und Gewerbe* to stop by on an afternoon. Studying artworks, not from slides but from the object, ignited my desire to become a professional art historian and provided me with one of the joys of my life.

Since that year in Hamburg, I have spent two sabbaticals in Berlin and lived in Munich for five years at different times. I travel often to Germany and have friends

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scattered around the country. I work at Dartmouth teaching and researching German medieval art, and chair a committee that brings German professors to our campus. Perhaps, most importantly, I married someone who also speaks and researches in German, and this year we bought an apartment in Berlin. So, in a sense, my Junior Year Abroad gave me a second home. The gift I received then was to feel at home in two cultures. I often tell friends that the down side of this state is that you are always missing the country you are not in. But I much prefer to have this problem than to have never lived in Hamburg. I love both the places where I am *zu Hause*, not uncritically, but unconditionally.

MICHAEL JOSEPH BEISER



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HUMMEL HUMMEL, WHO'S HE?

In 1976, at the end of the first semester of my sophomore year at Yale, I became increasingly aware of a desire to abandon the rigors and pressures of New Haven and spend my junior year abroad in Germany. Thanks to Indiana University's Honors Program in Foreign Languages for High School Students, which involved an intensive study program and home stay in Krefeld, Germany, between my junior and senior years in high school, I had gained a good degree of practical fluency in German before college and seemed to have discovered an innate aptitude for the language. I was eager to take my study to the next level and knew that total immersion was the optimal way to achieve this. At Yale, I was also fortunate to have found a position as a bursary student in the German Department, where I spoke German nearly exclusively. Originally, I hoped to find a university in Germany and independently chart my own course. Hence, I was surprised to find out that my options were indeed limited: Yale would accept credits from only two programs – Wayne State's in Munich and Smith's in Hamburg. With the realization that I certainly did not want to learn or speak German with a Bavarian tinge, I easily opted for Smith's. I knew that I would prefer to acquire the rarified *Hochdeutsch* spoken in the north of Germany and its largest metropolis and famed port, Hamburg.

As the spring of 1977 approached, I also decided to look for a summer job in a German hotel so that my German would be up to par upon the start of study in the fall. To my surprise and delight, I landed one in a “spa location” (*Kurort*) in Bad Bergzabern in the Palatinate (Pfalz), where I worked from the end of May until the

end of August as a lifeguard and gardener. At the end of the summer, I was pleased with my progress and gave it little more thought until my arrival for the first day of orientation at Smith's Hamburg Center on the Rothenbaumchaussee. The challenge that became immediately and strikingly apparent was not linguistic in any way that I had anticipated, but rather alarmingly social. My new peers in the program, twenty or so and all but two from Smith, appeared to recoil in horror and disgust at the advanced level of my fluency in comparison to theirs. The question that I was reading on their faces was, "Who is this arrogant, hotshot 'male from Yale'?" I saw that my work was cut out for me.

On the second day, fate blessed me with a radical breakthrough. As I was changing trains in Hamburg's main train station, I saw another Smith participant stumbling through the crowds, apparently confused and completely lost. Thus, I was able to demonstrate knightly behavior, sweep in, and rescue Terry Gilman, Smith Class of 1979. (We are still closest of friends, despite the fact that she works for McKinsey & Co. and resides in Düsseldorf and I across the pond in New York City.) Soon, the other participants realized that, not only could I be patient and helpful with their German language skills, but that I was in fact a gregarious and hopefully likeable person. Besides with Terry, friendships with Nikki Stoia and Nancy Glew also flourished.

As the academic year progressed, however, I did find myself bucking against the limitations imposed by the program; that year, I may have been the bane of director Jochen Hoffman's existence. I was unhappy living in a dorm (*Studentenbeim*), populated by non-German students from the Third World, and sought to move into an apartment or house (*Wohngemeinschaft*) with other Germans. This, I was told, would amount to me paying two rents. Prof. Hoffman forbade me from traveling north to be part of a demonstration against atomic power plants. I also resisted academic features of the program itself. As it was set up, to accommodate the usual level of participant fluency – or lack thereof – Smith encouraged students to attend large lectures in conjunction with small group sections set up with a tutor for the Smithies. My goal, both socially and academically, was to surround myself primarily with Germans. Therefore, I pushed against the tide and had to beg allowance to enroll in University of Hamburg seminars with smaller numbers of only German students. Fortunately, this was granted, and I must say that my best course work transpired in these seminars, on topics such as the filming of the works of Thomas Mann to a course in psychology on self-awareness, for which our group's field work consisted of a series of discussions with German factory workers. For each of these seminars, I had to trouble the professor to grant me a grade – which is not the policy there and thus a bit of an embarrassment. This meant that, in addition to an oral presentation (*Referat*), I had to submit a written form of it, essentially doing the final work on behalf of all of my German colleagues. Although I was graded quite well, Prof. Hoffman offered to inflate my grades a point or two considering

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the level of difficulty in comparison to American course work and grades. This I stoically resisted, keeping in mind that Yale would not be recognizing the grades anyway, excluding me from graduating with any honors. Now, as I review my Smith transcripts, I am amazed at the level of academic prowess I did achieve at the time. In one instance, I was able to take advantage of Smith's system. Terry Gilman and I petitioned for a tutor to conduct a course on Nietzsche with just the two of us, which was granted. The direction of and edification by our tutor Jochen Stoesser was superb, and I still look back upon and ponder how much I profited from this experience.

As I look back, the experience with Smith's JYA program was seminal, both for my later career and life trajectory. Ever since, I have continued to use my German, with positions ranging from a development specialist for international education non-profits, a producer of German language educational videos for a major publishing company, the right-hand man of Michel Thomas, an internationally acclaimed language master, and now, to my surprise and delight, as a language trainer for an online agency, Languagetrainers.com, based in Bristol, England. The latter sets up private lessons for adults and business executives taught by me as humble instructor.

To this day, I wear my Hamburg fisherman's shirt (*Hamburger Fischerkittel*) with pride on the day of the German Von Steuben Parade in Manhattan as a self-proclaimed citizen of Hamburg. And beyond these cherished reminiscences, most fulfilling and life-affirming of all from the 1977–1978 Smith JYA experience are the deep and enduring friendships formed in Germany and lasting for nearly forty years. I count these dear friendships, solidified with others from the program, the university seminars, and even the dorm (!) as precious treasures like none other. And then there is the other charming, ironic twist that I value in these gender-bending times: I am of a rare breed – a Smith alumnus!

RACHEL GETZOFF THOMA



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HOW THE SMITH JYA INFLUENCED MY LIFE...

From Smith I received a BA in “World Religions” and “International Politics.” However, the truly ‘marketable’ skills from my Smith years I gained during my JYA in Hamburg 1990–91, namely my German language skills and my in-depth cross-cultural experience. (I used these even in my senior year at Smith to do some translation work for the chaplain, Elizabeth Carr, who was researching Simone Weil.)

From the beginning I was greatly impressed with the orientation program and the tutorial system, which enabled students to immerse themselves in local and international student life (our dormitories tended to be very international, because many German students chose to live in private apartments). I know of other study abroad programs in which students have no real need to learn the local language. Their classes are conducted for the most part in English, reducing the program to a more superficial experience.

The orientation program was intense and gave us survival tools both to help settle in our new surroundings and prepare us for the studies ahead. We learned much about various parts of Hamburg and the university library system, as well as useful domestic tips, such as how best to change the bed linens and to order cheese at a crowded grocery counter.

The tutorial system allowed me (as one of the few not studying German) to continue my major and to realize how controversial the study of comparative religions is in some circles. It was eye opening to understand that some theological students found it heretical to consider all religions of equal value. It was also humbling to see

how they were required to learn Latin, Hebrew, and Greek to translate original sources. I took a class on Luther, on the role of the church in the GDR, and a class with a visiting Japanese professor on a Buddhist reformist monk, Shinran. All these topics would in some way influence my focus in my major (reformation within religion) and indirectly one interest thereafter – reform movements in general.

During semester break a fellow student and I received a Blumberg travel stipend to study in the “New States” of the former Eastern Germany and Eastern Europe. 1991, just after reunification, was a fascinating time to tour. We wanted to maintain our German skills and spoke only German with one another (except in Poland, where it seemed rude). This decision led to invitations to cake and coffee in Eastern Germany and to a “German perspective” in Prague. On a German tour of Prague’s City Hall, we were told the history of the building, but when the guide discovered that we were in fact American she included additional history about the Nazi occupation. This independent trip as well as the Smith excursion to Berlin gave us a sense of witnessing history.

After graduating from Smith College, I returned to the Eastern part of Germany, to Mühlhausen in Thüringen, and helped build up exchange programs for youth and adults within a region of Michigan. Among other things I developed a pre-travel orientation program. I also taught English to teenagers and adults, all of whom had grown up in the GDR and learned Russian as their first foreign language.

I considered pursuing an MA degree in the US and found that through the German Studies Department (although I would not be studying German), I could get a teaching-assistant position that would cover fees and provide a stipend. Although I took a different path, I was pleased to discover that my German skills could be put to good use in the US.

Later while studying and teaching at two German universities, I took over a “cross-cultural conversational English” course that allowed international and German students to reflect on their international experience. Of course the JYA lent me many insights into this subject – e.g. questioning what is “normal” and to what extent our values and comfort zones are a product of our culture.

Finally, I married a German with perhaps a bit more knowledge of his language and country than most international relationships can claim. We currently raise our children bilingually, even biculturally. That is quite a legacy!

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After Graduating from Smith College

In August of 1992 I was sent by a philosopher from the University of Michigan, Prof. Frithjof Bergmann, to a town in the former part of Eastern Germany, Mühlhausen in Thüringen. He had developed ideas about how the work-world could change for the better and called it “New Work.” Months before he had moderated

a *Stadtgespräch*, a public meeting which led to the establishment of a grass-roots organization, *Die Mühlhäuser Initiative e. V.* This new organization arranged for me to rent a room with a family and teach English at the *Volkshochschule* (adult evening school) and later in vocational schools. Parallel to this I helped build up an exchange program that consisted of three elements: a student/internship exchange program for one year, an adult exchange program for two-week delegations of representatives from business and education, and a two-week international creative writing workshop. I also offered workshops on the idea of “New Work.” The “Initiative” also had projects to support the local economy, but I was only indirectly involved in these.

It was a fascinating time to be in Mühlhausen (MHL). The city of 40,000 is located near the border to Hessen (i.e. the border between East and West). About 20 km outside the city limits began the so called “border zone” where people had not been allowed to travel freely. The town center is mostly medieval with a good portion of the city walls intact. Behind the fairytale-like half-timber façades lay neglected courtyards and crumbling foundations. I got to know people who were involved in the local “round table” discussions and people who learned foreign languages, but had never travelled to the countries speaking these languages. I worked with young people who, under the old regime, were not allowed to pursue an *Abitur*, one due to his pacifism (and refusal to perform military duties). Despite being an intellectual, he was forced to work on the railroad lines. Now they returned to school to continue their education. Others returned with new hopes from “exile” in India and Australia after the wall came down.

As an American I gained a sort of local celebrity status, known throughout the city as “Rachel” or even “the American lady.” I was invited on excursions with my host family, adult students, and local schools. I was spontaneously picked up off the street and asked if I wanted to go on the roof of one of the largest and historically most significant churches to research the pollution damage. As an interpreter for an American delegation, I was invited to a dinner with the others in a grand villa. When we were all seated we were told we were the first Americans to be here since the occupation in 1945, when this house was the HQ for US officers. Many people shared their stories with me: stories of creative and often subversive ways of procuring rare building materials; stories of crossing the border for the first time in a Trabi; stories of choosing not to look at one’s *Stasi-Akte*, because the file only told who had informed on you, but not why; stories of living in the shadow of a ruin that one was forbidden to visit, because it was close to the border; stories of the day the American Army pulled out of Mühlhausen in trucks and jeeps throwing bubble gum, and the Soviet Army marched in, some without proper boots.

The social ways were not yet infiltrated with materialism and individualism, many things were still home-made, improvised, and passed on by word-of-mouth. For example, most people did not yet have telephones and cars. This led to more

hitch-hiking and spontaneous visits, or you would arrive home to find a note on your door that someone had tried to visit you. Friday afternoons after 1pm you could meet half the population in the pedestrian zone of the town center. I would often sit on a bench or in a sidewalk café and flag down members of my youth group to tell them to pass on the date of our next irregular meeting. By Monday they would all be informed.

I helped prepare a reception for an American delegation from a region in northern Michigan that was interested in establishing an exchange program with the county of MHL. We organized the event and put on theatrical skits in English. At the end of the reception, after all had packed up, my counterpart from Michigan said that we now needed to organize 17 interviews in the next three days. I groaned – if he had told me this an hour ago, it could have been organized so easily! He couldn't imagine that most of the people on the exchange had no phone and that some lived in remote villages.

In all this excitement I fell head-over-heels in love with a “Wessie” who had also been sent by Bergmann to build up the MHL Initiative. Günter managed all the programs and was integral in the economic development programs. A year after my arrival, my host family moved to another house, and Günter and I moved in together. We lived in MHL another two years, during which time I built up the exchange and supported the writing workshops. However, most of this work was passed on to paid ABM (government-subsidized) workers. I continued to teach English, theater, and about “New Work.” I also took on a number of side-jobs: giving tours in English (complete with local legends), working in a tea-shop, offering moral support to a youth group renovating a house and trying to live “New Work.” At some point Günter and I decided to improve our credentials. Grass-roots is all well and good, but we were not making enough money to even consider starting a family. I also wasn't sure if I wanted to stay in Germany, and Günter could not imagine living in the US. (He had only been to Michigan, not my home state of California. My parents lived at the time in England.) We decided that Günter could do research for a thesis on New Work and I could get a Masters in Social Work in community organizing. But it happened a little differently.

After living three years in MHL, I left to start a Masters program at the University of Michigan. After arriving in Ann Arbor, I was informed that a former Fulbright student would be returning from Zurich and the TA-position was therefore no longer available to me. This was a blow, since that was my hope of funding. I decided to spend a year in Ann Arbor anyway working with Frithjof Bergmann (in his classes) and getting hands-on experience with a faith-based community organizer in a nearby town. My boyfriend came to visit, but there was an unspoken disappointment that I still wanted to stay after he decided against doing research in Ann Arbor. However, I also wanted to use this year to figure out if I needed to live in the US. It was a trying year in many ways. My boyfriend visited at Christmas,

but two weeks later we broke up. Nevertheless, we knew we would spend part of the summer working together in Northern Michigan on an international creative writing workshop.

I made some lasting friends in Ann Arbor and gained new insights into two subjects that interested me: New Work and interviewing. In addition to administrative and moderation work for UNISON (a community organizer), I conducted interviews to gather first-hand information about the problems and needs in the community. This would be the beginning of a love for qualitative research and oral history. With Frithjof Bergmann I solidified my theoretical and practical understanding of New Work and visited projects in Detroit and networked with practitioners around Ann Arbor.

After some heart-to-heart talks Günter and I decided to give it another go together in MHL. In the fall of '95, I returned with an idea of empowering youth with community organizing techniques. After months of surveys and meetings, a handful of young people and I established *JIM – Die Jugendinitiative Mühlhausen e. V.* I continued teaching English and even tried to get a more permanent position in a school, which proved impossible without German credentials or returning to the US and applying for programs from there. I supported a number of projects with *JIM*: an exhibition about the effects of drugs, a project converting trash into objects of art, a summer festival sponsored by *Jusas*, a group that met to discuss New Work, and a monthly *JIM* newspaper – that exists to this day in a much more hip and professional form as *JIM – das Magazine*. Again it proved difficult to make a living from this social work, therefore it was inevitable that *ABM*-positions took over most of the administrative work and I offered mostly moral support. To this day I keep in touch with a few of the then young people involved in these projects, some of whom have gone on in areas that were related to these projects – media, sculpture, politics, teaching, etc.

In the summer of '97 Günter and I married. My decision to marry was simultaneously a decision to stay in Germany. Our wedding was an international three-day affair. We were married in a medieval chapel, the bilingual sermon was held by an American missionary. We celebrated in a hall of a knights' order, the garden of which abutted the city ramparts. Friends played music, members of *JIM* catered and locals volunteered to house my American friends and family. The day after the wedding we invited all the participants of the exchanges and delegations and writing workshops. It was in fact bittersweet, because by then it was clear that the MHL Initiative would be liquidated and some projects passed on to other organizations, while Günter and I were reorienting ourselves and looking into possibilities beyond the walls of MHL.

By that time, I was already studying education in Kassel and independently organizing the exchange in MHL. Sadly, that year the US laws changed, and in effect made it impossible for the small volunteer-run exchange programs. The

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government required a special visa for all members of the exchange that was too expensive for the small organizations, otherwise the students were required to pay horrendous sums to attend public high schools. We had another partner organization, but the close regional ties were lost, it became a private exchange of individuals who paid for their experience. Americans no longer stayed in MHL.

At the *Gesamthochschule* Kassel, I both studied and, after the second semester, taught and worked as a research assistant. In addition I joined a student theater group that would enrich my life for a long time. My MA was originally in education with minors in English literature and psychology. I became close to a number of '68er professors, one of whom introduced me to Playback Theater (in theory and practice), another who encouraged spreading my interest in New Work and urged me to build up a resource library on the subject and co-teach a seminar. In addition, I taught English for economists and a cross-cultural conversational English workshop that brought together exchange students and German students to discuss their experiences abroad.

Theater has been a part of my life since I was seven. In high school and college I focused more on social forms of theater: e.g. co-writing pieces with players on adolescent issues and moderating discussions after the show; co-creating and playing in a piece on environmental issues; reworking a play to integrate disabled players. With this background and my new interest in oral history, I was immediately attracted by "Playback Theater," which is improvisational theater based on real-life stories from the audience. Our best performances rallied around topics that brought people together, e.g. students reflecting on their experience in a strike, parents finding common ground in a kindergarten, and finally my farewell party.

My new husband had meanwhile moved to Bochum in '98 to build up a foundation against youth unemployment. For over a year we had a weekend-marriage. When I completed my so-called *Grundstudium* in Kassel, everyone assured me that it would not be a problem to transfer to the Ruhr-University in Bochum. It was not simple. The systems were different and I had to change my minors to "American Studies" and "Social Psychology," but thanks in particular to two American and a Swedish professor I found circles at this more anonymous university as well. At first I worked on programs funded by my husband on career orientation (with a dose of New Work thrown in). I created my own project, an extracurricular school program with at risk students called "Ideas @ Work" that was geared to help them develop interests and reflect on their applicability to the work world. I learned loads from those kids.

I missed my theater group and after a year decided to try to build one up locally. This succeeded to some extent, though over the years the group dynamic, level of professionalism and membership has fluctuated dramatically. Nevertheless, we exist to this day under my co-direction and go by the name of "Theater Feuerfunken."

I worked at the university with a new Swedish professor, who focused on adult education and analyzing interviews for qualitative research. She published an international journal on adult education research that I edited as a student assistant. Unfortunately none of my credentials could be recognized, so I felt underpaid and/or overqualified and soon left that position to teach English (TOEFL and later my cross-cultural workshop). Nevertheless, that professor became the advisor for my master's thesis, "Adult Learning and 'New Work': Experiential Learning in Pursuit of a Calling." This topic allowed me to reflect on learning in and out of institutions and how New Work as an idea supported learning and life decisions. I interviewed 11 people including Prof. Frithjof Bergmann. I conducted ten of the eleven interviews in German, however I wrote my thesis in English so that my (English-speaking) advisor could better support me. However, this proved very controversial at the Ruhr University, because English was also my native language.

By the time I finished my degree, I was seven months pregnant. My son, Adrian, was born in February 2002. Although I felt a bit anti-social during the first year of his life, I was adamant about speaking only English with him. During pregnancy and when my kids were small I appreciated the midwife system in Germany immensely. Out of two post-natal exercise groups grew play groups and a few lasting friendships. I tried to start a babysitting network, but there was little interest because in the Ruhrgebiet many families have relatives and grandparents who help out with childcare. With one family whose children were the same age we decided to buy a house near the forest together and share a garden and childcare. This has become my extended-ersatz-family – supporting each other through thick and thin, and celebrating milestones together.

Before entering kindergarten at age three, English was Adrian's dominant language, but after two weeks of kindergarten he would answer me only in German. This became my second child's model. Born in 2005, Fiona spoke only German from the beginning, but passively understood everything in English. At age four she realized the advantages of English and made an effort to speak it. I think I can safely say my children at age six and nine are sufficiently bilingual (though German grammar slips into their English occasionally). Nevertheless, I would like them to be literate as well. Speaking and reading come more or less naturally, given the opportunity, but writing is another matter. It is hard to find the line between keeping it fun and getting down to business. In the kindergarten my son attended I taught English to the other children, some of whom were bilingual with other languages. We kept it fun and active, emphasizing what they could understand and do, with Halloween a traditional highlight. In 2010 I started an English Club with other families whose children are bilingual. We started out meeting for brunch once a month, but decided when the children were around 8 that it made sense to do more with English. We've experimented with the lines of holistic learning. Drawing pictures and dictating stories as well as movement games seem the most

popular. The younger kids love to sing with motions. We exchange ideas and books – a number of the other parents teach, too. It’s a lovely learning community that hasn’t forgotten to keep it fun.

When Fiona, at three, started *Kindergarten* it was the dawn of a new age for me. I quickly found work through a friend at a private *Fachhochschule*, a technical college, teaching Business English. I was able to tweak the curriculum a bit more to my liking, with oral presentations and CV’s, but the main theory remains rather unquestioning. However, soon I was able to teach “Business Ethics,” which sparked my interest and outrage at the “corporate system” that puts profit over all other values, including the well-being of employees and consumers, environmental concerns and even crosses legal lines. The students are required to spend a semester abroad, and I am pushing to introduce a cross-cultural workshop after they return so that they maintain their improved English skills and reflect on their experiences and those of exchange students.

That is my last twenty years in a nutshell. Of course there were many more roads dreamed of but not taken, and even now my husband and I are considering a new direction. We maintain our contact to MHL with a yearly pilgrimage and visits with the diaspora of youth from there. We maintain a network with New Work practitioners in Germany and Austria, and of course with its founder and the man who brought us together, Frithjof Bergmann. I network with other Playback Theater groups in the Rhein/Ruhr area and attend the occasional national and international symposium. Finally, I teach and learn, with or without credentials and accreditation, starting up social innovations and learning communities whenever I encounter a need.

ELIZA GARRISON



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COMING HOME: MY FIRST YEAR IN GERMANY

I arrived at Smith in the fall of 1990, having done reasonably well at a small public high school in Gloucester, Massachusetts. Although I majored in Medieval Studies and History and took courses in Art History, Smith's German Department and the year I spent in Hamburg have much to do with why I became an art historian. Already by the end of my first-year orientation, I knew that I would spend all of my junior year in Hamburg (indeed I had to – it was a full year or nothing back in those days).

While I was in Hamburg, I discovered that my own intellectual interest in the Middle Ages lay in the art history of the period, and that I was generally drawn to the broader field of western art history. Of course, I had no idea back then what a privilege it was to take art history courses at the University of Hamburg, where much of the discipline was founded. After completing my year abroad and upon returning to Smith for my senior year, Brigitte Buettner and Lester Little were encouraging me to use my German for seminar papers I wrote under their guidance.

It is difficult for me to focus on one event from that year because I still carry so much of that time with me in my professional and personal life. For instance, like many other Smithies, during that year I met the person who ultimately became my life-partner and spouse. When we met in the waning months of 1992, he had just moved to Hamburg from Jena. Having grown up in the GDR, he knew very little English but he was (and is) deeply connected to his native language, and thus my spoken German began to improve by what felt like leaps and bounds. I think that this made it much easier for me to adhere to Jocelyne Kolb's firm enforcement of

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the Smith language pledge. I would say that to this day I still feel as though I'm getting away with something when I only need to speak English to complete even the most basic tasks. Even though I live in Middlebury, Vermont for most of the year (my partner and I are in Berlin in the summer), I am still very German in nearly all of my daily habits and routines (*Frühstück*, obsessive attention to car maintenance, *Spaziergänge*, *Lüften*, *Tierliebe*, etc.).

I believe that I carry so much of my year in Hamburg with me because I learned to feel entirely at home in the language and in the culture while I was also learning to live on my own. Indeed, had things been otherwise, and had I been unhappy at Smith, I wonder if I would have returned at all after my junior year. Hamburg was an ideal spot for me at that time in my life because it is large enough not to be provincial and dull, but it is also small enough to feel manageable. One of the things I most enjoyed about that year, and that had everything to do with my feeling at home there, was getting to know the city by walking just about everywhere: from my dorm to the university; from the Smith Center to the Alster; from the Smith Center to St. Pauli (where my current spouse then lived); from the Smith Center to the *Wochenmarkt* in Eimsbüttel. Merrilee Mardon was one of my frequent walking companions on these wonderful *Fußmärsche*, and we would spend hours that felt like mere minutes talking away in German about absolutely everything. At times, we would take a break for *Milchkaffee und Kuchen* or even a light dinner at the Café at the *Abaton-Kino*, and this felt very grown up and sophisticated.

My year in Hamburg thus is at the heart of so many aspects of my life, to the extent that one of my sisters has remarked that having me in the family is akin to having a German exchange student who won't go away. In all seriousness, though, it is because of this program that I speak and write German fluently; it is because of this program (and Brigitte Buettner) that I am an art historian; it is because of this program that my research focus is on Germany; it is because of this program that Germany feels like home to me. And for all of this I am inordinately grateful.

SUSANNAH EWING



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& MICHELLE PUCCI

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DIALOGUE OVERHEARD BETWEEN TWO SMITHIES IN HAMBURG

Sus: When I applied to college, I already knew I wanted to spend a year in Europe. It was the JYA programs that decided me for Smith. The only question at the time was: where? I was studying both French and German, so it could have been one of three locations. The language and above all the literature decided me.

Michelle: Like you, one of the major reasons I decided on Smith was its JYA programs. But for that very reason I also began taking Italian at Smith and was almost talked into going to the program in Florence. Thankfully our JYA director, Jocelyne Kolb, spoke to me about going to Hamburg and today I'm really thankful that I chose to come to Hamburg – the most beautiful city in the world!

Sus: There's no question of that. When I first got here, I knew nothing about Hamburg, and not much about Germany (besides the usual history class). But I was stunned by the beauty of the city and its cultural offerings. As overwhelmed as I was by living abroad, it drew me in with the lovely parks and plethora of excellent evening entertainments.

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Michelle: I know you were a fan of *Fischmarkt* visits at 5am after a night of dancing. For me on my own in my “music” dormitory I was always in on the concerts given at the *Musikhochschule* by my floormates. And of course we both enjoyed the fantastic ballet, opera and theater performances (along with their accompanying meal or coffee & cake) that Jocelyne arranged for us to see.

Sus: That was the first year I really had the feeling I knew exactly what tuition fees were paying for. Not that Smith wasn’t doing that already... Jocelyne was great about spending every last cent on educating us... and coffee and cake! Remember how she always said we needed to wear or bring “schicke Schuhe”?

Michelle: I was always so impressed by how she managed cobblestone streets in gorgeous high-heeled boots. Yet thinking back on that very special year, all of those new experiences, new friendships (yourself included), and coming into my own as an adult really formed the laid the foundation for the person I am today.

Sus: Clearly. After all, we not only met some amazing new Smithies, whom we didn’t yet know from home, but also made remarkable international friendships, not to mention marriages! We did both meet our now-husbands during that year. I always thought that was an advantage of the Hamburg JYA: living in student dormitories, where we may not have had the same kind of social education as in a family, but were able to become more closely acquainted with other students.

Michelle: And, coming full circle, had you told me twenty years ago I would be back at the University of Hamburg teaching English, I would have told you, you had drunk a few too many *Alsterwasser*! Yet both you and I are still here and once again at the University. In many ways our similar life paths have forged our friendship to become even stronger and certainly made it so fulfilling to create a home and family abroad.

Sus: Yeah, who would have thought it? Most amazing how even here in Germany we’d still find so many sister spirits, not only in each other, or in a few treasured German friends, but in the amazing network of Smith alumnae in and around Hamburg and throughout Europe. Without you, and without Marcia, and Deanna, and even Julia in London, it might be harder to be so far away from Mom and Dad permanently. I can hardly wait for the next Smith in Europe reunion!

Michelle: And think of how even more exciting it will be when we can introduce our two returning English diploma students to the Smith in Europe network of interesting and incredible women? Those weekends are always a time to strengthen Smith friendships and ties and forge new ones as well as remember what Smith means, especially for us European alumnae.

Sus: Isn't it just great about Tamara and Janine?! I am so psyched for our students, that they made it into the AMS Diploma program. A little jealous, because I'd love to be going back to Smith myself, but really excited for them. Getting to know so many fascinating international women was one of the great things that Smith gave us, not only through the JYA program itself, but also through the alumnae network. I guess I met one or two Diploma students when I was at Smith myself, but I had no idea there were so many cool Smith alumnae spread across Europe.

Michelle: I absolutely agree. And you do have to wonder what it is about Smith that unites us in allowing us to become who and what we have become. The AMS diploma students have it, too, even though they're doing the exchange the other way around. Being around strong, smart and determined women is certainly a part of it. But I think the Smith experience, especially when integrated in these extraordinary international programs, allows Smithies to become real citizens of and for the world. You really have the best of both worlds: the safety, intellectual richness, and enjoyment of being with other Smithies, yet at the same time the willingness and desire to learn more about everything around you, even when in a foreign country – and sometimes even being able to call it home, too!

Sus: Yes, that curiosity is no doubt one of the things that all Smith women have in common. I guess it was my own curiosity that made me want to go to Europe. While most of my images of Europe were historical, from my interest especially in the Middle Ages and the Renaissance, and of course from reading books, I wanted to know what it was really like here. The JYA program gave me that. Of course, it was nothing like what I had imagined. But Jocelyne's attention to detail, and education of our sensibilities, was hugely influential. In spite of having seen a lot more of Germany and Europe since then, I still remember the first time we were at Unter den Linden in Berlin, and the sounds of the *Zauberflöte*, as truly magical. I carry with me my very first sight of the North Sea. Do you remember? It was a blustery, gray day, and the drama of the waves gave me the feeling that a Viking ship was going to appear on the horizon any minute, or maybe that the *Schimmelreiter* would come bearing down upon us from the dike.

Michelle: My memories from that day were based more in the reality of the typical North Sea landscape with lighthouses and sheep and people with wool caps and coats to protect them from our everyday stormy “northern” weather – perhaps the only negative tradeoff for making Hamburg a permanent home.

Sus: Ah, yes, the weather. It doesn't seem to have gotten much better in recent years, though the seasons are shifting. Still, we both fell in love in and with Hamburg in that year, and we will be here for quite a while to come!

SETH PEABODY



b. 1980, B.A. and B.Mus. Northwestern University 2004, M.A. Harvard University 2011, Ph.D. Harvard University 2015 · Visiting Assistant Professor, Department of German, Scandinavian and Dutch, University of Minnesota · alumnus of Smith College Junior Year at the University of Hamburg 2002-03.

PHOTOS NOT TAKEN

It took some convincing to get me to study abroad for a whole year. I was a music performance major at Northwestern, and a year away from my tuba teacher sounded like a bad idea. Plus, I felt loyalty to my rowing team. How ever would they compete without me? But eventually, I noticed that other music students had benefitted from working with different teachers. (And perhaps I began to acknowledge that I probably wouldn't become a professional musician.) As far as the rowing goes, it was a club sport, taking more of my time than I could justify, so time away might be a good thing. In the end, it came down to exactly that: time away. After being an overcommitted college student for three years, in Hamburg I took the chance to explore academic interests and recreational options away from commitments. The irony, of course, is that the year in Hamburg was pivotal in steering me toward the long-term commitments of a Ph.D. in German Studies and a career in academia.

How to remember the year in Hamburg? We all have a wealth of stories from the program. I will frame my thoughts instead through images – mental images, not photographs. I have some lovely photos from the year, but those that stick with me the most derive from moments when I did not have my camera at the ready.

Photo 1: Emily at the door. During the first afternoon following my arrival in Hamburg, a tall dark-haired woman knocked on my dorm room door. It turned out she had a Midwestern American accent – not exactly the first person I was expecting to meet in northern Germany. There were some tense periods during our year as fellow JYA students living on the same floor of *Studentenwohnheim*

Grandweg, but we eventually became great friends. Since 2009, we have also become productive colleagues: Emily helped convince me to attend Harvard for graduate school, and we have become frequent collaborators on conference panels.

Photo 2: An unornamented white room on the ground floor of the NDR compound, bright fluorescent lights overhead, playing tuba duets with Markus Hötzel. Before leaving Northwestern, I asked my tuba teacher Rex Martin to recommend an instructor for the year in Hamburg. He suggested Markus, the tubist with the NDR symphony orchestra, and thus began my biweekly treks between the Smith Center and the NDR, a mile apart on the Rothenbaumchaussee, my tuba strapped to my back. The lessons supplemented a handful of other musical activities in the city: In the Harvestehuder student orchestra, I relished the low brass choruses in our performance of Bruckner's seventh symphony. I played with a brass quintet in a small church (*Backsteingotik*, of course) in northern Hamburg. And with the choir in Blankenese, which a number of JYA students joined for weekly rehearsals followed by nights out at the local Greek restaurant, we performed our final concert from the choir loft of Hamburg's beloved Michel.

Photo 3: Rowing in the Alsterhaus shop windows. Two ergometers were set up inside the display windows facing the Jungfernstieg. In two teams of eight we rowed continuously, one at a time from each team, for a week. "Das ist aber eine komische Puppe!", remarked one passerby. Exhaustion ensued, but the experience also led to one of my closest friendships from the year. The schedule was supposedly random, but after Andi and I rowed against each other a few times, it was noticed that we were the fastest two and that a bit of rivalry would make the event more interesting. I think Andi beat me every time, but I kept it close, and he was a former national teamer. The gap has widened since then: when he came to my wedding at a summer camp in Maine in 2013, he swam around the peninsula every morning. I slept in. (But it was my wedding weekend, not his, so my laziness was excused. I always have an excuse against Andi.) During our time in Hamburg, in addition to rowing together, Andi and I built our friendship over family recipes. We made his Oma's *Käsespätzle* together, and then I cooked up my grandmother's hot fudge sauce (fittingly called "Smith College Fudge," according to the cookbook) for dessert.

Photo 4: Rowing with Wilm on the Trave River in Lübeck. From Hamburg, Lübeck appeared to me as a relaxing escape. Like Andi, Wilm also continues to be a part of my life – he and his partner arrived at the wedding in Maine on bikes, having flown to New York City and cycled north. He is also one of the few people outside of my field who offer strong encouragement for my aspirations as a German Studies scholar. Himself a literature fan and musician, he offers me his old volumes of Theodor Storm and expresses his appreciation that I'm studying and teaching German literature. Although he is the one with a fancy office and big house (as a maritime lawyer in Hamburg), he is quick to point out that I do what is missing

from his work, in that my career is directly concerned with promoting appreciation for art and history (while also, of course, questioning and criticizing it).

Photo 5: Jocelyne, whom I then called Frau Kolb, offering *Kaffee und Kuchen* at her apartment in the university guest house. Jocelyne was always serious but supportive. She admonished me for staying an extra day in Barcelona at New Years, and as a result missing the first day of classes after the break. I appreciated her emphasis that academics were the top priority, even while all of us were traipsing about Europe during the plentiful weeks of vacation. Jocelyne was a tremendous source of advice when I began deciding on graduate schools years later, reminding me of the importance of the canon and being able to teach Goethe well, even if I decide to focus on modernity. And she had great tips on cultural events, including the one time I heard Dietrich Fischer-Dieskau perform live, as well as a number of excellent performances by the NDR orchestra and the state opera.

Photo 6: The stage of the Hamburgische Staatsoper, beginning of Act 3 of Wagner's *Meistersinger*, in the notorious 2003 production by Peter Konwitschny. During the scuffle at the end of Act 2, the backdrop image of Nuremberg glows red—Wagner's brief tiff is reinterpreted as a conflagration. As Act 3 begins, the backdrop now shows bombed-out Nuremberg after World War 2. Then, five minutes before the end of the opera, the music halts abruptly – singers step out of character to debate the nationalist tendencies of Hans Sachs's final aria, drawing the audience into a heated discussion. Should the offending passages simply be deleted? Can't we just move on now that almost 60 years have passed? "‘Deutsch’ ist sowieso ein Schimpfwort," shouts one Wagner aficionado in the balcony, annoyed at the interruption to the show. Others view the spectacle with a range of responses from critical approval to amusement. Critics have called this production one of the most talked-about Wagner performances of the decade. It was certainly one of the most memorable for me. My thanks to Jocelyne for organizing the visit.

And something that doesn't fit into an image: the language. It was so crisp and clear the way northerners spoke German. I have since lived in Vienna, rural Salzburg province, Freiburg, and Munich. I have come to appreciate (although not to master) the dialects in each of those places, but there's always a feeling that I've arrived home, at least in the sense of a linguistic *Wahlheimat*, when I return to Hamburg and talk to the locals.

The year in Hamburg was when German became easy, and as a result, the culture became much more familiar and enjoyable. As I teach, this is the goal I set for my students. Language offers a cultural bridge that students can build during a class, but the larger goal is for them to cross the bridge after the class ends. It has been very satisfying to see this happen. After I first taught Beginning German, half of my students went to Germany for an intensive summer program, and several returned to study or work for 6 months or a year. Like I did in Hamburg, these

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students are now getting past the honeymoon phase. They can see life away and at home as complementary experiences and gain greater understanding of both worlds.

I offer my congratulations to the Smith College program in Hamburg, still going strong after half a century. May it continue to offer students a wealth of transformative experiences, memorable stories, and unphotographed images.

BRYN SAVAGE



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2004, Ph. D. Yale University
2012 · Curriculum Designer,
Amazon Publishing · alumna
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Year at the University of
Hamburg 2002-03.

AN EMBARRASSMENT OF RICHES

I went to a small, rather old-fashioned primary school in Seattle, Washington, with an emphasis on reading, writing, arithmetic, and Bible study. In one regard, however, it was forward-thinking. Unlike most grade-schoolers in the 1980s, we were also learning German. After all, if it was good enough for Luther, it was good enough for us. Unfortunately, Germany seemed awfully far away to me, and I spent nine years blithely refusing to remember key dates of the Reformation and the genders of German nouns, as I was sure neither of these categories of information would ever be applicable in my life.

At Smith, however, I met Professor Jocelyne Kolb, who was so wonderfully encouraging and so sure, it seemed, that I would have a great adventure in Germany. Despite my own healthy skepticism (after all, I knew what my *Zertifikat Deutsch* score was), I decided to have that adventure she was so sure awaited me – and what a wonderful adventure it was. In Hamburg, Berlin, and Dresden, we went to the ballet, the opera, and more concerts than I can count. We wandered the narrow streets of Lübeck and had our afternoon *Kaffee und Kuchen* in the second-floor Niederegger Café, where they roll the thinnest sheet of marzipan between the cake and the frosting. A Blumberg fellowship allowed me to spend March backpacking alone around Southern Germany to learn about Baroque poetry and the Thirty Years' War. One cloudy September weekend, we bicycled around the little island of Amrum, surrounded by the sound of the wind in the dune grasses, our faces slowly soaked by the mist. Afterward, there was strong black tea and *Rote Grütze*, of course.

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All of these experiences were enchanting, and little by little I became fluent in German and familiar with German culture and history. The secret, of course, was the program's careful balance between supporting us in our academic and personal development and encouraging us to take on the responsibilities and the freedom that were our right as adults. Professor Kolb took the time to teach us German table manners, including the two acceptable ways to break open a soft-boiled egg. But she also made it clear that our success in learning German would come down to one's own individual commitment to speaking the language and choosing to fit into this world. My friends and I took this commitment seriously, which ranks among the best decisions of my life.

After so many years of 'learning' German, it was terribly embarrassing, not to mention tiresome, to constantly use the wrong article. And mistaking *euch* for *ihr* when you're taking the second-person plural out of the garage for the first time is mortifying, too. Within the first month, I had the pleasure of being openly laughed at by a gas station attendant, a convenience store clerk in the *U-Bahn* , two grocery store clerks, a baker, my dormitory *Hausmeister* , and an entire men's eight at the North German Rowing Championships. While I was coxing their boat. They were huge and blonde, and two of them were former Olympians. By the end of that particular conversation, which revolved around a *Steckdose* and was accompanied by extravagant hand gestures, I could have sunk into the floor, but instead I got into the boat and held the lines straight as they pulled like the dickens. We went 1000 meters in 2.56 minutes and I was still blushing when we crossed the finish line.

A few months later, I was hanging out with some new German friends at one of their apartments in the *Schanzenviertel* . We were heading to a special techno party with additional bass that would vibrate the entire space to the music. Although I had long since mastered *Steckdose* , a lot of those pesky German words still looked and sounded the same, so I said: "Das ist eine besondere Party, oder? Eine Party für Gehirnlose?" If you know German, I am sure you are shouting right now, "Gehörlose," you idiot! And yes, everyone did laugh, but by that time I didn't care. Instead I thought to myself, well, you won't mix those two up again. And the party was great. Our insides got wiggled like you wouldn't believe, and we ordered our drinks in sign language acquired from posters lining the bar.

Hamburg changed my life, and it wasn't because I learned a language, although my German has been a reliably saleable skill on the job market. More importantly, the Smith program gave me the opportunity and the support to feel at home taking risks and to see that the right risks lead to exponential rewards. What I learned in Hamburg was that it's not what you know or what comes easily to you that determines where you can go and how well you'll do once you get there. It's a willingness to put yourself out in the world, along with some resilience and a sense of humor, that make a difference in life.

CHRISTINA ARRISON



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College 2006 · Artist and
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Year at the University of
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SMALL TALK AND BIG CHANGES

There are the stories as they appear now at cocktail parties. The time I saw a giant protest walking by, and from the size and sound of it I assumed it was about something extremely serious. Then I noticed there were an awful lot of dogs for a march. Turned out that it was a giant, traffic-stopping, slogan-chanting protest about – wait for it – leash laws. Everyone was so upset by the idea that their dogs would have to be on a leash in Hamburg that they took to the streets to demand change. Most of the Iraq War protests I saw in the US weren't so big or so serious.

Or another favorite anecdote – that in summer, crowds of German businessmen walk along together quite seriously, their suit jackets flapping in the wind. Nothing out of the ordinary – except every single one of them will be licking an ice cream cone, pausing between sentences about financial deals to lap at their scoop of strawberry.

The way that on a sidewalk a tenth as crowded as a New York City street, you're going to get bumped into ten times as much, but that you shouldn't look anyone in the eye, or god forbid speak to them or apologize for bumping them. Or the fact that when friends came to visit I had to give them advance instructions to move extremely quickly in the grocery store line, lest we suffer the wrath of the Aldi ladies. And yes, you have to put a Euro into the shopping cart. You'll get it back, I promise.

I also keenly remember the realization that the tactics I usually employ in social situations (a sure-fire mixture of dad-worthy puns, yelling excitedly, and running around a lot) did NOT translate into German. Or the time that some dorm-mates

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didn't speak to me or the other Americans for several weeks after Bush was reelected in 2004. And the even stranger part that that made me feel defensive about America, even though I was as upset about the election as they were.

These stories, let's be honest, are shallow cultural observations at best. And looking back now, it is surprising, and even embarrassing, that these moments had such a big impact on me. But my time abroad offered me something beyond fodder for small talk. My experience in Hamburg was the first time that I really viscerally realized that my own political beliefs, traditions, and social customs weren't neutral – that despite the rather radical politics and interest in subcultures that I saw as my rejection of all things stereotypically American, I had been profoundly shaped by my own nationality and culture.

This realization is one that most people don't have the luxury of waiting until they're in their twenties to learn. The dominance of American culture and our geopolitical power mean that growing up pretty much anywhere else, you come to terms with that a lot sooner. And of course, even within America it still is a marker of a very specific economic, educational, and cultural background that I was able to go so long without having to confront the idea that there is no "neutral" cultural state.

Now that I work in the culture industry myself, I'm so grateful that I was jarred into thinking more deeply about these ideas. It's helped me as a performer to construct characters more rigorously – I now can more deeply question what shapes a person's personality and behavior and use that to make characters more three-dimensional. It has also helped me to question the stories that I choose to tell in my own work so that I don't rehash the same ideas that get recycled in American culture again and again. It helped me immeasurably when I worked as a journalist that I had at least some understanding of what it was like to live in a foreign country and speak a foreign language. And in general, no matter what I've been doing professionally, it has helped to make me far more curious about and open to the experiences of people I meet.

Cultural literacy is an idea that gets tossed around a lot in business and education these days. Businesses see it as a way to stay competitive in a globalizing world, and as far as I can tell, most educational institutions see it as a way to produce people who will be attractive to businesses. The Smith program at the University of Hamburg offered me a deeper view of cultural literacy – one that didn't just mean examining other cultures as an object of curiosity, but which also meant a deep examination of my own.

DINAH LENSING-SHARP



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GATHERING

At the time of writing, there is just over a month left before I fly back to the United States. I will have spent nearly eleven months living in Hamburg, with the exception of a few trips farther afield. Someone asked me recently what I'm going to miss the most about Hamburg after the program has ended. I was caught off guard by the question; I hadn't yet considered what I would miss about living here, as I was more preoccupied with missing family and friends and longing for the comfort foods of home. I answered honestly: I didn't know what I would miss about Hamburg yet because it had become my new normal. Though I was living long-term in a foreign country for the first time in my life, any sense of foreignness – at least in my everyday routine – had long since dissipated. I didn't think I would know what to miss until it was gone.

In the intervening weeks, “the end is near” conversations have increased among me, my friends, and the professors who participate in the Hamburg program. We talk all the time about how little time there is left, how soon we'll be making our separate journeys home, and how difficult it will be to spend the month or so at home without one another until we're back on campus for the fall of our senior year. There is a frightening sense of momentum, stronger than I've ever felt before, building toward a future that, for many of us, remains uncertain. The more we talk about the end of our program, the more surprised I am to feel my stomach twist in anxiety. Not just at the thought of taking a further step toward adulthood, but of the end of the peculiar companionship that comes from learning to navigate a foreign

country and a new culture (or several) together. Most of us haven't seen family members since visits at Christmastime, but some families haven't been able to visit at all. It's certainly more difficult than spending the year away at college, although online communication makes the separation significantly easier than it was for students only a couple of decades ago (as my parents are always reminding me).

I've learned that spending a year in a foreign country requires not only the openness to try new things and welcome unfamiliar experiences, but also common sense and the courage to build a life in a home that you know is temporary. You have to unpack your suitcase, find a place for your books, store up snacks in your cupboard, decorate the walls. In order to make my room feel more like it really belonged to me, I bought posters of movies and TV shows and art that mattered to me and covered the walls with them. They insulated the echoing emptiness of the room that had first greeted me and made me feel surrounded with familiar comforts. At the same time, I taped various ephemera from my new life in Hamburg and my travels on the wall beside a map of Europe bearing marks for each city I visited. I collect museum and transport ticket stubs, brochures, receipts, even drink chips from the places I go as a visceral reminder of what I did there.

Equally important to building a life in a new place are the actions you take outside your room, and not just figuring out where to buy groceries and get your hair cut. Living abroad can produce a greater loneliness than that of moving to a new city in your home country. Some in our group made efforts to befriend the locals, German and otherwise, including people in their dorms. Though I went into the year intending to try this, I found I bonded much better with the friends I made in the Smith group. A few of us made weekly dinner dates at Vapiano, a quick-serve Italian restaurant, as well as more upscale excursions to burger places and crêperies. We traveled together to Copenhagen, Brussels, Barcelona, Dublin, and Edinburgh, usually searching out the best places to eat as we learned that trying the local food was the best way we could learn about a new city.

Over the course of a year, these people became my chosen family. When the stresses of the German university system made us long for the familiarity of Smith, we took care of each other. When people stared at us on public transportation, we tried to figure out what made us stand out as American. And when we couldn't decide what to do on a Saturday night but above all did not want to venture out to the Reeperbahn, we settled on drinking wine and watching Netflix together as the best possible choice.

Although I didn't become close friends with everyone in the group, we made it a priority every month or two to get as many of us together as possible for cooking, eating, and drinking. This tradition began the second week we were here, when we gathered at Hagenbeckstraße to eat pasta and salad and drink lots of wine, though we barely knew where to buy these things yet. I remember having a difficult time adjusting in the first couple of weeks in Hamburg, and I especially remember that

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that night made me feel much less alone. Subsequent events included Canadian Thanksgiving in October (in honor of our one Canadian group member) and Dips & Sips Parts I and II, for which we made several kinds of dips and concocted creative drinks to sip. One time we even steeped Haribo gummy bears in vodka for a truly immersive German experience.

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I'm finishing this essay at home, in August 2015, a few weeks after flying out of Hamburg with a light heart and very heavy luggage. Of all these gatherings, the one that I believe will remain completely blissful in my mind is the very last night that I spent in Hamburg. Four of us were flying to Boston together the next day, so we bought a few bottles of champagne and made our way to the banks of the Alster opposite the city where we could see the light reflected on the water. Several of our friends who were flying out later came to see us off, too. We stayed for hours, terrified of popping the cork with each new bottle we opened and watching the sky darken. On that night we felt the weight of what we had accomplished together, and we knew with certainty that this would not be the end of the family we'd become.

SUSANNE GOMMERT



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American Studies Diploma
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REFLECTIONS ON PARADISE POND

WHAT IF...?

What if I had never had the opportunity to attend Smith College? Dreadful thought... My story would have been different without Smith, very different.

Going abroad to study at Smith was my first big adventure, and my year at Smith was easily the most productive, the most rewarding and the most enjoyable of my six years at university. Attending a women's college seemed like an exotic thing to do when I first considered it – but it turned out to be something very special: a great opportunity to meet many bright and dedicated women. It was also a lot of fun.

Although lightyears have passed since my college days, people still ask me whether it was weird to attend a women's college – and no, it wasn't. For someone like me, who attended a girls-only high school, it was not exotic at all, it actually felt quite normal. You have women who excel in the arts, in languages, in English Literature – but also in sports, physics, and botany. You find hard-working, funny, opinionated and reticent women (yes, you do). Living on campus was a great experience, too – I even got used to sharing a room and I loved the way the kitchen ladies looked after us. And there was always someone interesting to talk to.

We all studied very hard – and studying hard was made easy for us. Looking back, I still marvel at the long opening hours of Neilson Library and the fact that I had my own cubbyhole there and eventually even a small job. Smith is well known for its high standards of academic excellence – but what was even more important

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for me was the high level of encouragement we were given. For me, the most relevant lesson was: You can do it – just put your mind to it.

Without the self-confidence – and fluent English – gained at Smith, I never would have had the courage to apply for a job with the British Broadcasting Corporation, my first experience in radio journalism. I got the job in London despite my American English... Since then, I have learned how to interview people, how to edit tape and how to manage a computer (rather than the other way round), I have seen exciting places and met interesting people, survived night shifts and on-air disasters.

I was happy to renew my links with the Smith Program in Hamburg after I came back from London. I find our discussions here as interesting, varied, and stimulating as they were at Smith. I have worked at the public radio station here in Hamburg for more than two decades. For many years, I have been a member of the station's equal opportunities committee. A little while ago, we signed a new equal opportunities contract. I was on the board that drafted the new agreement to ensure that women and men are given equal rights and equal career opportunities. I remembered that with a friend from Smith I worked for the Equal Rights Amendment in Massachusetts way back when... and realized that much of what I do and what I believe in rests on the foundations built during my year at Smith!

CHRISTIANE THURNER



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& CHRISTINE KOGLIN

geb. 1966, M.A. Amerikanistik und Ostslavistik, M.Ed. (Lehramt an Gymnasien mit den Fächern Englisch und Deutsch, zurzeit Referendarin am Gymnasium) · American Studies Diploma Program am Smith College 1990/91 · Assistant to the Director des Smith College Junior Year Abroad Program at the University of Hamburg 1993-95.

ZWEIMAL C, EIN JOB - UND MITTLERWEILE SIEBEN KINDER

Von Zeit zu Zeit träumt Christine davon, wieder am Smith College zu studieren. Die Wege am Pond entlang zu schlendern, in paradiesisch kleinen Kursen mit wunderbaren Professorinnen zu sitzen und gemeinsam spät abends noch im Computer Center kreativ zu sein. Manchmal weiß sie im Traum, dass sie hier in Deutschland Kinder hat und sie allein lässt. In manchen dieser Träume gibt es irgendeine großartige Lösung für dieses „Problem“ – der Papa oder die Oma halten die Stellung –, in anderen tauchen die Kinder gar nicht auf. Dann wacht sie auf und ist erschrocken darüber, dass sie sie, jedenfalls träumend, im Stich lassen konnte.

Wer wie wir am Smith College im American Studies Diploma Program war, der weiß, warum man so etwas noch Jahrzehnte nach der Rückkehr aus Northampton träumen kann. Paradise Pond heißt ja nicht umsonst so. Aber beim Brainstorming für diesen Beitrag ist uns eigentlich erst bewusst geworden: Smith College und unser Job danach als „Assistant to the Director“ für das Junior Year Abroad Program

waren nicht nur Etappen in unserem Lebenslauf. Smith College war auch und vor allem ein Katalysator für unsere Freundschaft. Berührungspunkte mit Smith und dem Thema Austausch gibt es bis heute.

Und auch wenn Smith College und der Paradise Pond heute so etwas wie Sehnsuchtsorte sind, war die Bewerbung für ein Stipendium zum Studium am Smith College für uns beide nicht die Erfüllung eines lange gehegten Traumes, sondern eine eher pragmatische Entscheidung. Ein Dozent hatte Christine vom Direkt austausch mit dem Smith College erzählt. Es gab wenig Konkurrenz um dieses Stipendium, da es sich um ein Frauencollege handelte. In Northampton angekommen, merkten wir (wenn auch zeitversetzt: Christine 1990/91 und Christiane 1991/92) allerdings sehr bald, dass wir es mit einem gut gehüteten Geheimtipp zu tun hatten. Ungeahnt waren wir an einen nahezu perfekten Ort für ein unvergessliches und nachhaltig prägendes Studienjahr gelangt.

Allein der Umstand, dass täglich drei Mahlzeiten für uns bereit standen, ohne dass wir auch nur einen Gedanken an Einkauf, Zubereitung oder Abwasch verwenden mussten, ließ uns Smith College wie den Himmel auf Erden erscheinen. Dazu trug auch der idyllische Campus bei, der uns Großstadt-Studentinnen mit seinen efeuberankten Studentenwohnheimen, seinen großen Rasenflächen und dem Bootshaus am Paradise Pond fast unwirklich schön und eher wie eine Filmkulisse vorkam. Neu und begeisternd für uns war auch die Ausstattung der Bibliotheken und Computereinrichtungen. Gewohnt, in Hamburg Vorlesungen und Seminare mit zahlreichen Kommilitonen zu besuchen, in denen die Professoren kaum einen Studenten mit Namen kannten, war es eine ganz neue Erfahrung, Kurse mit nur einer Handvoll Studentinnen zu belegen und Lehrende beim Vornamen zu nennen. Wir hatten engagierte Lehrer und Lehrerinnen, die ein persönliches Interesse an unserem Lernerfolg zeigten. Es war eine neue, aber tiefbefriedigende Erfahrung, dass das freudige und erfolgreiche Lernen für Lernende und Lehrende im Mittelpunkt stand.

Ein sehr persönliches Miteinander prägte auch das Diploma Program, an dem wir beide (wie gesagt: in aufeinanderfolgenden Jahren) teilnahmen. Eine heterogene, internationale Gruppe mit sehr unterschiedlichen Bildungsbiographien, lernten und lebten wir doch fast familiär zusammen. Im Schutze dieser Familie fiel es dann leichter, sich mit dem manchmal auch Befremdlichen des College-Lebens zu arrangieren: Dass unsere amerikanischen Mitbewohnerinnen im Gegensatz zu uns gerade erst von Zuhause ausgezogen und nun erstmals „frei“ waren und dementsprechend nachts weniger schlafen als feiern wollten, dass bei jedem Essen das Klopfen eines Löffels an ein Glas ein neuerliches „Announcement“ zum studentischen Leben, abendliche Treffen von Aktionsgruppen oder neuerliche Anti-Diskriminierungskampagnen (erinnert sich noch jemand an „Lookism“?) ankündigte; dass man sich vor den Finals mindestens eine Woche nicht die Haare wusch und stattdessen Kappen oder Mützen trug.

Zurück in Hamburg genossen wir es zwar, dass es auch wieder ein Leben jenseits des Studiums und ein eigenes Zuhause gab, aber der anonyme Studienalltag behagte uns beiden nach unserem Smith-Jahr noch weniger als vorher, sodass wir schnellstens Examen machen und die Uni verlassen wollten. Während dieser Zeit freuten wir uns sehr, dass das Junior Year Abroad Program, die kleine Smith-Insel in Hamburg, uns gelegentlich die Chance bot, mit Smith-Studentinnen und Smith-Professorinnen in Kontakt zu treten. Ein solcher Anlass war der traditionelle Smith-Frühjahrs-empfang, zu dem deutsche und amerikanische Teilnehmerinnen des Direktaustausches und zahlreiche Freunde des Programms eingeladen wurden. Mit diesem Empfang begann 1993 für uns beide eine neue Smith-Zeit, als Jocelyne Kolb Christiane über einem Glas Sekt kurzerhand die Stelle als „Assistant to the Director“ anbot. Ihre damalige Assistentin Susanne Rohden stand kurz vor der Geburt ihres zweiten Kindes und einem Umzug nach Ostfriesland, und eine Nachfolgerin war noch nicht gefunden. Spontan begeistert, aber auch etwas überrumpelt, da sie gerade plante, sich für ihre Magisterarbeit anzumelden, schlug Christiane vor, Christine, die mit ihrem Examen schon fast fertig war, gleich mit einzustellen. Pragmatisch und schnell entschlossen klärte Jocelyne Kolb die Details mit dem College und wir hatten unseren ersten gemeinsamen Job und unsere Smith-Zeit auf wundersame Weise verlängert.

Als Assistant to the Director war es unsere Aufgabe, die jährlich neu vom German Department entsandten Programmdirektor(inn)en bei allen administrativen und organisatorischen Aufgaben zu unterstützen und die Kontinuität zu schaffen, die bei einer jährlich wechselnden Programmleitung sonst auf der Strecke bliebe. So lag die Vorbereitung des Orientierungsprogramms mit Reisen, Ausflügen, Theater- und Konzertbesuchen genauso in unserer Hand wie die Kommunikation mit der Ausländerbehörde, der Universität und dem Studentenwerk. Auch die Buchhaltung und regelmäßige Berichte an das College gehörten zu unseren Aufgaben.

Latent verknüpft mit diesen klassischen Assistententätigkeiten war jedoch immer auch die etwas diffuse Aufgabe, ein bisschen Smith nach Hamburg zu bringen, das JYA zu einem „home away from home“ (das in diesem Fall das College war) zu machen. Angefangen mit dem Beziehen der Betten vor der Ankunft (es versetzte unser Umfeld immer wieder in Erstaunen, dass wir mit einem Stapel Bettwäsche, einem Putzeimer und einem Blümchen für jede Studentin von Wohnheim zu Wohnheim fuhren), kümmerten wir uns – jedenfalls in den ersten Wochen, nach Bedarf aber auch während der folgenden Monate – auch um das persönliche Wohlergehen der Studentinnen.

Geboren aus der Idee, den Studentinnen gerade in den ersten, manchmal etwas einsamen Wochen im Wohnheim die Möglichkeit zu geben, zu jemandem „nach Hause“ zu kommen und Familienleben zu erfahren, entwickelten wir ein Big Sister-Programm, aus dem bald das Smith-Alumnae-Netzwerk in Hamburg hervorging. Nach über 30 Jahren gegenseitigen Austausches lebten bereits in den 1990er Jahren

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zahlreiche Absolventinnen beider Austauschprogramme (JYA-Program und AMS-Diploma-Program) in Hamburg, einige mit Familie. Diese baten wir, Patenschaften für die JYA-Studentinnen zu übernehmen und sie gelegentlich zu sich nach Hause einzuladen oder gemeinsam mit ihnen etwas zu unternehmen. Auch Alumnae, die keine Patenschaft übernehmen konnten, wurden neugierig und freuten sich über Gelegenheiten, anderen „Smithies“ zu begegnen. Ein monatlicher Stammtisch entstand, und wenn die Big Sisters zu einem Adventskaffee oder einer 4th-of-July-Party einluden, kam schnell eine buntgemischte Gruppe von Alumnae zusammen. Auch wenn in diesem Alumnae-Netzwerk über die Jahre der eine oder andere Auftrag oder Kontakt vermittelt wurde, kamen die meisten eher auf der Suche nach ein bisschen Smith-Feeling (könnte man es eine Mischung aus Friday-Tea und intelligenter Unterhaltung nennen?) in Hamburg.

Unsere Namensähnlichkeit war Grund so mancher Kommentare und Verwirrungen auf Seiten der Studentinnen und der Dozenten. Und wenn wir in heißen Phasen gemeinsam im Büro waren, nannte unser erster Chef Robert Davis uns manchmal „Double Trouble“. Was er damit eigentlich genau meinte, ist uns bis heute nicht ganz klar.

Wir waren zwar bald keine Studentinnen mehr, konnten aber weiter in guter Smith-College-Manier von intellektuellen Vorbildern profitieren. Unsere wechselnden Chefinnen waren nämlich auch unsere Mentorinnen: professionell und menschlich. Wie man als Frau mit Familie seinen Job bewältigt, hat uns zum Beispiel Margaret Zelljadt gezeigt. Ob sie gerade Chair of the German Studies Department oder Dean of the Senior Class war – manchmal konnte man bereits um 4 Uhr morgens (US-Ortszeit) mit einer Antwort von ihr rechnen: Wenn es nötig war, fing sie dann eben an zu arbeiten. Jocelyne haben wir für ihr Organisationstalent, ihre Eleganz und ihre große Bildung bewundert. An Gertraud imponierten uns ihre Warmherzigkeit und die Fähigkeit, ihrem Gesprächspartner immer das Gefühl zu geben, in diesem Moment der wichtigste Mensch auf Erden zu sein. Alle waren sie den Studentinnen zugewandt und jederzeit für sie da – und wir haben versucht, diese Haltung in unsere nächsten Jobs mit hinüber zu nehmen.

Die Zeit, in der wir uns die Assistenz teilten oder uns während Examenzeiten oder Praktika im Büro abwechselten, endete, als Christine ein Volontariat begann und Christiane die Aufgaben alleine übernahm. Aber sehr bald ergab sich wiederum die Gelegenheit, als eingespieltes Team eine neue Aufgabe für die Körber-Stiftung zu übernehmen, an der wir freiberuflich zusammen arbeiteten.

Zwanzig Jahre später haben wir uns beide beruflich nicht weit von damals entfernt. Christine hat nach vielen Jahren als Redakteurin ihre Leidenschaft für das Lehren entdeckt und sich von Smith-Frauen wie Gertraud dazu inspirieren lassen, sich auch mit Mitte 40 noch weiter zu bilden (und ein Lehramtsstudium zu beginnen). Momentan arbeitet sie als Referendarin an einem Gymnasium. Christiane ist beim Austausch geblieben und fand über ihre eigenen interkulturellen Erfahrungen

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zuerst als Austauschschülerin und dann als Smith-Studentin zur Schüleraustauschorganisation Youth for Understanding (und initiierte auch dort ein Alumni-Netzwerk).

Auch wenn wir beruflich nicht länger gemeinsame Wege gehen, haben unsere Smith-Zeiten seit langem unsere Familien – mit zusammen sieben Kindern – freundschaftlich verknüpft. Gemeinsam erkämpfte Examen, gefeierte Familienfeste, Patenschaften, zwei Kinder namens Simon und die Austauschjahre von Christines Söhnen sind nur einige der Verbindungen, die über die Jahre entstanden sind. Übrigens: Weil für den älteren Simon bis kurz vor seinem Abflug in die USA noch keine Gastfamilie gefunden worden war, halfen Jocelyne und Gertraud zwischenzeitlich sehr engagiert bei der Suche nach einem „home away from home“ für ihn. Die engen Verbindungen zum Smith College bleiben – und werden großzügig auch auf die nächste Generation übertragen.

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SO LONG AND THANKS FOR ALL THE SMITH

I cannot claim I had a clear image of Smith when I applied for the wonderful opportunity to spend a year there – free of charge at certainly one of the most glorious campuses in the world. My friend Heidi had won the AMS scholarship two years earlier and enthusiastically recommended that I apply. At some point in the application process she mentioned something about, well, and as you know it’s a women’s college. A what?! I didn’t even know if I liked the idea, being yet unaware of the privileges. Those were the days of ignorance, bliss, and no Internet. Needless to say I came to appreciate Smith greatly while I was there... and have done so ever since. Ah, the glory of Smith – who can relish it more than someone coming (in 1991) from *Universität Hamburg* with its 40,000 plus students, a depressing level of anonymity, and no infrastructural support to speak of (while at the same time thoroughly affordable, this has to be said) to Smith – a picture postcard campus and a world in itself with numerous libraries, books you could just grab from the shelves, computer centers, a pool, nay, a pond even and those many lovely spots for a get-together. Except for the Japanese tea house, perhaps, which to me always looked like a bus shelter, beautifully situated though it may be.

Although those were the days when political correctness was flaunted at Smith to an extent that it sometimes threatened to take all naturalness out of me... I remember asking myself at one point whether ageism was the adequate “ism” for me to choose, as it seemed I had to pick at least one – I was a ripe old 25–26 when I spent my year amongst all the youngsters who went crazy whenever a house party was in the making.

My greatest thanks go to the excellent and inspiring professors at Smith – to name just a few, Gertraud Gutzmann without whom I would never have set a foot onto the Smith Campus, AMS Program Directors Peter Rose and Dan Horowitz, Ranu Samantrai and Deborah Linderman who showed me what Film Studies is all about, and my awe-inspiring ballet teacher Gemse de Lappe.

After so many years, it is hard to pin down what Smith gave me in a few words, in particular as it has been an ongoing story – from academic guidance and a love of nature (looking out at the pond from the boat house during ballet classes – say no more!) through to continued and new Smith contacts and friends via the Hamburg program, Smith in Europe and of course the 2002 and 2012 AMS Reunions at Smith itself. Being back on campus and staying in one of the houses is, for me, the most cherished part of the reunions.

Getting back to the start: meanwhile I feel very aware of what Smith is and what it gave me and still continues to give me as a proud member of this unique community. After a series of jobs, including a two-year stint in Japan, I started working for Multimedia Kontor Hamburg (MMKH) in 2005, an enterprise of Hamburg's six public state universities. As a center of expertise in eLearning and eCampus activities, MMKH provides support services for the IT-based modernization of campus administration and education. Among the many topics that occupy us, alumni management is just one – but it's the one that triggers most of my job-related reminders of what Smith is and does and what German universities can learn from it. Since my graduation from *Universität Hamburg*, when I got my MA certificate in the mail (!), a lot has been happening in Hamburg's universities. Graduation ceremonies, alumni clubs and events have been successfully introduced. However, whenever someone asks what else they could do, I go: "well, at Smith..."

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DEKONSTRUKTION NACH SMITH

In den USA habe ich schon mein ganzes Leben lang etwas gefunden, das ich in Deutschland vermisst habe. Bis zu einem gewissen Grad gilt das wohl für jeden Menschen, der in irgendeinem Ausland Zeit verbringt, denn dort begegnet man dem „Anderen“. Die andere Sprache, die andere Kultur, die anderen Verhaltenskodizes zeigen plötzlich Alternativen auf zu vielem, was man bisher in seinem eigenen Land als gegeben und alternativlos hingenommen hatte. Dieses „Andere“ kann gleichermaßen bereichern, verunsichern, verstören und erweitern.

Meine Begegnungen mit den Menschen, der Sprache und der Kultur der USA habe ich zunächst vor allem als Erweiterung empfunden. Das begann schon in meiner Kindheit, in der jedes Jahr ein großes Weihnachtspaket von den amerikanischen Freunden meiner Eltern ankam. Darin befanden sich die verrücktesten Haushaltsgegenstände, solche, die man in Deutschland nicht bekam. Meinen deutschen Schulfreunden präsentierte ich immer mit einem gewissen Stolz, was für praktische Sachen meine Familie hatte: zum Beispiel einen Aufsatz für die Milch/Saft-Packung, den man wie eine Schraube hineindrehte und dann als Gießvorrichtung nutzen konnte. Jeder Gegenstand war eine Lösung für ein Problem, von dem ich häufig vorher noch gar nicht gewusst hatte, dass ich dieses Problem habe. Eine Erweiterung auf so vielen Ebenen.

Inzwischen gibt es all diese Dinge auch in Deutschland zu kaufen. Ich merke, wie ich bei jeder neuen USA-Reise immer noch automatisch in das nächste Einkaufszentrum renne, in freudiger Erwartung, dass ich meinen Haushalt wieder

um „gadgets“ erweitern kann. Doch dann laufe ich die Reihen entlang und erkenne die meisten Sachen längst wieder. Auf dem globalen Markt macht es keinen großen Unterschied mehr, ob man in Deutschland oder in den USA im Supermarkt steht.

Als ich dann mit 16 Jahren als Austauschschüler zu einer amerikanischen Gastfamilie ging, waren es nicht mehr Gegenstände, die mein Leben erweiterten. Stattdessen fand ich in dem einen Jahr dort etwas, das ich zuvor in mir vermisst hatte: die Freude am Erfolg. In meinem Erleben gingen die US-Amerikaner, denen ich begegnete, viel entspannter und offener mit ihrem eigenen Erfolg, ihrem Streben, ihren Träumen um und steckten mich auf eine Weise an, wie ich sie in Deutschland bisher nur schwer gefunden habe.

Als dann im Studium die Gelegenheit kam, ein Jahr am Smith College zu studieren, zögerte ich zunächst; das Land hatte mich schließlich schon, äußerlich wie innerlich, bereichert. Was sollte jetzt noch Neues für mich kommen? Es heißt, man kann nicht vermissen, was man nicht kennt. Ich denke, doch. Man kann es vielleicht nicht benennen, aber man kann Schmerz über etwas Abwesendes spüren. Also vertraute ich darauf, dass das Land mir noch etwas zu bieten haben würde, und bewarb mich – mit Vorfreude auf einen möglichen Erfolg.

Das Jahr am Smith College war – anders. Ein Ausland im Ausland, das mich diesmal nicht nur erweiterte, sondern auch verunsicherte und sogar stellenweise verstörte. Obwohl ich zu den Älteren auf dem Campus gehörte, merkte ich, dass es eine Gedankenwelt gab, die sich mir bisher verschlossen hatte und in der sich fünf bis sechs Jahre Jüngere leicht und selbstverständlicher bewegten. Geschlechterkategorien? Gibt es nicht. Der Autor? Ist tot. Oder vielleicht auch nicht. Einen BH? Kann man auch über dem T-Shirt tragen.

Ein Teil von mir fand das bisweilen überzogen, lächerlich. Irgendwo muss die Abwehr gegen das Neue, das Andere ja auch hin. Ein anderer Teil war neugierig auf diese schier unendliche Zahl an neuen möglichen Haltungen und Denkweisen. In den Kursen verschlang ich die theoretischen Texte von Derrida bis bell hooks, im Kontakt mit den vielen einzigartigen Menschen, die an diesem Ort zusammenkamen, dekonstruierte sich mein inneres Gerüst in einem unaufhaltbaren Prozess. Als ich nach Deutschland zurückkehrte, hatte sich meine ganze Weltsicht neu gestapelt und mein Bewusstsein war um lauter neue, diesmal geistige „gadgets“ erweitert.

In diesem Punkt hat mich die Zeit am Smith College nachhaltig geprägt und bis heute in meinem Kern verunsichert – was ich als Bereicherung empfinde. Zum Teil hat es mich aber auch etwas einsamer in meinem eigenen Land gemacht. Ich merke, wie ich hier nach Gleichgesinnten länger suchen muss. Meine „radikalsten“ Freunde (also die, die ihren Kindern Grimms Märchen mit vertauschten Geschlechterrollen vorlesen) sind immer noch US-Amerikaner. Die US-amerikanischen Konsumgüter sind voll und ganz in Deutschlands Mitte angekommen, aber das Container-Schiff mit diesem besonderen Gedankengut scheint noch im Zoll festzustecken. Gerade gestern fragte mich ein Bekannter, woher ich denn eigentlich so gut Englisch könne.

„Weil ich insgesamt zwei Jahre in den USA gelebt habe und schon mein ganzes Leben lang immer wieder dort hinfahre“, antwortete ich. Entsetzen in den Augen meines Gesprächspartners. „Da fährst Du noch freiwillig hin?“ Er meinte die NSA und die Todesstrafe. Mehr kennt er von diesem Land leider nicht. Solche Unterhaltungen führe ich hier mehrmals im Monat. Immer noch.

Verallgemeinern lässt sich das alles sicherlich nicht. Andere Menschen, auch andere Deutsche, machten ganz andere Erfahrungen, sowohl in den USA als auch am Smith College. Und auch in anderen Ländern kann man sich einmal gehörig „durchdekonstruieren“ lassen. Ich für mich kann sagen, dass ich in diesem Jahr am Smith College an einem ganz anderen Ort gewesen bin, der sowohl für die meisten Deutschen als auch für die meisten US-Amerikaner „too far out there“ ist.

Ich denke bis heute viel darüber nach, wie es nur sein kann, dass ich die Atmosphäre in Deutschland und in den USA als so unterschiedlich empfinde; und darüber, wo mein Platz ist. Es hat mir geholfen, das Junior Year Abroad Program des Smith College in Hamburg zu unterstützen, um die beiden unterschiedlichen Welten etwas mehr miteinander zu verzahnen. Meine Aufgabe war es, den Studierenden in den ersten Wochen nach ihrer Ankunft das Ankommen an diesem ihnen fremden Ort zu erleichtern. Das konnten so profane Angelegenheiten sein wie die Bedienung der Waschmaschine. Oder die wirklich spannenden Punkte, wenn es darum ging, was beim Dating in Deutschland anders läuft als in den USA; zusammenfassend nämlich so ziemlich alles. In der engen Zusammenarbeit mit den Studierenden und auch mit den Programmdirektoren konnte ich erleben, wie ein Teil vom Smith College nach Hamburg kam und sich genauso wie ich, vor allem nach meiner Rückkehr, an bestimmten Aspekten des Lebens in Deutschland rieb.

Die Frage, die für mich bleibt, ist die nach meinem Handeln: Wie kann ich die Erkenntnisse, die ich in den USA und insbesondere am Smith College gesammelt habe, hier in Deutschland einbringen, dem teilweise gewaltigen Gegenwind eines derartig auf Beständigkeit gestützten Systems zum Trotz? Auch wenn es nicht so geplant war, ist es sicherlich kein Zufall, dass ich seit einigen Jahren persönliches Coaching für (Paar-)Beziehungen anbiete. Gerade im Coaching geht es schließlich vor allem ums Umdenken, ums Neudenken. Und es ist auch kein Zufall, dass ich vom Englischen ins Deutsche übersetze, in dem Wunsch, etwas von der anderen Atmosphäre des Englischen, erwachsen aus der anderen Einstellung zu sich selbst und der anderen Beziehungskultur, ins Deutsche zu übertragen.

ANDREAS KLEINERT



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& CHRISTOPH SCRIBA



(1929–2013), Prof. Dr. rer. nat. · 1975–1995 Direktor des Instituts für Geschichte der Naturwissenschaften, Mathematik & Technik an der Universität Hamburg · Aufenthalte am Smith College im Rahmen des Lehrenden-Austauschprogramms mit der Universität Hamburg im Herbst 1988 und 1992.

BERICHT ÜBER EINEN LEHR- UND FORSCHUNGSaufenthalt AM SMITH COLLEGE (1989)*

Den Lesern unseres Nachrichtenblattes wird nicht entgangen sein, daß wir seit einigen Jahren beinahe regelmäßig die Besuche erwähnen, die Mitglieder des Instituts dem Smith College in Northampton/Mass. abgestattet haben. Der Umstand, daß im vergangenen Jahr gleichzeitig zwei Institutsangehörige dort waren, soll zum Anlaß dienen, etwas ausführlicher auf die Beziehungen unseres Instituts zu dieser amerikanischen Hochschule einzugehen.

Wie die meisten amerikanischen Colleges ist auch das Smith College eine private Institution. Es wurde 1875 gegründet, als Sophia Smith, eine wohlhabende Frau aus Neuengland, in ihrem Testament verfügte, ihr Vermögen von rund 400 000 \$ solle verwandt werden „for the establishment and maintenance of an institution for the higher education of young women“. Diesem Wunsch der Stifterin wird bis heute Rechnung getragen, d.h. nur Frauen werden zum vollen Studium zugelassen.

Eine Besonderheit des Smith College ist das „Junior Year Abroad Program“. Studentinnen, die sich in den ersten beiden Jahren ihres Studiums durch besonders gute Leistungen ausgezeichnet haben und über die erforderlichen Sprachkenntnisse verfügen, können ihr Junior Year (das dritte von insgesamt vier Jahren) an einer

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europäischen Universität verbringen, und zwar in Paris, Florenz, Genf oder Hamburg. So kommt es, daß das Smith College seit über 20 Jahren Studentinnen betreut, die jedes Jahr für zwei Semester hierher kommen. Häufig finden einige dieser Studentinnen – vor allem solche, die ein naturwissenschaftliches Hauptfach studieren – auch den Weg ins IGN und sind willkommene Teilnehmerinnen an unseren Lehrveranstaltungen.

Seit 1979 besteht außerdem zwischen dem Smith College und der Universität Hamburg ein Abkommen über einen regelmäßigen Austausch von Hochschullehrern. Jedes Jahr verbringen zwei Professoren (wozu in diesem Fall in Hamburg auch die Hochschulassistenten gehören) einen Monat oder ein Semester an der jeweils anderen Hochschule.

Der erste, der aus unserem Institut nach Northampton fuhr, war Herr Kleinert – er bewarb sich mit Erfolg um den kurzen (einmonatigen) Aufenthalt am Smith College im Herbst 1984. Damals war dort gerade das Fach „History of the Sciences“ als Nebenfach eingeführt worden, auf Veranlassung einer Gruppe von Professorinnen und Professoren aus den verschiedenen Abteilungen, die bereit waren, entsprechende Lehrveranstaltungen zu übernehmen. Die Angehörigen des „Committee on the History of the Sciences“, die unser Fach vertreten, unterrichten hauptsächlich in den Departments Chemie, Mathematik, Philosophie, Geschichte, Physik und Englisch. Diesen Kolleginnen und Kollegen war sehr daran gelegen, die damals begonnene Zusammenarbeit mit einem Institut, an dem nur hauptamtliche Wissenschaftshistoriker tätig sind, fortzusetzen, und das besondere Interesse des Smith College am IGN dürfte sicher eine Rolle bei der Entscheidung gespielt haben, für das Jahr 1985 Herrn Meinel als Teilnehmer an dem Austauschprogramm zu nominieren. Auch er verbrachte einen Monat in Northampton.

In den folgenden Jahren konnten wir mehrfach Mitglieder des History of Science Committee in Hamburg begrüßen. 1985 und 1988 kam (jeweils im Sommersemester) Frau Prof. Nelly S. Hoyt für den langen Aufenthalt nach Hamburg. Ihre Vorlesungen und Seminare führte sie in ihrem „eigentlichen“ Fachbereich durch, d.h. im Historischen Seminar. Sie war jedoch regelmäßiger Gast in unserem Institutskolloquium, dem Seminar „Neuere Forschungen zur Geschichte der Naturwissenschaften“. Im Sommersemester 1988 kam für vier Wochen Prof. Melvin Steinberg nach Hamburg, der Physiker unter den Wissenschaftshistorikern am Smith College. Sein Besuch galt in erster Linie dem Institut für Didaktik der Mathematik, Naturwissenschaften und des Sachunterrichts; einen seiner Vorträge hielt er jedoch bei uns.

Nachdem in den Jahren 1986 und 1987 niemand aus unserem Institut in Northampton war, wurden wir im vergangenen Jahr bei dem Austauschprogramm in vollem Umfang berücksichtigt, d.h. sowohl für den kurzen als auch für den langen Aufenthalt. Herr Kleinert verbrachte das gesamte amerikanische Herbstsemester in Northampton (d.h. die Zeit vom 1. September bis Weihnachten), und Herr Scriba die vier Wochen zwischen dem 15. September und dem 15. Oktober.

Was macht ein Hamburger Professor an einem amerikanischen College? Von den Teilnehmern an dem „Kurzzeit-Programm“ (4 Wochen) wird erwartet, daß sie während dieser Zeit zwei Vorträge über Themen aus ihrem Arbeitsgebiet halten; im übrigen sind sie bei der Gestaltung ihres Aufenthaltes frei. Bei den Besuchern aus unserem Institut ergab es sich häufig, daß sie zu weiteren Vorträgen in den USA eingeladen wurden. So war Herr Kleinert bei seinem ersten Besuch im Herbst 1984 noch in Princeton und Minneapolis, und diesmal hielten sowohl Herr Scriba als auch Herr Kleinert einen Vortrag in der New York Academy of Sciences. Herr Kleinert folgte noch einer weiteren auswärtigen Einladung und hielt einen Vortrag am Union College in Schenectady.

Wer nur für einen Monat in Northampton bleibt, nimmt oft die Gelegenheit wahr, bei Lehrveranstaltungen aus seinem Fachgebiet zu hospitieren. Bei seinem ersten Aufenthalt 1984 machte sich Herr Kleinert auf diese Weise mit den am Smith College üblichen Unterrichtsmethoden vertraut und nahm an einer technik-historischen Exkursion in ein Freilichtmuseum (Old Sturbridge Village) teil; die dabei gewonnenen Eindrücke ermutigten ihn dann zu dem Entschluß, sich für den langen Aufenthalt von einem Semester zu bewerben. Auch Herr Scriba nahm jetzt als Gast an einer Lehrveranstaltung des Mathematik-Departments teil und hielt hier einen seiner beiden Vorträge.

Wer das Smith College für ein ganzes Semester besucht, hat weit mehr an offiziellen Verpflichtungen zu erfüllen. Hier sehen die Teilnahmebedingungen vor, daß man den Berufsalltag der amerikanischen Kollegen weitgehend teilt und sich am regelmäßigen Lehrbetrieb beteiligt. Für Herrn Kleinert bedeutete das die Übernahme eines „course“, der etwa mit unserer Kombination „Vorlesung und Seminar“ vergleichbar ist; das Thema war „Perspectives in the History of Science: History of Electricity“.

Es wird oft gesagt, das amerikanische College sei im Gegensatz zu deutschen Universitäten „verschult“, womit vor allem eine strengere Reglementierung des Studiums gemeint ist. Für das Smith College trifft diese Charakterisierung nur mit Einschränkungen zu. Ein wichtiges Lernziel in allen Fächern ist das selbständige wissenschaftliche Arbeiten, und besonders bemerkenswert und gar nicht „schulmäßig“ ist die Freiheit, die die Studentinnen bei der Auswahl und der Kombination ihrer Fächer haben. Ist diese Auswahl einmal getroffen, erfolgt der Unterricht allerdings nach einem festen Plan, den der Dozent vorher möglichst detailliert ausgearbeitet hat und der seinen Ausdruck in dem sogenannten Syllabus findet, einem Lektürekanon, in dem genau festgelegt ist, welcher Stoff in welcher Semesterwoche behandelt wird, und welche Texte bis dahin zu lesen sind. Für einen Gast aus Hamburg, der vorher weder weiß, welche Quellentexte in englischer Übersetzung er hier findet noch die Zahl und die Vorkenntnisse der zu erwartenden Teilnehmerinnen kennt, ist hier nur eine Kompromißlösung möglich. Bei Herrn Kleinert erwies es sich als ein praktikabler und auch von den Studentinnen akzeptierter

Weg, den Syllabus gewissermaßen in Portionen auszuteilen. Die Auswahl der Quelltexte zur Geschichte der Elektrizitätslehre, die behandelt wurden, richtete sich sowohl nach den durch das jeweilige Hauptfach der Teilnehmerinnen bedingten Interessen und Vorkenntnissen als auch nach dem vorhandenen Literaturangebot in englischer Sprache.

Zur Ausbildung am Smith College gehört eine intensive individuelle Betreuung, die vor allem durch das Zahlenverhältnis von Lehrenden und Studierenden ermöglicht wird, das etwa 1:10 beträgt. Man kann sicher sagen, daß das persönliche Gespräch zwischen Studentinnen und Professoren bzw. Professorinnen den Erfolg des Studiums ebenso beeinflusst wie die Lehrveranstaltungen selbst. Von der Möglichkeit, kompetente Gesprächspartner in einer großen Zahl von Fachgebieten zur Verfügung zu haben, machen die Studentinnen in großem Umfang und mit aller Selbstverständlichkeit Gebrauch, und häufiger als das in Hamburg je geschieht, kamen Studentinnen der verschiedensten Fächer und Lehrveranstaltungen in Herrn Kleinerts Büro, um sich, mit durchaus wechselndem Erfolg, Auskunft zu Themen zu holen, die ihnen in ihrem Studium begegnet waren und irgendeine Beziehung zur Wissenschaftsgeschichte hatten.

Geradezu phantastisch sind am Smith College die Arbeitsmöglichkeiten, die die Bibliothek bietet, und in der Zeit, die neben den Vortrags- und Unterrichtsverpflichtungen zur Verfügung steht, läßt sich hier beinahe jedes Forschungsvorhaben aus unserem Fachgebiet fortsetzen. Die Bibliothek hat einen Bestand von etwas über 1 Million Bänden, ist jeden Tag (auch an Wochenenden) bis Mitternacht geöffnet und hat „open stacks“ für alle Benutzer, d.h. mit Ausnahme einer Sammlung von etwa 15.000 wertvollen Büchern, die im „Rare Book Room“ einzusehen sind [heute finden sich dort ca. 40.000 Bände, Anm. der Herausgeber], ist der gesamte Bestand frei zugänglich. Die Bücher sind nach Sachgebieten aufgestellt, und man kann sich ungestört auf stundenlange Entdeckungsreisen zwischen den Buchregalen begeben. Wir sind sicher nicht die ersten, denen es nach der Rückkehr aus den USA schwer fällt, sich wieder an beschränkte Öffnungszeiten, unzugängliche Magazine und die sonstigen Hürden zu gewöhnen, die in deutschen Universitätsbibliotheken zwischen Büchern und Lesern aufgerichtet werden. [...]

Das Bildungsangebot, auf das man am Smith College zurückgreifen kann, wird erweitert durch die enge Kooperation mit vier weiteren Hochschulen, die in den Nachbarorten Amherst und South Hadley gelegen sind – drei Colleges und eine Universität (die University of Massachusetts). Lehrveranstaltungen, die von den Studenten an einem der „Five Colleges“ (so die offizielle Bezeichnung) absolviert werden, werden von allen fünf Hochschulen anerkannt, und über diesen Weg, d.h. als Gäste von einem anderen College, gelangen auch einige Männer in die Vorlesungen bei Smith. Zwischen den höchstens 20km voneinander entfernten fünf Institutionen besteht eine regelmäßige und während der Vorlesungszeit kostenlose Busverbindung, auf die der Gast aus Hamburg, der in der Regel über

kein Auto verfügt, besonders gern zurückgreift. Die Zusammenarbeit zwischen den „Five Colleges“ erstreckt sich auch auf die Bibliotheken, so daß den hier arbeitenden Wissenschaftlern insgesamt ein Bestand von über vier Millionen Bänden [inzwischen mehr als acht Millionen, Anm. der Herausgeber] zur Verfügung steht. Dazu kommt eine große Zahl von Zeitschriften und Zeitungen sowie einige Hunderttausend Werke, die in verfilmter Form vorliegen („microtext units“). Um kurz das Zeitungsangebot zu illustrieren: Wer aus der Ferne die Ereignisse in der Heimat verfolgen möchte, dem stehen allein im Lesesaal des Smith College die FAZ, der SPIEGEL und die ZEIT zur Verfügung. Ein großer Teil des Buchbestandes der fünf Colleges ist bereits in einer gemeinsamen Datenbank erfaßt, die per Computer befragt werden kann, so daß man in kürzester Zeit erfährt, welches Buch wo vorhanden ist. Will man es sich nicht selbst holen, kann man es innerhalb von zwei bis drei Tagen mit Hilfe eines Bestellscheines bekommen. Auch der auswärtige Leihverkehr mit anderen Bibliotheken in den USA funktioniert erstaunlich schnell – Bücher aus Bibliotheken in anderen Bundesstaaten trafen in der Regel nach 10–14 Tagen in Northampton ein.

Zum Schluß seien noch einige der weniger offiziellen Aspekte unseres Aufenthalts am Smith College erwähnt, die den Gesamteindruck ebenso geprägt haben wie die rein dienstlichen Aktivitäten. Northampton liegt in einer landschaftlich sehr reizvollen Gegend, im Tal des von bewaldeten Bergen umgebenen Connecticut River. Wenigstens einmal im Herbst wird auch der emsigste Forscher das Labor oder die Bibliothek verlassen und zu einem Ausflug in die bunten Laubwälder des „indian summer“ aufbrechen, nämlich am „Mountain Day“, einem Tag, der eigens zu diesem Zweck als unterrichtsfrei erklärt wird. Wann das ist, bleibt bis zum letzten Moment ein Geheimnis und wird auf Anordnung der Präsidentin erst am Morgen dieses Tages durch Läuten der College-Glocke bekanntgegeben.

Unvergeßlich bleiben schließlich die vielen „social events“, die für das Leben in einem kleinen amerikanischen Hochschulort charakteristisch sind, und die für uns eine schöne Gelegenheit waren, mit vielen Kolleginnen und Kollegen aus den verschiedenen Fachgebieten ins Gespräch zu kommen. Das Spektrum der Ereignisse, die hier nur kurz erwähnt werden sollen, reicht vom Empfang der Präsidentin und einem Dinner, das eigens zu Ehren der Hamburger Gäste angesetzt wurde, bis hin zu zahlreichen privaten Einladungen. [...]

Wir sind zuversichtlich, daß die Zusammenarbeit unseres Instituts mit dem „Committee on the History of the Sciences“ des Smith College im Rahmen des Partnerschaftsabkommens zwischen unseren beiden Hochschulen fortgesetzt wird. Zwei Kolleginnen aus Northampton sind daran interessiert, sich in den kommenden Jahren um einen Aufenthalt am IGN zu bewerben, und die nächste Amerika-Fahrerin aus unserem Institut wird Frau Vaupel sein, die das Smith College im Herbst dieses Jahres für einen Monat besuchen wird.

MARIE-ELISABETH HILGER



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VOR ÜBER 25 JAHREN: DAS ERLEBNIS DES SMITH COLLEGE

1. Ein Aufenthalt in den USA stand mir eigentlich seit Kindheit wie selbstverständlich vor Augen. Doch gehöre ich zu der Generation mit einer Schulzeit, für die die Erlangung eines (Fulbright-)Stipendiums in den frühen 1950er Jahren noch unerreichbar schien, nur ein einziger mir bekannter Schüler hat damals eines erhalten. Durch Schüleraustausch mit England, durch studentische AIESEC-Praktika in Jugoslawien und Finnland und durch einige Reisen waren mir Auslandsaufenthalte nichts unbedingt Ängste Einflößendes. Ausschlaggebend für eine Neugier auf Amerika war jedoch mein Vater, der Ende der 1920er Jahre dort studiert hatte und uns Kindern über seine Erzählungen, sein Verhalten und seinen Freundeskreis wie automatisch eine entsprechende Offenheit nahegebracht hatte.

Aber dann dauerte es eben noch einige Jahrzehnte, bis sich in Hamburg 1989 die Möglichkeit einer Bewerbung für mich ans Smith College im Rahmen des Lehrenden-Austausches und damit dann die Realisierung eines Aufenthaltes ergab. Ich hatte vom College zwar schon gehört und sogar Studentinnen um 1960 herum aus Northampton in Hamburg betreut, doch trotz dessen war dann alles wie ein Sprung ins kalte Wasser!

2. Probleme ergaben sich zum einen durch den Argwohn (oder vielleicht auch durch die Missgunst) von engeren Kollegen, die nicht zulassen wollten, dass ein Semester lang meine Veranstaltungen und die Prüfungsmitwirkung wegfallen sollten – alle acht Semesterwochenstunden Lehrverpflichtung des Winters mussten im darauffolgenden Sommersemester von mir zusätzlich nachgeholt werden. Und selbst Examensarbeiten wurden mir noch in die USA zur Begutachtung nachgeschickt.

Das viel gravierendere Problem war zum anderen allerdings meine mangelnde Sprachfähigkeit im Englischen. Ich hatte zwar vorher noch einen jungen Engländer engagiert, um mit mir Konversation zu betreiben, aber der redete lieber selbst und korrigierte mich nie, was also nicht sehr effektiv war. Und ich hatte dem Aufenthalt in Northampton bewusst einen vierwöchigen Sprachkurs in Berkeley vorangestellt, wodurch ich zusätzlich einen kleinen Einblick auch in westliche Gegenden der USA erhalten wollte. Doch selbst dieser Kurs erwies sich mangels für meine Anforderungen geeigneten Personals als nur wenig ergiebig, sodass ich sogar später Teile der Kosten rückerstattet bekam.

Sprache, Sprache, Sprache erscheint mir im Nachhinein noch als das einzige wirkliche Problem des gesamten Aufenthaltes. Für sozialhistorischen Lehrstoff, den ich in Northampton anbot, gab es zum Glück englischsprachige Literatur, wenngleich ich aus der Agrar- und Industriegeschichte unzählige englische Fachausdrücke lernen musste. Aber die (wenigen) Studentinnen halfen rührend über meine Stümperereien hinweg. Doch das nahm denen nicht die Peinlichkeit.

Da ich in einem schönen Apartment mit Blick auf den imposanten Eingang des Colleges für mich wohnte und sonst im Haus nur noch wenige Menschen waren, fehlte der tägliche Zwang bzw. die Übung zur Alltagssprache. Allein schon aus Gründen des Vertrautwerdens mit der Sprache lauschte ich abends und nachts den Gesprächen auf der Straße vor dem Fenster, zog ich zu zahlreichen von den vielen auf dem Campus angebotenen Veranstaltungen (Vorträgen, Diskussionen, Filmen, Empfängen u.ä.) und wurde zur regelmäßigen (älteren) Teilnehmerin von Seminarveranstaltungen der College-Lehrenden zu American Art, American Economic History, American Writing 1820–1865, American Poetry; von damals stammende Textsammlungen haben noch immer einen Ehrenplatz bei mir. Die Teilnahme entsprach natürlich meinen Interessen, denn ich wollte aus dem Aufenthalt rundum das Fruchtbarste und Vielseitigste machen. Aber wiederum: Zuhören war das Übliche und weniger das Selbst-Sprechen-müssen, bei dem ich ziemliche Hemmungen hatte.

Letztes Nachteiliges zur Sprachübung: Während meines Aufenthaltes in Northampton bekam ich – nicht nur die Wohnung und das College, sondern auch die großartige Gegend legten dies ja sehr nahe – mehrmals Besuch von deutschen Freunden, mit denen ich dann auch durch das Land tourte. Doch naturgemäß trug das nicht gerade zur Vervollkommnung der englischen Sprachfähigkeit bei!

3. Nach diesen Präliminarien: Der Aufenthalt im Herbst 1989 in Northampton gehört für mich zu den beeindruckendsten und prägendsten Erlebnissen meiner akademischen Jahre. Solch einen räumlich überschaubaren Frauen-College-Betrieb zu erleben, so gastlich und rundum zuvorkommend betreut zu werden, zahlreiche Einladungen zu erhalten, zur Teilnahme an Veranstaltungen hingewiesen zu werden, viele Empfehlungen für die Stadt und die Region zu bekommen, neue pädagogische Erfahrungen zu machen, d.h. sich ungemein angeregt und aufgehoben bei vielerlei

Begegnungen zu fühlen, war ein absoluter Höhepunkt, von dessen Wirkung auf mich ich nicht einen Deut missen möchte. Ich profitiere noch immer davon.

Noch sind mir einige der seinerzeitigen Diskussionsfelder am Smith College, vor allem das Thema Schwarz-Weiß, das Thema der Indians, das Thema sexueller Belästigungen, Fragen zum Holocaust und zum deutschen Historikerstreit, zu allen denen ich heftigste Auseinandersetzungen miterlebt habe, lebhaft in Erinnerung.

Für mich war Northampton der erste intensive Zugang zu vielen Facetten amerikanischen Daseins. Die Menschen einschließlich der Studierenden, die ich dort traf (sogar den eigenen Hamburger Universitätspräsidenten erlebte ich beim Brunch aus neuer Perspektive), die Kollegen und Kolleginnen, darunter auch jüdische, denen ich begegnete, dazu die Möglichkeit, von Northampton aus einige Gegenden und die Städte Boston und New York intensiv zu erkunden, die vielen neuen Sichten, mit denen ich konfrontiert wurde, haben mich ungemein bereichert. Historische Siedlungen, Landschaften, die „covered bridges“, die „potholes“, die „lebendigen“ Freilichtmuseen, die Shaker Villages, die Foliage, aber auch das eigene Auslösen eines Feueralarms durch einen defekten Toaster, der Besuch von Barbara Bush im College, die Lesung einer DDR-Schriftstellerin im German Department – kurzum: das ganze vielseitig Neue, Erstmalige, Fremde, Abenteuerliche, das hier nur punktuell erwähnt wird, hat meinen Horizont überaus erweitert. Mit großer Dankbarkeit und Freude denke ich an den Aufenthalt am College.

Selbst meinen alten Vater konnte ich seinerzeit noch überraschen: Im Westen von Massachusetts entdeckte ich – nur per unzulänglicher Fotos und Nachfragen in der Gegend – die Mount Hope Farm, ein Besitz der Familie Rockefeller, auf der er wegen ihrer damals berühmten Viehzucht und Rundstall-Architektur praktiziert und publiziert hatte.

Immer wenn ich nun am Gästehaus in der Rothenbaumchaussee vorbeikomme, gedenke ich der die Studentinnen betreuenden Abgesandten und Lehrenden vom Smith College, die ich dort im Laufe der Jahre erlebt habe.

Einziges Wermutstropfen Ende 1989: Ich habe nur aus der Ferne per TV die Wende in Deutschland erleben können.

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MEETING THE ADAS

I was part of the long-term exchange program in 1996 and again in 2002, teaching at Smith College during the fall term, and returning to Germany just before Christmas in each case. It is the first faculty exchange of which I will write here, because it was in 1996 that I entered a new academic world. Although I had been acquainted with quite a number of New England college and university campuses before I arrived in Northampton in late August of 1996 – either visiting or doing research – I had not yet taught in the U.S. My return to Smith in 2002 was a homecoming of sorts because almost everything, except the students, was familiar by then – my colleagues, the campus, the town.

My assignment was to teach two courses, an American Studies Colloquium on “Modes of Documentary in the 1930s” and a Symposium on “Fashion Attitudes.” Sending out lists for book orders, preparing syllabi, bibliographies, and course packets, having books placed on reserve – all these preliminary tasks seemed quite familiar from the American Studies Program in Hamburg or at other German universities, and Dan Horowitz was exceptionally generous with his time to help with the unfamiliar: where to order copies for course packets; how to reserve books at various libraries; how to use the Five College library system; how to obtain the necessary visual materials (the term non-print had not yet been part of my active vocabulary). I kept learning new phrases (Mountain Day) and names of buildings (Hillyer, Seelye, Wright) while still in Germany, although their implication, location, and appearance so far seemed rather enigmatic. Having allowed for a full

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week to settle in before Convocation, I learned my way around the new terrain and was ready to meet my new students.

Expectations were high for both parties when I first entered class confronting curious, interested, or slightly skeptical student faces. This kind of classroom exposure is part of the lives of teachers everywhere in the world, and after more than twenty-five years of teaching the experience hardly unsettled me. They were observing the foreigner from their home turf, and I was confronted with a room full of strangers on their own ground. I introduced myself, they introduced themselves. Yet here was the big surprise: over a third of the colloquium participants were my age. I had been fully prepared to meet a room full of college students in their junior or senior year, all just under the age of twenty, yet here were women just barely younger and some perhaps older than I was. I had come to teach college kids and was confronted with friendly and attentive women who were distinctly my peers. In short, no one had prepared me for the shock of meeting the Adas.

The presence of the Ada Comstock Scholars changed not only my own approach in class, because I was dealing with two very different age groups, but also shaped class discussions beyond my previous teaching experiences. The Adas already had had complex lives, families, and careers before they chose to obtain a very special education that, they felt, had been missing so far. A Liberal Arts education, more often termed Humanities now, can hardly be regarded as a skill, a useful additional qualification for whatever professions they already held. Instead, they had felt the need for something different, more profound, more radically life-changing. Being offered to pursue a full college education at this point in their biographies meant total academic commitment on top of everything else in their lives. I was deeply impressed by their decision as well as by the fact that each of them had won a scholarship to pursue this option. Getting to know them in the course of the semester suddenly felt as if I was being permitted gradual access into something formative and creative that had defined their resolution to become students again.

The Adas did not merely change my approach to teaching in this particular class, but their presence also defined the attitudes of the younger students. If studying history of past centuries or past decades might be compared to entering a foreign country where you have to explore the unknown and listen to strange and different voices, I realized that having the Adas along on this expedition was much like having guides and interpreters. They included stories and reported discussions about the distant 1930s from the vantage point of parents and older relatives that had experienced the Great Depression; they explained to younger students the significance of the unions and the political implications of government programs that might have directly influenced their own families; they added memories and anecdotes that had come from experiences of the generation immediately preceding their own that translated strange images and descriptions for

the young ‘traditional’ students. From then on teaching texts and films from the 1930s was enriched by the Adas far beyond my expectations.

The proximity of age between the Adas and me also meant that they would often talk to me about their previous or current work, their careers, or their families. The communication between older faculty and young students is far more defined by distance – I was of the same generation as their parents and they might seek my advice in academic matters, but they would not try to befriend me as the Adas did. The Adas asked me over to their house on campus, sent out individual invitations for little excursions, and empathized with my occasional loneliness. They were visibly pleased when I joined them for the special Faculty Reception which they hosted in the most professional manner at the Alumnae House. By the end of the term we felt that our relationship had become more than the usual teacher-student connection mainly defined by generational distance.

My symposium on “Fashion Attitudes” in 1996, as well as both of the courses I taught in 2002, had wonderful and accomplished Adas as participants. However, it was the fact that they were so prominent in the particular class that I remember so fondly that shapes my memories of Smith to this day.

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DRESSED TO KILL ON CAMPUS

Um es gleich vorweg zu sagen: Für mich ist Smith College ein wahr gewordener akademischer Traum! Ich weiß nicht, was ich mehr genossen habe: den herzlichen Kontakt zu den Kolleginnen und Kollegen, die intensive Arbeit mit den Studentinnen, die hervorragenden Bedingungen für Forschung und Lehre – und nicht zuletzt die schöne Natur in Massachusetts. Solange es den wunderbaren Austausch zwischen unseren Hochschulen noch gab, war ich in der glücklichen Lage, gleich zweimal Zeit am Smith College verbringen zu dürfen. Ich habe seit 2006 die Eckprofessur für Amerikanistik an der Universität Hamburg inne, und so lag es für mich auf der Hand, mich umgehend nach Antritt meiner Professur um die Aufenthalte zu bewerben. Das erste Mal, 2008, war ich als Visiting Scholar für einen einmonatigen Forschungsaufenthalt in Northampton, das zweite Mal habe ich als Visiting Faculty ein ganzes Semester, den Fall term 2010, am Smith College unterrichtet und geforscht.

Wenn ich zurückblicke, so war das Semester am Smith in vielerlei Hinsicht legendär, und ich glaube, nicht nur für mich, sondern auch für die Studentinnen und die Kolleginnen und Kollegen. Ich habe im Rahmen des American Studies Program den Kurs „Dressed to Kill: Gender, Fashion, Power“ unterrichtet, und das wurde nun ein Erlebnis ganz besonderer Art. Das lag einerseits an den hochmotivierten Studentinnen, die von dem Thema begeistert waren. Zumindest zu Anfang. Denn da herrschte die Vorstellung vor, dass Mode ein Thema ist, über das man als Frau alles weiß, dass wir „The Devil Wears Prada“ schauen, die „Vogue“ lesen und uns über Modetrends unterhalten würden.

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All dies haben wir auch getan – aber was die Studentinnen im Laufe des Semesters realisierten, war, dass Mode ein sehr schwieriges Untersuchungsobjekt ist, dem man sich wohl praktisch, aber auch und vor allem durch hochkomplexe kulturtheoretische, semiotische und soziologische Theorien nähern kann. Und so wurde es eine *tour de force* durch die Theorie, durch Literatur, durch Film, Fotografie und Printmedien, und es war ein feministischer Gang durch Moden und Frauenbilder, durch Geschlechterverhältnisse und weibliches Selbstverständnis über die Jahrhunderte. Und nicht zuletzt war es auch eine zum Teil intensive Reflexion des eigenen Selbstbildes und der eigenen modischen Aussage. Nach dem ersten Schrecken über das umfangreiche Programm haben sich die Studentinnen dann aber intensiv in die Arbeit gestürzt und auf das Thema eingelassen – und dies mit einem Engagement, das ich sehr selten in Seminaren erlebt habe.

Zwei Studentinnen haben im Kostümarchiv des Colleges gearbeitet und uns dort einen Besuch organisiert sowie Originalkleider aus dem 18. und 19. Jahrhundert mitgebracht. Dies war für viele Seminarteilnehmerinnen ein Aha-Erlebnis, das plötzlich ganz handfest offenbar machte, warum es im 18. und 19. Jahrhundert für Damen aus der Oberschicht nicht nur gute Sitte, sondern unabdingbar war, sich beim Anziehen helfen zu lassen. Es war schlicht unmöglich, sich diese Art von Kleidung selbst anzuziehen. Manchmal sind es solche Momentaufnahmen, die ein ganzes Seminar verändern können. Mit zeitgenössischer Mode haben wir uns auf einem field trip zum Boston Museum of Fine Arts auseinandergesetzt, wo eine Ausstellung zu Richard Avedons Modefotografie gezeigt wurde. Gern habe ich auch am Smith Club Belmont in Boston einen Vortrag zum Thema Mode gehalten – in einer Boutique, die für den Anlass hergerichtet war.

Aber das Highlight war sicherlich unser „Outrageous Dress Day“, der das Seminar eben zu einem legendären machte. In der theoretischen Reflexion hatten wir uns damit beschäftigt, wie stark das gesellschaftliche Tabu wirkt, over- oder underdressed zu sein, oder, schlimmer noch, einfach vollkommen unpassend für den Kontext angezogen zu sein, und wie schmerzhaft die sozialen Strafen dafür wirken. Auf meinen Vorschlag, dies doch einmal für einen Tag praktisch am eigenen Leib zu erproben, gingen die Studentinnen ein – manche mit mehr Mut als andere. Denn eine wirkliche Mutprobe war es, vollkommen unpassend angezogen zu erscheinen, wie ich am eigenen Leib erfahren konnte. Eine Studentin kam in Netzstrümpfen und schwarzer Corsage, stöckelte dazu in Stiletto über den Campus und rief damit fast einen Auffahrunfall auf der Elm Street hervor. Andere waren weniger offensichtlich provozierend, probierten aber Gegenteiliges zu ihren normalen Gewohnheiten aus, etwa indem sie sich entweder sehr männlich stylten oder sehr nachlässig. Eine Studentin reaktivierte ihr Halloween-Kostüm, eine andere schmückte sich mit einem Elchgeweih, und wiederum eine Studentin hüllte sich ganz in Frischhaltefolie.

Ich selbst erschien in einem rosa Morgenmantel, rosa Puschen und einem Diadem im Haar im Seminar, und ich kann sagen, das war schon sehr herausfordernd, die

Blicke auf dem Campus auszuhalten, die mir spiegelten, komplett verrückt zu sein. Meine Lieblingssituation fand allerdings morgens statt, als ich in dem Aufzug zur Seminarvorbereitung am Kopierer stand, eine Kollegin vorbeikam und in der typischen amerikanischen Diskretion einfach nur sagte: „I won't even ask“. Ich glaube, das gehört zum Komischsten, was ich je erlebt habe.

Was mir noch zu sagen bleibt, ist aus ganzem Herzen ein Dankeschön – ich verdanke meinen Aufhalten am Smith College tiefe und prägende Erfahrungen, nette Freundschaften und nicht zuletzt das Wissen darum, wie es ist, in einem rosa Morgenmantel im Seminar zu stehen.



JOAN AFFERICA



b. 1932, B.A. Barnard College 1953, M.A. Radcliffe College 1955, Ph.D. Harvard University 1967 · L. Clark Seelye Professor Emeritus of History, Smith College · Short-term faculty exchange, University of Hamburg, 1990, long-term faculty exchange, University of Hamburg, 1992, 1996, 1998, 2000, 2003.

HAMBURG MEMORIES

What a challenge to confine to two pages the rich experience of the faculty exchange between Smith College and the University of Hamburg on the fifty-fifth anniversary of their collaboration. What to include? The eagerness of students to delve into an unaccustomed and demanding form of colloquia that required time, intellectual team work, and development of analytical speaking and writing skills?

The stimulation and courtesies of colleagues like Professor Norbert Angermann and discussions with his loyal gathering of present and past students? The view from Professor Peter Borowsky's dining table as container ships moved along the Elbe? Forays into Hamburg's neighborhoods and acquaintance with the broader professional community thanks to the generosity of Professor Marie-Elisabeth Hilger? The warm welcome of Anna-Maria Karl and her predecessors at the University's Guest House? The extraordinary conceptual power of John Neumeier at the Oper? The fragrance of bountiful chestnut blossoms in spring bloom?

I was especially privileged to enjoy multiple visits to the University, from the first short-term experience in 1990 to entire spring semesters in 1992, 1996, 1998, 2000, and 2003. Indeed, the final semester of my professional teaching took place here. Rather than dwelling on classroom experience with students who continue to favor me in the United States with emails, letters, and visits, I should prefer to recall the unanticipated and extraordinarily beneficial opportunities for research that the Hamburg experience afforded me.

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Could I have expected to encounter at the Guest House a Russian-speaking member of the “team” who invited me deep into Siberia, to settlements along the Yenisei River where the subject of my writing, the artist Eva Rozengolts, had languished long years in exile? There I was able to photograph before the new post-Soviet wealth obliterated the bleak physical memory of the post-war period, the infamous anti-cosmopolitan campaign that, among other victims, carried off the Jewish intelligentsia and where today thousands of acres are being consumed in uncontrollable wild fires.

And even more significant for my professional understanding of Europe’s eastern borderlands, long taught but unseen, was Professor Frank Golczewski’s invitation to accompany his students on three expeditions to these sorely-contested “bloodlands” – to southeastern Poland and western Ukraine in 2001, to Belarus in 2004, and to western Ukraine in 2010. Together with Professor Golczewski and his students, under conditions often far from comfortable, we deepened our knowledge not only of present conditions but as well of the legacy of a centuries-long history of imperial contention. We explored sites that recalled the Habsburg and Russian imperial past in Galicia and Volhynia, the remains of Majdanek and Sobibor, the partisan fighting grounds now commemorated in the new Ukraine, towns and lands too numerous to mention. These expeditions to once remote areas which hitherto I had been unable to observe, either at the time of my early diplomatic service or in later exchanges with the Soviet Academy of Sciences, brought to a proper close my long professional journey of teaching and scholarship.

I close with a strong salute to those who initiated, shaped and executed student and faculty exchanges between Smith College and the University of Hamburg, experiences that vastly benefited several generations and, sadly, will be denied to others in future.

DONALD F. WHELOCK



b. 1940, A.B. Union College 1962,
M.Mus. Yale University School
of Music 1966 · Irwin and Pauline
Alper Glass Professor
Emeritus of Music · long-term
faculty exchange, University
of Hamburg 1997.

ALTES UND NEUES IN HAMBURG

Ich bin Komponist. Als ich 53 Jahre alt war, begann das interessanteste Abenteuer meines Lebens. Im Herbst 1994 hatte ich meine erste Deutschstunde. Ein Semester später reiste ich nach Berlin zur Aufführung meines Stücks „Music for Seven Players“, gespielt von einer neuen Musikgruppe: EnsembleUnitedBerlin. 1997, nachdem ich vier Jahre lang so viel Deutsch wie möglich gelernt hatte (während ich meinen Beruf als Lehrer und Komponist am Smith College ausübte), bewarb ich mich um den Smith-Hamburg-Austausch. Leider gab es ein Problem: Als Komponist konnte ich eigentlich nicht am Musikwissenschaftlichen Institut der Universität Hamburg untergebracht werden, und mit der Musikhochschule in der Milchstraße unterhielt Smith College kein Austauschprogramm.

Durch die Großzügigkeit und den Einsatz einer Kollegin, Annette Kreuziger-Herr, die im Jahr meiner Bewerbung am Dozenten austausch teilnahm und am Smith College tätig war, konnte eine Lösung gefunden werden. Weil ich damals das Streichquartett für die interessanteste Form von Kammermusik hielt – bis zu diesem Zeitpunkt hatte ich vier Quartette komponiert –, wurde entschieden, dass ich eine Lehrveranstaltung über die amerikanische Kammermusik anbieten sollte, vertreten durch Komponisten des 20. Jahrhunderts – unter anderen Charles Ives, Elliott Carter und Aaron Copland.

Nach einem Treffen in Hamburg mit Professor Peter Petersen, der viel zu Béla Bartók und Hans Werner Henze veröffentlicht hat und mein Interesse für das Konzept vom späten Stil teilt, beschlossen wir, eine gemeinsame Lehrveranstaltung

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über die späten Quartette von Beethoven (Op. 127, 130, 131, 132, 133 und 135) anzubieten. Das Format der Lehrveranstaltung, bei dem die Studierenden Referate hielten, war für mich eine besondere Bereicherung. Dadurch konnte ich mit jedem einzelnen Studierenden einen Dialog zu einem besonderen Thema führen.

In Hamburg habe ich selber Vorlesungen gehalten, in denen ich Beobachtungen sammeln konnte, die ich über die Jahre zu den gesamten Beethoven-Quartetten gemacht hatte, zu ihren Merkwürdigkeiten, Varianten, Störungen und Ausbrüchen. Auch habe ich einen kleinen Vortrag über die Verbindung zwischen meinem Werk und der Gattung des Streichquartetts gehalten, besonders über den Einfluss von Beethovens Streichertechnik auf meine eigenen Kompositionen.

Nach fast 50 Jahren als Lehrer in den USA kann ich mit Bestimmtheit sagen, dass das Semester an der Universität Hamburg, das meine Frau und ich im Gästehaus an der Rothenbaumchaussee verbrachten, ein Höhepunkt in unserem Leben bildete. Dass ich vor 30 Studierenden stehen würde, die sich für die tiefsten Gedanken der musikalischen Welt begeistern konnten, hätte ich mir vor dem Aufenthalt in Hamburg nie vorstellen können, und das werde ich nie vergessen. Auch war die musikalische Kultur innerhalb und außerhalb der Universität für uns unvergesslich. Und die Freundschaften, die wir da geschlossen haben – mit den Professoren Peter Petersen und Wolfgang Dömling aus dem Institut und mit Gerhard Lohse von der Altphilologie –, vermissen wir sehr.

Dass der Dozentenaustausch nun eingestellt worden ist, scheint mir ein besonders trauriger Fehler. Mit Kollegen aus einem anderen Land zu lehren und zu forschen und sich zu unterhalten, ist viel wertvoller als jedes Budget.

C. JOHN BURK



b. 1935, B.A. Miami University (Oxford, Ohio) 1957, M.A., Ph.D. University of North Carolina, Chapel Hill 1959, 1961 · Elsie Damon Simonds Professor of the Life Sciences Emeritus, Smith College · short-term faculty exchange, University of Hamburg, 2006.

UPSTREAM/DOWNSTREAM

Sometime during the spring of 2005, I received an odd communication by email from a Hamburg University address. It was sent by someone I didn't know, and the message box was blank. My wife Lâle Burk has been for some years researching the lives of scientists who took refuge in Turkey during the Nazi era and made significant contributions to Turkish science and science education. We had arranged to visit Hamburg as part of her work in June, 2006, and I guessed that the missing text might be related to our travel plans. A second identical message followed and then perhaps a third. Upon investigation and the resolution of technical problems, the intended texts were retrieved. They had come from Kai Jensen, a young botanist at Biocentre Klein Flottbek who was teaching courses in plant ecology and systematics much like those I teach at Smith College. He was applying to come to Northampton the following September on the month-long short-term faculty exchange and asking me to serve as his host at Smith. After some discussion with colleagues in German Studies I agreed to do so, thinking that I might be able to join some of Professor Jensen's field trips with his classes in the Hamburg countryside the following summer.

Kai arrived in Northampton at the end of August. He had been en route from Germany via Baltimore just as the news media were reporting the destruction wrought by Hurricane Katrina in New Orleans, and the overcast unsettled weather here resulted from the remnants of Katrina moving northward, inland from the coastline. As we talked over dinner that evening, it soon was clear that his research interests were very similar to mine. We both studied plants, landscapes, and their

interactions, and we both were concerned with environmental problems, including catastrophes such as Katrina and the great Elbe flood of 1962. There were similarities on both sides of the Atlantic but also some surprising differences, and in the course of four busy weeks we visited restored grasslands, agricultural fields in the Connecticut Valley, a series of abandoned beaver ponds, and Plum Island, a barrier island on the Massachusetts Atlantic coast. We also attended a seminar at Harvard forest, and Kai on his own explored the Holyoke Ridge and went with a marine ecology class to coastal Maine. He presented a colloquium for the Biological Sciences Department and a lunch-time talk for the science honorary Sigma Xi. During this short visit Kai also applied to return to Smith College the following year, this time on the long-term exchange, and shortly after his return to Hamburg, we learned his application was approved.

The following June, Kai met us at the Hamburg airport with a complex calendar of possible activities. Lâle and I had a flat in the University guesthouse and immediately began to explore and enjoy the city, as we have on subsequent visits – the gardens, the walks along the Alster, opera at the state theater, and the art museums. Lâle searched out places associated with the scientists who had come back to Germany from Turkey at the conclusion of World War II, and she also joined Kai and me on reciprocal explorations to look at grassland restorations near Kiel, a barrier island on the North Sea (Sylt), and pastures “reclaimed” as tidal marsh. On perhaps our most important expedition, I joined one of Kai’s classes for a field trip from a floodplain forest on an island near Hamburg down through the estuary of the Elbe, stopping at various sites along the way and ending at the North Sea tidal marshes. Pliny visited this part of the German coast around 77AD and complained that because of the shallow water and the deeply layered muck, the Roman ships were unable to find a landing. Used to the firmly packed sands of the Cape Cod beaches, I, too, found the squelchy footing disconcerting.

At the end of June, we all returned to Northampton, Kai with his family: wife Birte and three children, Janne (then age 14), Jorun (11), and Lennart (4) to a College house on Kensington Avenue, adjacent to the campus. Kai began an ambitious project, sampling identifying plants and estimating their abundance in a series of marshes, following the same gradient we had followed on that Saturday trip with the class along the Elbe. At the same time, Gesina Engels, Kai’s Ph.D. student, was sampling the Elbe marshes, and Marjorie Holland, one of my former students, now a full professor at the University of Mississippi, had come back to resample the freshwater marshes she had studied for her dissertation. The result of all this effort was a data bank of information which Kai and I expanded by looking at a group of oxbows near Magdeburg in 2011.

We are now trying to finish a project we’ve been working on since shortly after his arrival in Northampton. In our concluding paragraphs, we will argue that, in this time of concerns about accelerated climate change and more frequent events

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such as Hurricane Katrina, and the more recent Elbe floods of 2013, studies like ours are particularly important. They function as records of the plant communities and the vegetation they support at a particular time in history, in this case 2006–2011, and they can serve as benchmarks for comparison and the assessment of changes should these occur. At the time of our study, evidence for the similarities of the two river systems is more compelling than evidence for their differences; we are not sure that this will always be the case.

Looking back now on our time in Hamburg from the perspective of a decade, Lâle and I are increasingly impressed by the riches of the city, the diversity of experiences even a short walk from the university. We have gained many things, including a greater appreciation of our colleagues in German Studies here at Smith; and in Kai of course a perceptive colleague, a lively companion, and a valued friend. Nonetheless, on some things Kai and I will never agree, including the proper way to pronounce certain Latin names. For the giant reed *Phragmites*, he insists on “Frog meeties”. I say “Fragg mighties” but now am aware of my midwestern accent as I do so.

LÂLE AKA BURK



b. 1943, B.S. American College for Girls (ACG, presently Robert College) Istanbul 1962, M.A. Smith College 1964, Ph.D. University of Massachusetts 1968 · Senior Lecturer Emerita in Chemistry, Smith College. Short-term faculty exchange, University of Hamburg, 2006.

A TALE OF TWO CITIES

In 1962, when I arrived in the United States from Istanbul to pursue my graduate education in chemistry, I took a course at Smith College called “Organic Reactions” that emphasized synthetic procedures named for their discoverers. One assignment was to write on the “Arndt-Eistert” synthesis and in doing so, I noted a brief biographical footnote in Fieser and Fieser’s *Advanced Organic Chemistry* which read: “Fritz Arndt, b. 1885 Hamburg; Ph.D. Freiburg (Howitz); Univ. Breslau; Istanbul; Hamburg.” The chemical reaction was clearly significant, but what impressed me more was Arndt’s Turkish connection, and I promised myself to look into this at some time in the future. During my long teaching career at Smith my research interests expanded from bio-organic chemistry to projects in history of science and Turkish-German intercultural studies. The question I had hoped to investigate evolved into a study of the German intellectuals and professors who left their homeland because of Nazi persecution in the 1930s to find refuge in the Republic of Turkey at the invitation of the Turkish government, then under the leadership of Mustafa Kemal Atatürk. Arriving with their families and often with their assistants, the refugee professors affected Turkish higher education profoundly. Researching the lives of three of these individuals with Istanbul-Hamburg connections, Fritz Arndt, Curt Kosswig, and Leonore Kosswig, proved to be one of my most enriching, rewarding, and productive undertakings.

Fritz Arndt (1885–1969) was a native of Hamburg who helped establish the first chemistry department in Turkey at the Dar-ül-Fünun (Istanbul University) in 1915,

under the Ottoman regime. At the end of World War I he returned to Germany and at Breslau made significant contributions to synthetic methodology, resonance theory, and the emerging field of physical organic chemistry. When Arndt lost his position in Breslau in 1933, he went back to Turkey to head the department he had founded two decades earlier. He taught there for more than twenty years, and when he retired in 1955, he returned to Hamburg. Made an Honorary Professor at Hamburg University, he remained professionally active until his death.

In the early phases of my research I focused on Fritz Arndt's life in Turkey. A very useful resource at the time was a memorial by Wolfgang Walter and Bernd Eistert published in 1975 in the journal *Chemische Berichte*. I was unaware then of the connection between Wolfgang Walter and the Smith-Hamburg Program. On various trips to Istanbul I met with Arndt's former colleagues, students, and assistants at Istanbul University and learned much about his contributions there. I also visited and photographed Arndt's Chemistry Institute and the Imperial Mint, where his first books in Ottoman Turkish were printed. I found his house in Ortaköy, on the Bosphorus, and even interviewed the tobacconist in the neighborhood, who remembered the "professor with the pipe".

A conversation with my sister, Esin Atil, an art historian, revealed that the editor of one of her articles had been Robert Arndt, Fritz Arndt's grandson. Pursuing this connection, I began an exchange with Arndt's older son at Australian National University, the well-known economist Heinz Wolfgang Arndt, whose extensive private memoir on the life of his father was an invaluable resource. I also visited Arndt's younger son Walter Arndt, renowned translator and linguist at Dartmouth College, and his wife Miriam, and communicated with Professor Thomas Jessell, Fritz Arndt's grandson and a prominent neuroscientist at Columbia University. The kindness and generosity of the Arndt family profoundly enriched my research.

In 2002 I wrote on "Fritz Arndt and His Chemistry Books in the Turkish Language" for the American Chemical Society's *Bulletin for the History of Chemistry*, and in 2004 contributed a chapter "An Open Door: German Refugee Professors in Turkey" to the volume *The Dispossessed – An Anatomy of Exile*, edited by Peter I. Rose. I presented my findings in professional and in popular talks. However, I felt there was a gap in my research – it was not quite complete. Arndt had spent most of his life in two cities, Istanbul and Hamburg. I knew Istanbul well but had learned about Arndt's city of birth and where he spent his later years only from the Arndt family memoirs and from Walter and Eistert's memorial essay. I needed to visit Hamburg, to have the experience of both cities.

The opportunity came in 2005 when Smith College provost Susan Bourque provided funding that allowed me to spend June 2006 in Hamburg. My husband John accompanied me on this trip; he had started a collaboration with University of Hamburg botanist Kai Jensen, who was at Smith College on both the short-term and long-term Faculty Exchanges. Kai's assistance has since proved invaluable in

pushing my project forward. John and I stayed at the University of Hamburg's *Gästehaus* for four weeks. To my dismay I learned that Professor Wolfgang Walter, the co-author of Arndt's memorial article, and a member of the Board of the *Gästehaus*, had died the year before. However, we were able to establish other contacts, some by chance and some as planned. At a reception at the *Gästehaus*, we met Professor William Stickler who remembered Fritz Arndt well. With Kai we traveled to Kiel to meet with Professor Gunter Schiemenz, who told us about Arndt's early career there. At the University of Hamburg I visited the *Institut für Chemie und Pharmazie* and its library, where the staff was invariably helpful. In tracing Arndt's early years, we visited Blumenau 79 in Wandsbek. On the site of his childhood home is a new and well-kept apartment building with masses of roses blooming in front. Across the street were older homes that had survived the destruction of war; Arndt's childhood home was not among them. Arndt had received his *Abitur* in 1904 from the *Matthias-Claudius Gymnasium* at Witthöfstraße 8, also in Wandsbek. He would be honored by the *Gymnasium* in his later years; from pictures I had seen of this occasion I recognized the building immediately and two young students happily posed for photographs, obviously proud to be associated with their school. We visited the State Archives on Kattunbleiche 19, where we found documents pertaining to Arndt's later years. When Arndt retired from Istanbul University he lived in Hamburg near the Alster, in Kellinghusenstraße 12. We got there via the Alster ferry to Winterhuder Fährhaus: the building is beautifully kept with a garden in front.

Our first trip to Hamburg was followed by others in the summers of 2008, 2009, and 2011 as the focus of my research turned to the lives of Curt and Leonore Kosswig. Curt Kosswig (1903–1982) left his position at the Technical University of Braunschweig in 1937 to head the Zoology Institute at Istanbul University. In addition to helping build the zoology program there, Kosswig, a geneticist, also became a field scientist, studying the inland Anatolian waters with their genetically unique fish populations. He established on the Bosphorus the nation's first Hydrobiology Institute and in addition to his contributions to the zoogeography of Anatolia, he and his wife Leonore (1904–1973), also a biologist who would later publish on aspects of Anatolian anthropology, helped establish the country's first bird sanctuary (Kuş Cenneti) at Lake Manyas. Much of this field work was carried out in collaboration with Turkish colleagues, and many of Kosswig's students and assistants, German and Turkish, eventually became prominent field biologists themselves. In 1955 Curt Kosswig was invited back to Hamburg University to build the zoology program and to establish a zoological museum. Leonore remained in Turkey where she pursued her anthropological research until her death in 1973. Curt and Leonore Kosswig both are interred at Aşiyan Cemetery on the Bosphorus in Istanbul, near their home in Bebek.

The *Biozentrum und Zoologisches Museum* lies across the courtyard from the *Institut für Chemie und Pharmazie* on the Martin-Luther-King Platz, and Kosswig's extensive

archives are housed in the library there. Both Professors Wolfgang Villvock and Michael Dzwillo, former students of Curt Kosswig, were incredibly helpful and generous, sharing information and materials, and through Professor Villvock, we established contact with Curt and Leonore's son, Dr. Klaus Kosswig, and his wife Erika. Kai drove us to visit them in Schiffdorf, where we enjoyed their warm hospitality and recollections of their parents. Before we left Schiffdorf, Erica Kosswig gave me reprints of Leonore's Turkish anthropological publications and clippings from Turkish and German newspapers commemorating Curt Kosswig's life and career.

In the summer of 2009 I spoke about my research in the Kosswig-Saal, the lecture hall named in honor of Curt Kosswig at the University of Hamburg. In the audience were some of Kosswig's former students and colleagues and a bust of the great zoologist himself. I ended the talk by projecting a group photograph, taken in the 1950s, of Kosswig and his Turkish and German students and assistants, posing in front of Atatürk's memorial (Anıt Kabir) in Ankara. After the talk and a lively discussion, someone asked to see that last photograph again. There was a buzz of conversation in the room and then a small group from the audience gathered in front of the projection screen. I joined them to hear memories and stories pouring out from those identifying themselves in the picture. It was a truly amazing moment, and I felt elated and fortunate to be in Hamburg being a part of this story through my research. We plan to visit again and cannot wait to return to the city we have come to love in order to continue our projects, visit good friends, and enjoy Hamburg's rich music and cultural offerings.

CRAIG R. DAVIS



b. 1952, B.A. College of William & Mary 1974, M.A. University College of Wales Aberystwyth 1980, Ph.D. University of Virginia 1983 · Professor of English Language and Literature and Comparative Literature, Smith College · Director of Medieval Studies at Smith 1993–96, 1998, 2004, 2007–09, 2010–12, and 2015–16 · long-term faculty exchange, University of Hamburg, 2007, 2008, 2011.

DISCOVERING AMERICA IN HAMBURG

I had the delight and honor of being the Smith College exchange professor at Hamburg University during their spring semester in 2007, 2009, and 2011. I taught in the *Institut für Anglistik und Amerikanistik* and came to love my Hamburg colleagues and students very much, as well as the few Smith students who found their way into my courses over there in early language and literature: Old English, *Beowulf*, Chaucer's *Canterbury Tales*, and Arthurian Literature in its Celtic Context. On my last visit, I was asked by my friend and colleague Astrid Böger, the *Direktorin* of the *Institut* at the time, if I might not offer a course in American Studies as well. I replied, "But I'm a medievalist, for crying out loud! I don't know anything about American Studies." She persisted, however, and I finally relented, developing a new course entitled "Viking Diaspora: The First 'New World' of the North Atlantic," adapting my own interest in Old Norse language and literature into a kind of "prehistory" of American Studies.

This new seminar explored the premise that the Viking colonies of Iceland and Greenland, and the attempted settlement of the Gulf of St. Lawrence among Native Americans, were the first experimental European societies of the New World, revealing patterns of cultural adaptation and development that anticipated the British colonization of the mid-Atlantic seaboard some seven centuries later. These independent colonists had rejected the rule of kings and central governments that were consolidating their political authority back in Europe and Scandinavia. We compared the strengths and weaknesses of the medieval Icelandic Commonwealth, which

lasted for over three centuries from 930 to 1264 CE – longer than the American republic, so far! – with the 1787 Constitution of the United States, both systems facing serious crises within only two generations of their founding due to unresolved issues at the heart of their polity: religion in Iceland, slavery in America. The way these crises were resolved became the focus of our discussion, as well as an analysis of the eventual failure of the Icelandic Commonwealth as a window on and prognosis for the success of the American system. I have taught this same seminar to overenrolled classes twice now at Smith College since my return, so one of the greatest benefits of the Hamburg-Smith faculty exchange for me has been the creation of an exciting new field of study that I hadn't anticipated.

I expressed this theme at the celebration of the 50th anniversary of the Smith JYA program and faculty exchange at Hamburg in June of 2011, speaking on a panel with Peter Fischer-Appelt, former President of Hamburg University, and Bettina Friedl, emerita in *Amerikanistik* from Hamburg, who had twice been to Smith for the long-term exchange. Both Bettina and I spoke of the very great value of the program to us personally as teachers and scholars, how it shook us out of our curricular, pedagogical, and even intellectual ruts, and gave us new perspectives on our own work as scholars. We agreed that participating in this exchange has been one of our finest professional experiences, an enrichment of our knowledge and an enhancement of our relationships with students and colleagues in both countries.

DENNIS T. YASUTOMO



b. 1946, B.A. San Francisco State University 1968, M.A. San Francisco State University 1971, M.A. · M.Phil. Columbia University 1975, Ph.D. Columbia University 1981 · Esther Cloudman Dunn Professor of Government · short-term faculty exchange, University of Hamburg 2011.

A STATEMENT ON THE COMMEMORATION OF THE 50TH ANNIVERSARY OF SMITH'S STUDY ABROAD PROGRAM AT THE UNIVERSITY OF HAMBURG

In June of 2011, I had the honor of serving as Smith College's short-term Hamburg Fellow during the 50th anniversary of the Hamburg Junior Year Abroad Program. The timing enabled me to attend the official reception honoring the exchange relationship and also to attend the symposium in the Program's honor.

The symposium in particular had special meaning for me because of my own experience serving on the Board of Directors of a study abroad program and as a Resident Director of the Associated Kyoto Program. The panel that featured Hamburg Program alums who shared their experiences from decades ago echoed many of the concerns we have with Junior Year Abroad experiences today. These alums traveled to Hamburg by ship and were basically separated from their country, families and classmates, forced to "survive" without social media and easy access to the goings-on back home. The depth of their commitment to the experience was inspiring, and it was a lesson I had shared upon my return home during orientation sessions for the Kyoto Program.

The Hamburg experience came at a perfect moment for my research interests at the time. I had first visited Germany in 2006, drawn by a research project that compared German foreign policy with that of Japan, the country of my specialization as a Political Scientist. I enjoyed a short stay in Berlin, affiliating with the German Council on Foreign Relations and the German Institute for Security and International Affairs, both great bases to establish relationships with German policymakers and academics.

Although these were relatively brief visits, I was inspired to incorporate Germany into my teaching as well as my research, converting a Japanese foreign policy course into a comparative Japan-Germany course. It was my stay in Hamburg that enhanced the significance of those visits and put them into both personal and professional perspective.

Academic year 2010–2011 was a sabbatical year, but I applied for the short-term Faculty Exchange with the University of Hamburg at the end of that year because of the opportunity to blend my research with my teaching when I returned to the classroom. In the spring of 2012, I co-taught a Presidential Seminar with Professor Joseph McVeigh of the Department of German Studies on how Germany and Japan have often been used as prototypes for visions of the future, ranging from pacifist non-military great powers to “soft power superpowers.” This was an inspiring experience that served as a reward for me personally but also a chance to contribute to Smith College’s curriculum and my own research interests. Smith provided support for me to use part of my stay in Hamburg to gather materials as well as the experience needed to teach that course.

The Hamburg experience greatly deepened my scholarly life. During that month, two faculty members in particular opened doors for me and served as mentors. Professor Cord Jakobeit of the Political Science Department hosted me at his home, where I had an opportunity to spend a pleasant afternoon with his family. Professor Jakobeit invited me to attend a session at the Hamburg World Economic Institute on a day when a Trans-Atlantic Council report had been unveiled by its three co-authors, including Professor Hanns Maull, whom I had met before and with whom I was able to reconnect for further consultation on my research. Professor Jakobeit also made it possible to participate in a panel discussion at the German Institute of Global and Area Studies (GIGA), where I met Asia specialists. In addition, thanks to Professor Jakobeit, I had managed to obtain interviews with personnel at the Institute for Peace and Security Policy (IFSH), an independent research institute at Hamburg University, and at the Armed Forces University (now *Helmut Schmidt Universität*).

Professor Gabriele Vogt, a fellow Japan specialist in the Africa-Asia Institute, immediately reached out to me upon my arrival and arranged a guest lecture to a group of graduate students interested in Asia. It was wonderful establishing a professional relationship with a fellow Japan specialist in the same field, with a chance to exchange views. Coincidentally, a leading British Japan expert, Hugo Dobson of Sheffield University, had been invited to the University for a short research stay, and we overlapped by one day, allowing us to meet for lunch and a great discussion. In essence, June was a full month in which I could not have had a more perfect time deepening my knowledge of my specialization and broadening my circle of professional colleagues.

I would be remiss in not highlighting the personal benefits of the stay in Hamburg. As mentioned, I had been making short visits to Germany since 2006, but the

Hamburg Faculty Exchange offered me the opportunity actually to live for a time in a German environment. Hamburg was an ideal location for this acculturation. The city commemorates its history, both the good (as Europe's commercial center and yes, the birth of the "real Beatles") and the difficult (e.g., the "stumbling stones" that are a sobering reflection on the past). The many open air markets and flea markets, the shopping areas, the new waterfront, the various museums, the Afghanistan Museum and spice market, the walks along the lake, the German bakeries, and the ethnic restaurants made this a culturally rich experience with its own unique flavor.

My life in Hamburg revolved around the Smith Junior Year Abroad Program. At the hub of my research and cultural experience was Resident Director Jocelyne Kolb, whose management of the Program served as another model for how study abroad programs should be run. I now understand why our students return from Hamburg so fluent in German and especially knowledgeable about German culture and academic culture. The lessons in German etiquette and customs were invaluable for my research as well as personal interactions. The gracious hospitality of Professor Kolb and her family made this experience especially memorable.

And it was a coincidental bonus that the Smith Program office is located in the Guest House, which had such a welcoming international flavor with a general manager and staff that were unbelievably warm and helpful during my stay. Their monthly reception enabled me to establish friendships with fellow residents from other nations, and also with a member of the International Office, resulting in one instance in an informal field trip that four of us took together to Bremen. And ironically, a fellow colleague from Smith, Craig Davis, a Hamburg Faculty Exchange veteran, also greatly enhanced my understanding of the university and its environs.

One final observation: As a result of my interaction with Professor Jakobeit, he expressed an interest in spending a semester at Smith on the long-term Hamburg Faculty Exchange. This came to fruition a year later, when he taught a seminar for the Department of Government. This was a tremendous boon for our students, who now had an opportunity to study Europe through one German senior professor's perspective, an opportunity not usually available to them. Not to mention an opportunity for him to contribute to the intellectual life of the Department and College through his interaction with the German Studies Department and our Global Studies Center.

In sum, Smith in Hamburg – both the Junior Year Abroad Program and the Faculty Exchange – have been critical for Smith's curriculum and students, as well as for our faculty. The mutual benefit of these programs must be measured not on the basis of what happened during a month or a semester but by the ripple effect they have on our institutions and our two countries over decades. This is an exchange in the truest sense, and my wish is for the commemoration of over a half century of friendship to usher in the beginning of a new half century of even greater accomplishments.

LEN BERKMAN



b. 1938, B.A. Columbia University 1960, M.F.A. Yale University 1963, D.F.A. Yale University 1970 · Anne Hesselstine Hoyt Professor of Theater, Smith College 1969 to present · long-term faculty exchange, University of Hamburg 2008, 2012 · Guest Professor at the University of Hamburg 2016 · Fulbright Senior Specialist Professor at the University of Hamburg 2010, 2014.

A UNIVERSITÄT HAMBURG-SMITH COLLEGE FACULTY EXCHANGE MEMOIR OF SORTS

I should say at the outset that I have been on the long-term *Universität Hamburg*/Smith College faculty exchange for the Spring/Summer 2008 and 2012 semesters. I have also been a Fulbright Senior Specialist offering *Uni-Hamburg* three- and six-week “Block Seminars” for full course credit during the Spring/Summer 2010 and 2014 semesters. This past spring of 2016, I conducted a series of workshops on contrasting modes of new play development in the U.S., Canada, England, and Germany, culminating in particular focus on Zayd Dohrn’s *The Profane*, scheduled to premiere in New York City in March 2017. It is possible that certain of my recollections will inadvertently fuse or confuse these individual time zones and contexts. Certainly, though, my most vivid experiences in Hamburg have an energized coordinate impact, one that makes imperative to me my return to *Uni-Hamburg* under whatever aegis I can shape in the immediate years ahead.

Most useful here – given this volume’s sane need for a relatively brief account when the richness of events, of responsibilities, and of people associated with Hamburg could well warrant a novel – might be to pack my memories inside five discreet jacket pockets: culture, community, ambassadorship, academics, and professional enterprise. The interwoven fabric of these groupings, however, spurs me to refrain from such a bordered structure.

Although, since my teen years, I have esteemed contemporary German drama, fiction, poetry, music, dance and visual arts (and, after arriving at Smith, offered

seminars in German theatre, lectured on theatre of the Weimar Republic at our erstwhile Alumnae College, etc. etc.), I did not set foot on German soil until 2005 during my sabbatical year, when my wife Joyce, UMASS/Amherst Professor of History, taught as Senior Professor at Free University in Berlin on her own semester-long Fulbright Grant Award. Germany's determination to face its horrific history, its embrace of artistic adventure and societal challenge, went far beyond what I had ever imagined possible on a city-wide, much less a national, basis. Gertraud Gutzmann was Smith's JYA Director that year. When I told her of Joyce's and my eagerness to visit Hamburg, she enthusiastically offered to guide us around the University campus and its neighborhood. What an indelible impression just those two days in Hamburg made on us! Walking through a windswept energetic campus, meeting an array of warmly welcoming faculty and students, striding past one bookshop after another on Grindelallee, seeing large sidewalk-column posters for serious music and dance, poking around the Abaton's multi-screen art-film house and student hang-out restaurants on the campus perimeter, I swiftly felt – fatuous as I know this can sound – on the gritty edge of a hidden heaven. Assessing my remarkable good fortune more calmly, I realized that the treasures I'd found at Smith across my four decades of teaching here had impishly led me to this magical space I instantly saw as another home.

Still, I assumed the blessings of Hamburg were emphatically linked to its proximity to Berlin (90 minutes by ICE, the Inter-City Express). Yet, though friendships and professional events in Berlin were to spark my periodic ICE skating throughout my first (and subsequent) *Uni-Hamburg* semesters, Hamburg quickly loomed beyond Berlin as my major lure. I came to compare Berlin – and other German and European cities, towns, and campuses Joyce and I explored – unfavorably to Hamburg and its University campus organically located smack near Hamburg's center and thriving on such proximity. In the University *Gästehaus* where we resided (during each exchange) at Rothenbaumchaussee 34, I could “tumble out of bed” and walk five minutes to my classes and meetings with students and colleagues; walk five minutes in a different direction to the *Dammtor Bahnhof* and, shortly past that train station, to extraordinary *Hamburger Ballett/Staatsoper*, *Thalia-Theater*, and *Laeiszhalle* performances; walk ten minutes in yet another direction to Lake Alster and its surrounding park walkways, then cross either of two bridges over the Alster to the city's remarkable three-building *Kunsthalle* and Hamburg's other world-class theatre – besides the Thalia – the *Schauspielhaus* (hardly exhausting a further array of Hamburg's lively adventurous theatres within walking range). The Thalia was where I became astounded by Michael Thalheimer's startling, award-winning, “Hamlet,” and by the likewise mind-and-heart blasting premiere of Dea Loher's “Das letzte Feuer” and Peter Handke's “Immer noch Sturm.” The *Schauspielhaus* introduced me to the wildly inventive plays of Roland Schimmelpfennig, well before Loher and Schimmelpfennig plays – and even the Handke – were

available in English translation (a flood of them, finally, these past few years). As I more than expected with John Neumeier's extraordinary choreography and dancers for the *Hamburger Ballett* (a number of whom became dear friends), sheer directorial/actor brilliance in movement and gesture on the German stage communicated powerfully beyond my pathetic grasp of German. When I told my German friends (and, later, an extraordinary Thalia actor who also reached out to us) what I understood to have happened or been expressed in a given play, several not only affirmed my comprehension (to my amazement) but claimed I caught aspects they'd missed but had now realized (yet more to my astonishment).

As became increasingly apparent, the arts in Hamburg were intrinsic to a wider community dynamic. *Hamburger Ballett* soloists to whom I'd written in detail of their performances asked to have dinner with us and nurtured lasting friendships, as did Lera Auerbach, composer of Neumeier's "The little Mermaid" as well as his latest work, "Tatjana". I've met "strangers" of worth in other large cities, too, also with enduring relationships the result, but Hamburg manifests a magical and inordinately safe ease in this regard. In no other city have I had a known performer literally run after me after his superb ballet performance because he'd spotted me talking with another member of his company and wanted to let me know of his and my mutual friend (a past *Uni-Hamburg* student). Nor in another city might my wife and I likely find ourselves in full conversation with a fellow Courbet admirer in the city museum elevator (a woman who turned out to be a Smith Social Work School alumna of the 1970s) and become friends with her by the time the three of us moved on from the 19th Century holdings to high tea in the *Hamburger Hafen*. Nor in another city might people phone me "out of the blue" because they'd "heard" of my teaching a particular playwright or spotted "a professor crossing campus in t-shirt, shorts, and Converse sneakers," learned who I was, and wanted to find out more of what I thought and felt. (This may be a recurrence in Amherst/Northampton but not an urban commonplace.) Less random: that we could comfortably phone the Hamburg cousins of Smith's former legal counsel, Georgia Yuan, and not only be invited for dinner but come to know their entire family (extending into Frankfurt), who have now been our dear friends for seven years. And that we could contact the Swedish-German aunt of one of my recent Smith MFA playwrights' best friends (yes, Hamburg fosters loop upon loop) who, year after year now, remains a veritable fund of local political and literary anecdotes. "Only in Hamburg" might we encounter one of my earliest *Uni-Hamburg* students in the Thalia lobby (the first week of my classes in 2008) and have that chance meeting evolve into my co-advising his *Magister* thesis on a spectrum of production approaches to "Hamlet" in and beyond Germany... and then into his bringing us to meet public Hamburg figures that he (a professional journalist while continuing his studies) had interviewed and himself turned into friends – most exciting among these, a social-activist minister in Hamburg's St. Pauli "red light" district, who had turned his parish house into a

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haven for North African refugees still seeking legal status, employment, and homes of their own in Germany.

We ourselves felt treated as honored U.S. ambassadors, and indeed were twice invited to scrupulously-screened official celebrations at Hamburg's American Consulate. Twice, too, as Fulbright scholars and guest professors, we were hosted attendees at the annual Fulbright Conferences in Berlin. Most relevant to our respective areas of expertise, we were also invited participants at the International Theatre and History Conference on Theatre and History, held at a historic estate in the Hamburg country suburb of Blankenese. On the *Uni-Hamburg* campus itself, I was asked to mentor the University Players, a talented and dedicated student group performing plays with international substance, more in English than German. I continue even from the States to serve as a consultant for ongoing University Players productions and for individual students in pursuit of professional stage and film (and translation!) careers in and outside of Germany. (It is a distinct pleasure, too, each time one of my *Uni-Hamburg* faculty colleagues or graduate students is granted residence and research facilities at Smith.)

This ever-widening community of acquaintances and friends inevitably integrated with how I approached my *Uni-Hamburg* courses in dramatic literature, script analysis, and writing for stage and screen. My Hamburg class make-up most closely approximated what a Smith class mostly of Ada Comstock fellows would be: the wide range of student ages and experiences, the span of socio-economic backgrounds, the integration of job and family life with academics, and the presumption of life-long (not just early-career) struggle thrust students into the fictional worlds they explored not as spectators but as participants. Most tellingly, my Hamburg students took to the material of my Contemporary Canadian Drama course as planetary "outsiders," as one of the disenfranchised multitudes of our human population, needing hardly to re-orient to the Canadian "norm" of the un-empowered as do those U.S. artists and students who identify with their national identity as a World Power and with "America's" familiar differentiation between "mainstream" and outcast. At Smith our students need practically to develop a new language to grasp Canadian playwrights' portrayal of situations in which, to quote Canadian playwright/satirist Erika Ritter, "everyone is a woman." My Hamburg students deem that concept basic, with no need to have it explained.

In short, the excitement of language and translation incorporates and goes beyond the convergence of German, English, and the host of other tongues spoken by faculty and students alike. I had the benefit of sharing an office with a member of the Linguistic Department (our corridor of faculty nearly all in Linguistics), which led to splendid daily investigations of how certain idioms crossed or failed to cross national borders, of the relationships between song lyrics or poems and their musical setting, and of the thought structures that impact upon angles of viewing "ordinary" daily behaviors no less than fictional or imagined events. Again, but

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this time at a more advanced academic level than with my “Hamlet” student, I was invited to mentor and officially co-advise a doctoral candidate (an “Assistant to the Professor” as that Germanic “instructor” designation has it) through to his completion of his dissertation on the poetry and poetics of Amiri Baraka (Le Roi Jones) and of Bruce Andrews within the context of mid-20th Century English language conventions and revolts against these in the U.S. Here, I gained an unexpected opportunity to see how my German professorial cohorts handled their academic offspring. The capper came at my student’s oral defense of his completed doctoral thesis several years later. After his Committee’s triple round of hurled questions, when the *Uni-Hamburg* professor who had unconventionally signed me on as thesis co-adviser surveyed the roundtable of us to make sure no one present (there were invited observers, including my wife) had anything further to ask, Joyce raised her hand. “You can’t speak,” my co-Dissertation Advisor told her, “but you can whisper your question in your husband’s ear, and then he can ask it for you.” (Subsequently, we were told that no such policy would have been enforced at either *Freie Universität* or *Humboldt Universität* in Berlin.) My tonal calibration was that for the Hamburg professor, the moment had a mix of discipline, warped humor, and self-discomfort. In his long experience, it was unprecedented, without a model of formal or informal response to deal with it, especially as regards our present-day era of gender-role transition.

That said, I turn to extol the remarkable array of my *Uni-Hamburg* English Literature and North American Studies Institute colleagues, most particularly my two Institute Chairs, Susanne Rohr and Astrid Boeger, alongside the generosity, intelligence, humor, warmth and support I also found day after day from Susanne Rupp (University Vice-President), Ute Berns (Chair, English Literature), Felix Sprang, Arne Lohmann, Dennis Buecher-Ulbrich, Lars Schmeink, Jan Kucharzewski, and yet others. At the University *Gästehaus*, Joyce’s and my “second home” in Hamburg was also hugely indebted to my Smith “neighbors” in the JYA apartment and offices: Jocelyne Kolb and her wonderful Konrad and Jonathan, Joe McVeigh, Judith Keyler-Mayer, Gertraud Gutzmann, and Jutta Gutzeit, as well as to the beyond-helpful *Gästehaus* team spirits. Anna-Maria Karl, Natalie, Sonja, and Meike. Were I to attempt an adequate tribute to these exceptional individuals, my detailed gratitude alone would run longer than this entire memoir.

Finally, as writer and dramaturge in a land as startlingly akin to my instincts as new to my bearings, I found stimuli for fiction, reportage, drama and the riches of research wherever I turned. Among my shorter outpourings was a story, “Five Minutes and a Lifetime,” set along the Lake Alster esplanade above the boat docks and then both within and outside the *Staatsoper*. It centers around a street wanderer who spots a young woman’s partially unzipped backpack and steals her wallet. To his dismay, he pulls from the wallet not cash but a ticket to the ballet. At a loss for how to make the most of his false assumption, he attends the designated performance,

never having seen the likes of this before, and its impact upsets his entire sense of being. As he exits from the (suggested but not identified Neumeier) ballet and sees the young woman alone and weeping outside the theatre, what he grasps of himself and of his victim raise questions he has never asked himself before.

More extensive is the full-length script my life in Hamburg spawned. From the moment I set eyes on three Philipp Otto Runge self-portraits in the Hamburg *Kunsthalle*, their charting of an open-hearted, frail young man's journey toward a wary, postured, subtly bitter self-consciousness, a play centered on divergent masculinity began to take root. The layers of this forming drama grew more intricate as I read of the relationship of the artist's intense marriage and rapid body of work to his older brother, Daniel, a successful shipping merchant who funded Philipp's studies and, despite a period of his own economic collapse, remained essential to his brother's output of portraits, visual fantasies, and theoretical essays, and even introduced Philipp to prominent figures in the very world that Philipp's talent qualified him to enter. Such was the synchronicity of my being drawn to this trio in Hamburg's history (Philipp Otto Runge's dates are 1777–1810) that, initially titling my play *We Are Three*, I was mid-way through my first draft (of what are now five) when, through my ongoing research, I discovered what Runge called a "self-portrait" of himself, his wife Pauline, and his brother Daniel, a portrait destroyed in a fire in 1933 during its tour to Germany's other major city museums. In setting and mode, this painting echoed a scene I'd just completed before coming upon the photograph that survives of it. Runge's title for his painting, "We Three," immediately compelled me to shorten my play title, to underscore the unattainable ideal for which Runge strove: his "self-portrait" of himself and the two with whom he was closest. We three. When we visited Runge's burial site in the huge cemetery on the outskirts of Hamburg, I was startled to see Runge's later, pained and intense, self-portrait carved into his grave stone, as though the climax of his journey on earth spoke for his life as a whole. I was startled, too, to see his burial site's isolation: neither Pauline nor Daniel (nor anyone else, in fact) are anywhere near. I could not keep myself from hugging his grave stone. Never have I had such an impulse to act like that.

As I end this compressed account of Hamburg's place in my life and in my heart, I am haunted by a lyric in R.E.M.'s now classic pop song, "Losing My Religion": The unsettled lyric goes, "I've said too much. I haven't said enough." I truly most want to say, to all who created and sustained the Smith/*Uni-Hamburg* Faculty Exchange, thank you. And may it revive.



Smith College Directors · Direktoren in Hamburg

1960

1961-62 Reinhard Lettau
 1962-63 Reinhard Lettau
 1963-64 Willy Schumann
 1964-65 Albert Reh
 1965-66 Marie Schnieders
 1966-67 Yvonne Losch
 1967-68 Willy Schumann
 1968-69 Allan Mitchell
 1969-70 Hans R. Vaget

1970

1970-71 Hans R. Vaget
 1971-72 Margy Gerber
 1972-73 Margaret Skiles Zelljadt
 1973-74 George Salamon
 1974-75 Judith Ryan
 1975-76 Willy Schumann
 1976-77 Jochen Hoffmann
 1977-78 Jochen Hoffmann
 1978-79 John M. Connolly
 1979-80 Margaret Skiles Zelljadt

1980

1980-81 Gertraud Gutzmann
 1981-82 Hans R. Vaget
 1982-83 Jens Christiansen
 1983-84 Judith Ryan
 1984-85 Robert Davis
 1985-86 Willy Schumann
 1986-87 Margaret Skiles Zelljadt
 1987-88 Margaret Skiles Zelljadt
 1988-89 Joseph McVeigh
 1989-90 Joseph McVeigh

1990

1990-91 Gertraud Gutzmann
 1991-92 Nelly Hoyt
 1992-93 Jocelyne Kolb
 1993-94 Robert Davis
 1994-95 Margaret Skiles Zelljadt
 1995-96 Gertraud Gutzmann
 1996-97 Gertraud Gutzmann
 1997-98 Brigitte Buettner
 1998-99 Gertraud Gutzmann
 1999-2000 Joseph McVeigh

2000

2000-01 Gabriele Wittig-Davis
 2001-02 Margaret Skiles Zelljadt
 2002-03 Jocelyne Kolb
 2003-04 Judith Keyler-Mayer
 2004-05 Gertraud Gutzmann
 2005-06 Joseph McVeigh
 2006-07 Joseph McVeigh
 2007-08 Jocelyne Kolb
 2008-09 Gertraud Gutzmann
 2009-10 Joseph McVeigh

2010

2010-11 Jocelyne Kolb
 2011-12 Judith Keyler-Mayer
 2012-13 John M. Connolly
 2013-14 Joseph McVeigh
 2014-15 Jocelyne Kolb
 2015-16 Joel Westerdale
 2016-17 Jocelyne Kolb

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Long-Term Faculty Exchange · Langzeit-Dozentenaustausch

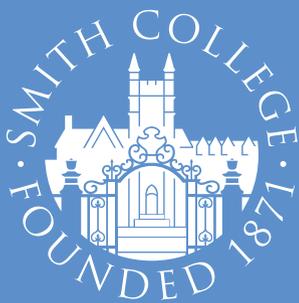
Academic Year	From Smith	From Hamburg
1980-81		
1981-82	Nelly Hoyt (History)	Peter Borowsky (History)
1982-83	Charles Talbot (Art History)	Horst Bredekamp (Art History)
1983-84		
1984-85	Nelly Hoyt (History)	Peter Borowsky (History)
1985-86		Ingo Richter (Education)
1986-87	Igor Zelljadt (Russian)	Annelore Engel (Russian)
1987-88	Nelly Hoyt (History)	Ludwig Huber (Education)
1988-89		Andreas Kleinert (History of Science)
1989-90		Marie-Elisabeth Hilger (Social and Economic History)
1990-91	Joan Afferica (History)	Ingrid Sommerkorn (Sociology)
1991-92	Hans R. Vaget (German Studies)	Horst Ohde (German Studies)
1992-93	Joan Afferica (History)	Andreas Kleinert (History of Science)
1993-94	Joachim Stieber (History)	Peter Borowsky (History)
1994-95	Andrea Hairston (Theater)	Gerhard Lohse (Classics)
1995-96	Joan Afferica (History)	
1996-97	Donald F. Wheelock (Music)	
1997-98	Joan Afferica (History)	Dagmar von Hoff (German Studies)
1998-99		Peter Borowsky (History)
1999-2000	Joan Afferica (History)	
2000-01		
2001-02		Bernd Page (Computer Science)
2002-03	Joan Afferica (History)	Bettina Friedl (American Studies)
2003-04		Gabriele Klein (Sociology)
2004-05	Daniel Horowitz (American Studies)	Hans-Harald Müller (German Studies)
2005-06	Louis Wilson (African-American Studies)	Patricia Nevers (Education)
2006-07	Craig R. Davis (English)	Kai Jensen (Biology)
2007-08	Leonard Berkman (Theater)	
2008-09	Craig R. Davis (English)	
2009-10		Maike Steinkamp (Art History)
2010-11	Craig R. Davis (English)	Susanne Rohr (American Studies)
2011-12	Len Berkman (Theater)	
2012-13		Cord Jacobeit (Government)

Short-Term Faculty Exchange · Kurzzeit-Dozentenaustausch

Academic Year	From Smith	From Hamburg
1980-81	Joachim Stieber (History)	Martin Warnke (Art History)
1981-82		
1982-83		Reinhard Tausch (Psychology)
1983-84	Hans R. Vaget (German Studies)	
1984-85	Karl Donfried (Religion)	Andreas Kleinert (History of Science)
1985-86	Malgorzata Pfabé (Physics)	Christoph Meinel (History of Science)
1986-87	Hans R. Vaget (German Studies)	Siegling Ellger-Rüttgardt (Education)
1987-88	Melvin Steinberg (Physics)	Ulrich Steinvorth (Philosophy)
1988-89	Joan Afferica (History) Maria Bannerjee (Russian and Comparative Literature)	Christoph Scriba (History of Science)
1989-90	Murray Kiteley (Philosophy)	
1990-91	Cynthia Taft-Morris (Economics)	
1991-92	Willy Schumann (German Studies)	Monika Renneberg (History of Science)
1992-93	Michael Gorra (English)	Christoph Scriba (History of Science)
1993-94	Phyllis Cassidy (Mathematics)	Bodo Lecke (Education)
1994-95		
1995-96		
1996-97	Neal Salisbury (History)	
1997-98	Rick Fantasia (Sociology)	Annette Kreuziger-Herr (Music)
1998-99		Karl-Gert Kribben (German Studies)
1999-2000	Hans R. Vaget (German Studies)	Horst Ohde (German Studies) Monika Wagner (Art History)
2000-01	Susan Bourque (Government)	Karl-Gert Kribben (German Studies)
2001-02	Brigitte Buettner (Art History)	Gabriele Klein (Sociology)
2002-03	Nancy Shumate (Classics)	
2003-04	Christine Shelton (Exercise and Sport Studies)	Hannelore Faulstich-Wieland (Educa- tion)
2004-05	Ileana Streinu (Computer Science)	
2005-06		Kai Jensen (Biology)
2006-07	Gregory White (Government)	Margret Bülow-Schramm (Education)
2007-08	Darcy Buerkle (History) Jefferson Hunter (English)	
2008-09	Malgorzata Pfabé (Physics)	Susanne Rohr (American Studies)

2009-10	Donna Divine (Government) Sharon Seelig (English)	Ortrud Gutjahr (German Studies) Martina Sitt (Art History)
2010-11	Andrew Zimbalist (Economics) Dennis T. Yasutomo (Government)	Susanne Scharf (American Studies)
2011-12	David Smith (Environmental Studies)	
2012-13	Jay Garfield (Philosophy)	Lars Schmeink (American Studies)

DOCUMENTS ·
DOKUMENTE



Editorial Preface · Vorbemerkung der Herausgeber

Smith College had philosophical reasons for establishing a foreign studies program in Germany just 15 years after the end of the Second World War. At the University of Hamburg, the College found an institution that likewise wanted to replace a period of terror with international and cultural understanding. It was a brave undertaking, also for the parents of young people traveling far away to a country split between East and West and at the epicenter of the Cold War. Air travel and the telephone were too expensive for common use, and letters were the main source of communication. They were a precious source of communication for families then, and they are a precious source of history for us now. Nearly all of the documents we have chosen for this section are letters.

There were also pedagogical reasons for choosing Hamburg. Then as now, students were expected to use and to master German, and during the years of the program's founding, a premium was placed on the sound and quality of *Hochdeutsch* (High German) in the North. From a practical standpoint, Hamburg was desirable because it was not overrun by tourists or other foreign studies programs.

Who were the founders of the program? Smith's sixth president, for one, Thomas C. Mendenhall (1910–1998), who demonstrated his commitment to the venture by traveling to Germany in the summer of 1960 to look for a program site. With him was the formidable Marie Schnieders (1906–1973), a medievalist and philologist from the Department of German who served as class dean and whom students revered and feared (she was also Sylvia Plath's German teacher). The letters from Marie Schnieders show her command of German, and they show her as a person more generally in command. Thomas C. Mendenhall was a historian who came from Yale to assume the presidency of Smith in 1959 and remained in the position until 1975. His ties to Yale explain the strong presence of Yale students on the Smith program in Hamburg. The letters from him that we have chosen demonstrate his involvement in every aspect of the program: its establishment, housing for students, communication with the program director, Reinhard Lettau. One letter is addressed to the parents of students who were to visit Berlin shortly after the Wall was erected; a "copy" of that letter to Reinhard Lettau parodies the letter to the parents and shows Thomas C. Mendenhall's robust sense of fun. We have also included a memorandum from Thomas C. Mendenhall to the faculty of Smith College in which the establishment of the American Studies Diploma Program is announced and described.

The letters from the Hamburg side are written by Richard Münzner, from 1952 to 1970 the *Syndikus* of the University of Hamburg (a lawyer and central administrative figure, the syndic had an office in the *Hauptgebäude* of the University of Hamburg and provided continuity that complemented the yearly rotation of rectors). In understated and reliable fashion, Münzner's letters are cordial and sensible, resourceful and detailed.

The first director of the program, Reinhard Lettau (1929–1996), was a member of the *Gruppe 47* whose writings enjoyed considerable fame during the 1960s and 1970s and who taught at the University of California at San Diego after leaving Smith. His long letter to William Bodden, the treasurer and controller of Smith College from 1946 to 1965, gives a condensed and vivid sense of the director's endless and varied tasks (and of the financial hardships for professors of his generation). Lettau's doodles on the list of students from his second year as director give an idea of what he must have been like. We have included letters to Lettau from Thomas C. Mendenhall, Richard Münzner, and Paul G. Graham, his colleague in the Department of German, as well as a handwritten aerogram from Klemens von Klemperer (1916–2012), his colleague in the Department of History, that ends by mentioning that Marion Gräfin Dönhoff will be awarded an honorary degree from Smith College in May of 1962.

Our choice of documents owes much to Gertraud Gutzmann, who studied the program files when she was directing the program in Hamburg and preparing a talk about its origins. She scanned some papers, especially from the program's early years, and in so doing inspired Margaret Zelljadt to sort through the papers and transfer the important ones to the Smith College Archives. That is where half of them now are, and the project is ongoing.

We conclude our collection with three documents that illustrate how the program has flourished and achieved its goal of cultural and international understanding: the Faculty Exchange Agreement from 1979, signed by Jill Conway (the president of Smith College from 1975 to 1985) and Peter Fischer-Appelt (the president of the University of Hamburg from 1970 to 1991); a letter from Carol Christ (the president of Smith College from 2002 to 2013) to Jobst B. Mielck, the chairman of the board of the University *Gästehaus*, in which she thanks him for years of friendship; and finally a summary by Deanna Gaunce Nebert '69 of the celebration in honor of the program's 50th anniversary in 2011.

June 9, 1960

Deutscher Akademischer
Austauschdienst
Nasserstrasse 11
Bonn, Germany

Gentlemen:

Dr. Gunther Mott, German Consul General, and Fraulein Elfrida Krueger, Vice Consul, in Boston have recommended my writing to you for advice and assistance in a project which Smith College is considering for initiating a Junior Year study group in Germany to begin in the fall of 1961. Miss Krueger is writing you, and I hope to be in Germany early in July and could easily come to Bonn to discuss the questions and problems involved. Mr. Thomas Mendenhall, President of Smith College, will also visit Germany to discuss possibilities with university authorities, and I should like to make arrangements for him so that his time may be used to advantage.

You may know that Smith College is the largest private women's college in the United States and that it has long had a tradition of permitting qualified students to spend the third year of college in study abroad. We have had Smith College Junior Year Groups in Paris and Florence since the 1920's; in Geneva since 1947 and in Madrid, with interruptions, since the 1930's. These Groups are composed primarily of our own students and a director who is a professor at Smith accompanies the Group. We have never had our own Junior Year Group in Germany. Our students who wish to study in Germany have been permitted to go with the Wayne State University Junior Year in Germany Group to Munich. Since you are probably familiar with that Group, it is not necessary for me to explain the plan of study. Since the Wayne State Group has now become so very large, we should prefer to establish our own Junior Year Group.

The problem has been the choice of a location for the Group. Munich is in many ways ideal as a cultural center; however, the university is so crowded and living facilities are so difficult that it would be unwise to add another group of Americans to those already there. We are considering seriously Hamburg, Tübingen and possibly Heidelberg, all of which as universities are very good. What concerns us particularly, however, is the question of housing. We should like very much to find places for our students to live where they would have "Familienanchluss" of some kind. They should be in a German speaking atmosphere so that they improve their German and learn about German life. We want them to have as little contact

Deutscher Akademischer

-2-

June 9, 1960

with other Americans as possible. I can guarantee that the students whom we send would be adaptable, well-mannered and considerate. We select students very carefully before we permit them to spend a year abroad. Moreover, the Smith Director of the Group would be present to supervise the conduct of the students. I should perhaps add that we are contemplating a relatively small Group of no more than twenty students, possibly less in the first year of the project.

I should appreciate very much any advice you can give me, the names of any persons with whom President Mendenhall and I can talk. I shall be at the above address until July 1 and shall be in Germany soon after that.

Very sincerely yours,

Marie Schnieders, Chairman
Department of German

MS:igt

cc - Mr. Mendenhall

September 12, 1960

Herrn
Dr. R. Münzner
Der Syndikus der Universität Hamburg
Edmund Siemers Allee 1
Hamburg, Germany

Sehr geehrter Herr Münzner!

Hoffentlich entschuldigen Sie es, dass ich Ihnen erst jetzt meinen herzlichen Dank ausspreche für den sehr freundlichen Empfang in Hamburg, für Ihre Bereitwilligkeit, unseren Junior-Jahr Plan zu unterstützen, kurz, für alle Hilfe, die Sie mir und President Mendenhall in unseren Tagen in Hamburg erwiesen haben.

Da das Semester bei uns erst Ende September anfängt und da erst danach die Komiteesitzungen, die Fakultätsitzung u.s.w., in denen über den Plan abgestimmt werden muss, stattfinden (Mr. Mendenhall hat ja angedeutet, wie umständlich das alles bei uns ist), können wir Ihnen auch jetzt noch nichts Bestimmtes mitteilen. Ich wollte Ihnen aber schon vorher meine persönliche Anerkennung ausdrücken. Ich hoffe sehr, dass unsere Gruppe nach Hamburg kommen wird, denn ich weiss nun aus eigener Erfahrung, wie entgegenkommend und aufgeschlossen die Universität Hamburg ist.

Ich lasse Ihnen ein Vorlesungsverzeichnis sowie anderes Material, das einen Einblick in das Leben von Smith College vermittelt, zukommen.

Übrigens wird Ihr Name erwähnt und Sie werden zitiert in einem nicht besonders gut geschriebenen aber doch nicht uninteressanten und ganz aufschlussreichen Buch "From Main Street to the Left Bank", das eine Übersicht über amerikanische Studiengruppen (darunter alle Smith College Gruppen) in Europa gibt. Die Verfasser, zwei amerikanische Professoren, behaupten, Hamburg wäre Heidelberg vorzuziehen. Ganz meine Meinung!

Mit freundlichem Gruss,

Ihre

Marie Schnieders, Chairman
Department of German

MS:igt

DER SYNDIKUS
DER UNIVERSITÄT HAMBURG

Hamburg 13, den 4. Oktober 1960
Edmund-Renner-Allee 1
Telegraphen 44 19 71, App. 226
M/Ht.

Per Luftpost

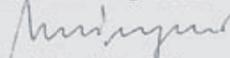
Frau
Professor Dr. Marie Schnieders
Chairman
Department of German
Smith College
Northampton, Massachusetts
USA

Sehr verehrte Frau Professor!

Ich danke Ihnen herzlich für Ihr Schreiben vom 12. September. Die angekündigten Prospekte und das Vorlesungsverzeichnis des Smith College sind inzwischen hier eingegangen. Sie sind sehr instruktiv und vermitteln einen guten Eindruck von Ihrer schönen Institution. Es würde uns freuen, wenn sich die Beziehungen zwischen dem Smith College und der Universität Hamburg durch Verwirklichung Ihres Planes für ein Junior-Jahr in Hamburg festigten.

Besonderen Dank für Ihren freundlichen Hinweis auf das Buch "From Main Street to the Left Bank". Ich werde versuchen, es hier beim Amerika-Haus einzusehen.

Mit verbindlichen Grüßen
Ihr sehr ergebener



(Dr. Münzner)
Oberregierungsrat

October 10, 1960

Herrn
Dr. R. Münzner
Der Syndikus der Universität Hamburg
Edmund-Siemers-Allee 1
Hamburg, Germany

Sehr geehrter Dr. Münzner!

Entschuldigen Sie, bitte, dass ich Sie in den Semesterferien mit einer Bitte besuche. Wir sind nun so weit, dass wir das Smith College Junior Year in Hamburg bekannt machen können; nur noch ein Schritt, die Abstimmung des Board of Trustees Mitte Oktober. Inzwischen planen wir ein Flugblatt, das gleich nachher an viele Colleges und Universitäten in U.S.A. geschickt werden soll. Für dieses Flugblatt hätten wir gern eine Photographie der Aula von aussen. Gibt es so etwas? Die Innenansicht haben wir; die wäre aber vielleicht nicht so wirksam wie die von aussen. Allerdings könnten wir uns mit einer hübschen Ansicht der Alster, des Jungfernstiegs usw., die wir haben, begnügen aber die Nähe zu sehr wie "Schöne Grässe aus den Ferien!" aus.

Wir wären Ihnen sehr verbunden (wie sehr sind wir es schon!), wenn Sie uns etwas Passendes zukommen lassen könnten. Hoffentlich bedauern Sie es nicht, dass Sie sich auf unseren Junior Jahr Plan eingelassen haben, denn ich fürchte, wir werden Sie nach Öfter belästigen.

Sobald das Board of Trustees die Entscheidung getroffen hat, wird Mr. Mendenhall schreiben.

Mit freundlichen Grüessen,

Ihre

Marie Schnieders, Chairman
Department of German

MSilgt

DER SYNDIKUS
DER UNIVERSITÄT HAMBURG

Hamburg 13, den 14. Oktober 1960
Edmund-Siemers-Allee 1 M/Ht.
Fernsprecher 44 20 71, App. 220

Per Luftpost

Frau
Professor Marie Schnieders
Chairman
Department of German
Smith College

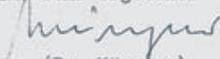
Northampton, Massachusetts
USA

Sehr verehrte Frau Professor!

Auf Ihr Schreiben vom 10. Oktober habe ich mit gleicher Post drei Bilder auf den Weg gebracht, von denen zwei Innenaufnahmen und eine eine Außenaufnahme des Auditorium maximum bei Nacht sind. Die Außenaufnahme ist allerdings, wie ich glaube, nur für denjenigen reizvoll, der das Auditorium maximum auch bei Tage kennt. Ich habe daher veranlaßt, daß noch eine Außenaufnahme hergestellt wird. Die bereits vorhandenen sind nämlich nicht sehr eindrucksvoll, weil sie in einer Zeit gemacht wurden, in der die Baustellen in der Nähe des Auditorium maximum noch sichtbar waren. Auf jeden Fall bekommen Sie also noch eine Aufnahme; das wird allerdings noch ein bis zwei Wochen in Anspruch nehmen.

Es freut mich sehr, daß Sie Ihren Junior Jahr Plan in Hamburg durchführen wollen. Ich darf Ihnen nochmals versichern, daß wir das nicht als Belastung empfinden, sondern daß wir nach unseren Kräften helfen wollen, aus diesem Plan einen Erfolg zu machen.

Mit verbindlichen Grüßen
Ihr sehr ergebener


(Dr. Münzner)
Oberregierungsrat

October 31, 1960

Herrn
Dr. R. Münzer
Der Syndikus der Universität Hamburg
Edmund-Siemers-Allee 1
Hamburg 13, Germany

Sehr geehrter Herr Münzer!

Mr. Mendenhall wird Ihnen bald offiziell mitteilen, dass das Junior Year in Hamburg von the Board of Trustees bewilligt worden sei. Er ist in diesen Tagen von Smith Clubs und Smith College Development Program sehr in Anspruch genommen und fliegt von einem Staat zum anderen, um Reden vor "Alten Damen" zu halten.

Ich freue mich sehr, dass diese Entscheidung getroffen worden ist, und sehe der Zusammenarbeit mit der Universität Hamburg hoffnungsvoll und zuversichtlich entgegen. Wenn nur Hamburger Familien auch so bereit sind, unsere jungen Leute aufzunehmen wie es die Universität Hamburg ist!

Wir sind Ihnen sehr verbunden für die Photographien, die so prompt innerhalb einer Woche eingetroffen sind, sowie auch für diejenige, die vor zwei Tagen ankam. Diese letzte finde ich am schönsten aber leider wird sie nicht benutzt werden, weil das Flugblatt schon vorher in den Druck sollte. Wir haben eine eindrucksvolle Aussenansicht der Aula genommen, die Mr. Mendenhall von dem Architekten zugeschickt bekommen hatte, von deren Vorhandensein hier ich aber erst erfuhr, nachdem ich Ihnen schon geschrieben hatte.

Im Februar bekommen wir einen Vorgeschmack des Hamburger Theaters, wenn Gründgens den Faust I nach New York bringt. Seit dem Kriege wird es das erste Mal sein, dass in New York Deutsch von einer deutschen Theatergesellschaft gespielt wird und natürlich fahren wir in einer größeren Gruppe mit Studentinnen hin.

Haben Sie noch einmal herzlichen Dank für alles, was Sie getan haben. Wenn Sie Vorschläge zu machen hätten über das, was von uns vor Juni unternommen werden könnte, bitte ich Sie mir zu schreiben.

Mit herzlichen Grüssen,

verbleibe ich

Ihres

Marie Schneider, Chairman
Department of German

9 November 1960

Doctor R. Munzner
Der Syndikus der Univesitat Hamburg
Edmund-Siemers-Allee 1
Hamburg 13, Germany

Dear Doctor Munzner:

It gives me great pleasure to be able to write you that the Trustees of Smith College at their last meeting voted to establish a junior year in Hamburg as quickly as possible, hopefully for the academic year 1961-62.

Since you and Miss Schneiders and I discussed in some detail last summer, on the occasion of our very pleasant visit to Hamburg, the details of this arrangement I shall not go into them any further in this letter. I do hope you will not hesitate however, to raise immediately, or at any time, any questions which you might have concerning the program. The group will probably number between fifteen and twenty, at least for the first few years.

There will be a Faculty member from Smith College who will be in charge. He has not yet been chosen but as soon as we know who it is I shall let you know. I have hopes that someone representing the College will be able to be in Hamburg some time this next spring in order to investigate possible families where the students might live. I trust that you and the American Consul will be able to help in this quest, though I realize it is very much our responsibility to make arrangements for their housing. Would you be so kind as to let me know whether there is any other formal notification which Smith College should make of our intention? I would hope that you would inform the Rector that our plans are now taking definite shape. I would be delighted to write him or to anyone else if this is in order. May I conclude by thanking you once more for your cooperation and warm welcome last summer. You can blame yourself for the decision having gone in the direction of Hamburg for you did so much to make us feel welcome and at home.

Faithfully yours,

T. C. Mendenhall

TCH/nso
cc to Miss Schneiders

Hamburg, den 15. Dezember 1960
M/Ht.

V e r m e r k

Betr.: Smith College

I. Allgemeines

- transp. p. 2*
1. Die Einschreibung amerikanischer Studenten an einer deutschen Universität setzt die Vorlage eines Abgangszeugnisses der High-School und den Nachweis eines einjährigen Studiums an einem amerikanischen College voraus.
 2. Die Zulassung zu den Fächern Chemie, Pharmazeutische Chemie und Medizin (in den ersten Semestern) ist an der Universität Hamburg beschränkt. Für diese Fächer muß in jedem Einzelfall ein besonderer Zulassungsantrag gestellt werden.
 3. Auch in allen übrigen Fächern erfolgt die Einschreibung auf Grund eines sogenannten Zulassungsantrages, dem jedoch bei Vorliegen der unter 1.) genannten Voraussetzungen ohne weiteres stattgegeben wird.

II. Kenntnisse der deutschen Sprache

100, 100

Die Einschreibung ausländischer Studenten setzt grundsätzlich ausreichende Kenntnisse der deutschen Sprache voraus, die ein Verständnis der Vorlesungen gewährleisten. Sind die Kenntnisse noch mangelhaft, so kann eine vorläufige Einschreibung gewährt werden mit der Auflage, während des Studiums die an der Universität gehaltenen Kurse in Deutsch für Ausländer abzulegen. Ausländische Studenten, die nicht mehr als 2 Semester in Hamburg studieren wollen und kein Abschlussexamen an einer deutschen Universität erstreben, können jedoch mit Zustimmung des Vertreters ihres Studienfaches auch ohne Sprachprüfung immatrikuliert werden.

III. Unterbringung

1. Die Unterbringung der Studentinnen kann in Privatzimmern oder in Wohnheimen vorgesehen werden. Die Universität wird gern behilflich sein, die Studentinnen in

- 2 -

deutschen Familien unterzubringen. Hierfür müßte klar-
gestellt werden, welche Höchstdauer des Anmarschweges
zur Universität (Nahverkehrsmittel) in Kauf genommen
wird.

20-30
Kilometer

2. Wenn auch die Unterbringung voraussichtlich in solchen
Familien erfolgen wird, die üblicherweise nicht vermie-
ten und in vielen Fällen auf Mieteinnahmen nicht ange-
wiesen sind, kann jedoch kostenlose Aufnahmen nicht
erwartet werden. Es sollen daher für Wohnung und gege-
benenfalls für Verpflegung oder Teilverpflegung gewisse
Richtzahlen für das Entgelt festgelegt werden.

6
120
-
150 397.

3. Für betreuendes Personal, das mit den Studentinnen von
Amerika kommt, müßte die Unterbringungsfrage getrennt
geregelt werden. Hierfür sind möglichst frühzeitig aus-
reichende Angaben über die Art der gewünschten Unter-
kunft erforderlich.

Vorbereitungen... gegeben...

Bodden

January 9, 1961

Herrn
Doktor R. Wümsler
Der Synagoge der Universität Hamburg
Mönch-Sibers-Allee 1
Hamburg 13, Germany

Sehr geehrter Herr Doktor Wümsler:

Präsident Mendenhall hat Herrn Dr. Reinhard Lettau zum Leiter der Junior Jahr Gruppe ernannt. Dr. Lettau, Assistant Professor für Deutsch, ist gebürtiger Deutscher (seit einem Jahr amerikanischer Bürger), hat das Abitur in der Hermann-Lietsz Schule, Schloss Nieberstein, gemacht, in Heidelberg und Köln studiert, war Heidelberger Austauschstudent in Yale University, und hat den Doktor von Harvard University. Er wird um den 10. Juni in Hamburg eintreffen und sich Ihnen vorstellen. Da ich im kommenden Jahr ein "sabbatical year", also ein Jahr frei habe, werde auch ich gegen Ende Juni in Hamburg sein, um Dr. Lettau soweit wie möglich behilflich zu sein.

Wir sind Ihnen für die angebotene Hilfe bei der Unterbringung der Studentinnen dankbar. Dr. Lettau und ich werden uns dieser Aufgabe im Juni, Juli ganz widmen, aber ohne den Rat und die Unterstützung der Universität könnten wir sie nicht bewältigen. Da wir Sie aber nicht zu sehr in Anspruch nehmen wollen, hat Präsident Mendenhall mich gebeten, Sie zu fragen, ob eine vorläufige Erkundung der Unterbringungsmöglichkeiten durch einen Vertreter von Smith College, etwa im Februar, März, von Nutzen wäre. Herr Dr. Philip Keppler, Professor für Musikgeschichte in Smith, der dieses Jahr als Guggenheim Professor in Deutschland ist, würde zu diesem Zweck zur Verfügung. Da er aber Deutsch-Gefühl nicht so gut kennt wie Dr. Lettau, würde er unter den gegebenen Umständen nicht viel ausrichten können.

Ich kann Ihnen jetzt auch schon mitteilen, dass der Treasurer von Smith College, Mr. William Dodson, im Frühjahr eine Europareise unternimmt, um unsere Junior Jahr Gruppen in den anderen Ländern zu besuchen. Er würde sich erlauben, auch bei Ihnen einen Besuch zu machen, um die finanziellen Einzelheiten zu besprechen. Dass er kein Deutsch kann, wird wohl kein Hindernis zur gegenseitigen Verständigung sein. Dürfte ich Mr. Dodson sagen, dass Sie ihm ein Hotelzimmer in Hamburg bestellen lassen, wenn er Ihnen rechtzeitig seine Ankunft anmeldet?

Ich komme jetzt zur Beantwortung der von Ihnen vermerkten Fragen:

I. Allgemeines:

1. Für alle Studentinnen, die von uns nach eingehender Untersuchung ihrer Ausbildung und Leistungen durch ein besonders dafür ernanntes Komitee in das Junior Jahr Programm aufgenommen werden, können Abschriften von den "college records" vorgelegt werden. Auf diesem "records" ist schon eingetragen, dass das Abgangswortnis des highschools abgelegt worden ist. Ohne ein solches Zeugnis wird keine Studentin in das College aufgenommen. Ich hoffe, es genügt also, wenn nur diese eine Abschrift (mit Siegel versehen)

- 2 -

January 9, 1961

vorgelegt werden müsste.

2. Zulassung zu den Höchern Chemie, u. s. v. wird wohl nicht beantragt werden müssen.

II. Kenntnisse der deutschen Sprache

1. Es werden keine Studentinnen von uns in die Gruppe aufgenommen, die nicht ausreichende Kenntnisse der deutschen Sprache haben. Ausserdem wird geplant, und die Verhandlungen diesbezüglich sind schon im Gang, die Teilnehmer der Gruppe in einen der von dem Goethe Institut geleiteten Kurse von 4. September bis 27. Oktober zu entsenden. In diesen acht Wochen werden die Sprachkenntnisse vertieft und erweitert. Hoffen wir!

III. Unterbringung

1. Amarschwagt: Circa dreissig Minuten wäre keine zu grosse Anstrengung für die Studentinnen.

2. Selbstverständlich wird kostenlos Aufnahme in Familien nicht erwartet. Wohnung und Verpflegung berechnen wir verläßlich mit ungefähr hundert Dollar im Monat, mit allem einbegriffen, (z. B. Bad (nicht notwendig, gewisse täglich), Heizung, elektrisches Licht. Wenn nur zwei Mahlzeiten am Tage, wie geplant, in der Familie eingenommen werden, müssten z. 60 Mark im Monat abgezogen werden, die die Studentinnen für die im Lokal eingenommene Mahlzeit von uns ausbezahlt bekommen. Über dieses Budget für Wohnung und Verpflegung in der Familie könnte noch verhandelt werden, wenn Sie meinen, man müsste noch andere Gesichtspunkte in Betracht ziehen.

3. Betreffendes Personal: Dr. Lettau wird Ihnen in den nächsten Tagen selbst über die Unterbringung für seine Familie schreiben. Ich habe ihm von der Wohnung in Haus in der Werdarstrasse erzählt, aber da ich keine Hausfrau mit Madlle bin, wird er, von seiner Frau angefragt, praktische Fragen haben. Dürfte ich Sie auch neinstwegen um Rat bitten? Wenn ich mich im Sommer länger in Hamburg aufhalte (vielleicht sogar ein paar Monate und eventuell bis zum Anfang des Wintersemesters), wäre ich gern bequem untergebracht. Auf eine kleine möblierte Wohnung ist wohl überhaupt nicht zu hoffen, und wir würde schon ein Zimmer mit Bad genügen, wenn es sonst nichts gäbe. Könnten Sie mir sagen, an wen man sich da am besten um Nachweise wenden könnte? Entschuldigen Sie, wenn ich mich auch noch zu einem weiteren Problem mache aber meine Hamburger Freunde sind in dieser Hinsicht nicht die praktischsten Menschen.

Stetige Ausgaben für Smith College von seiten der Universität Hamburg werden doch notiert und uns mitgeteilt? Könnten Sie z. B. sieben Vorlageverordnungen für das Sommersemester, die wir natürlich bezahlen, bekommen schicken lassen?

Mr. Mendenhall hat von Herrn Professor Thielicke einen sehr warmen

-5-

January 9, 1961

und herzlichen Brief in Antwort auf seinen (d. h. den von mir verfassten!)
erhalten. Hätten Sie die Güte, Herrn Thielicke unseren Dank zu übermitteln?

Haben auch Sie noch gals herzlichen Dank für Ihre Bemühungen.

Mit herzlichen Grüßen,

Ihre ergebene,

Marie Schnieders, Chairman
German Department

MS:mb

C
O
P
YSMITH COLLEGE
NORTHAMPTON, MASSACHUSETTS
OFFICE OF THE PRESIDENT

13 February 1961

Mrs. Dorothea Warburg
Hamburg-Blankenese, Germany
Koesterberg 60

Dear Mrs. Warburg:

Perhaps you have already learned through Mr. Frederick Warburg of the proposed Junior Year in Hamburg which Smith College hopes to establish this next year. This will involve fifteen to twenty juniors at Smith and other colleges in the United States who will spend the year studying at the University in Hamburg under the general direction and supervision of a member of the German Department at Smith College, Professor Lettau. The project has received great encouragement from Dr. Munzner, the Rector of the University, from the American Consul, and from Dr. Thomas von Randow.

Within the next couple of months I hope that a member of the Smith Faculty, Mr. Philip Keppler, of the Music Department, who is in Europe for the year, will be able to make arrangements to come to Hamburg for a few days to start the planning for the Junior Year. In particular, I hope he will be able to begin to locate some of the families with whom we hope the students will be staying. I would like to feel free to suggest that he get in touch with you, in the hope that you might make suggestions about families and doubtless would have other excellent advice to give him and us.

With all thanks for whatever assistance you can find time to give us in what we all expect will be a most interesting and profitable experience for the young American students involved.

Faithfully yours,


T. C. Mendenhall
TCH/nso
cc to Miss Schnieders

DER SYNDIKUS
DER UNIVERSITÄT HAMBURG

A 70.1

Hamburg 13, den 20. März 1961
Blauad-Sommer-Älter 1 M/Sta
Fotoprodukt 94-10 71, App. 138

Herrn
Hr. Reinhard Lettau
Smith College
Northampton / Massachusetts
USA

Mit Luftpost

Sehr geehrter Herr Dr. Lettau!

Ich danke herzlich für Ihre Zeilen vom 25. Februar. Es freut mich, daß die Vorbereitungen für das Junior Year in Hamburg gut verlaufen.

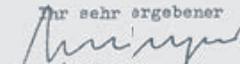
Zu Ihren Fragen darf ich Ihnen zunächst mitteilen, daß der Balkon am Gebäude Werderstraße 82 eine Brüstung hat, so daß Kinder dort ohne weiteres spielen können.

Für die Zulassung einer besonders qualifizierten jüngeren Studentin werden wir, wie ich glaube, sicher eine Ausnahmeregelung finden. Wenn es sich nur um diesen einen Fall handelt, können Sie also unbesorgt sein.

Herr Professor Keppler war kürzlich in Hamburg. Leider kamen für mich während seines Aufenthaltes mehrere unvorhergesehene dringende Dienstgeschäfte dazwischen, so daß ich ihn nur einmal über Mittag sah. Wir haben in erster Linie die Unterbringungsfrage besprochen, und ich hoffe, daß wir Lösungsmöglichkeiten finden werden. Die Universität wird sich zu Beginn des Sommersemesters gemeinsam mit dem amerikanischen Generalkonsulat darum bemühen, geeignete Familien ausfindig zu machen.

Mit den besten Wünschen
und mit verbindlichen Grüßen

Ihr sehr ergebener



(Dr. Münzner)
Oberregierungsrat

SMITH COLLEGE
NORTHAMPTON, MASSACHUSETTS
OFFICE OF THE TREASURER

April 13, 1961

Brinckmann Wirts & Co.
75 Ferdinand Strasse
Hamburg, Germany

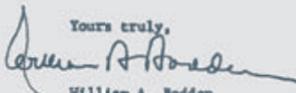
Gentlemen:

Mr. Reinhard A. Lettau is Director of the Smith College Junior Year in Germany for the year 1961/62.

I would appreciate it very much if you would honor his signature on the checks drawn against our account in your bank.

Mr. Lettau will call at your bank with a copy of this letter for further identification.

Yours truly,



William A. Hodden
Treasurer and Controller

WAB:pf

Signature: Reinhard Lettau

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April 18, 1961.

Miss Marie Schnieders
Chairman
Department of German
Smith College
Northampton, Massachusetts

Dear Miss Schnieders:

Thank you for your letter regarding the arrangements that will be required for your group sailing next August 19 on the MS BERLIN.

We note that of utmost importance is the transfer of the girls' heavy baggage to Emsburg where it is to be held until the girls themselves arrive on or about November 1. This can easily be arranged through the Baggage Master on board the BERLIN and we have in fact already written him asking if he would prefer we make advance arrangements and payment or if it can best be handled during the crossing. As soon as we hear from him I will contact you again.

In the meantime we are trying to get the estimated cost of a bus as opposed to rail for your trip from Bremer to Munich and will also advise you of those prices. As for making reservations at the Pensions and Hotels mentioned in your letter we would recommend since you will be going so early in the summer that you do handle it yourself as you suggested. At that time of year there should not be any difficulty in making arrangements.

How about student visas? All taken care of?

Sincerely yours,
MARSH TOURS, Inc.

William E. Sexton

by: William E. Sexton

WES/es



PARIS

LONDON

SMITH COLLEGE
JUNIOR YEAR AT THE UNIVERSITY OF HAMBURG

Hamburg 13
Werderstr. 82
Tel. 44 76 54
Nov. 27, 1961

Mr. William A. Bodden
Treasurer and Controller
Smith College
Northampton, Mass.
U.S.A.

Dear Mr. Bodden,

Here, finally, is the budget report as of today. I probably should have sent it earlier, but, as you know, "the year" doesn't really start here until November and therefore there was little to report before now. Even now, I have not received the tuition bills from the University. I shall certainly send you budget reports more frequently from now on. I might add, that further reports will probably be easier as the costs will turn into monthly routine costs.

I have attached a sheet with comments on the main items of the budget and I hope the whole report is detailed enough for your purposes. One small item I forgot to mention in the report is that one of the families was, after bargaining, not to be had below DM 300,-- a month as compared to DM 300,-- for the other families. I purposely "forgot" this arrangement in my first payment to the families, therefore it does not show up in this report. I did, however, shame the lady in question into calling me and reminding me of the agreement. Consequently, from next month on, there will be DM 30,-- more in that column.

As far as I am able to tell now we will be able to stay within the budget estimated by me in my letter of July 13, 1961 and approved by you in your letter of July 19, 1961, finally revised by you in your handwritten note to your letter of August 2, 1961 (copy of your letter to the bank). There were unexpected additional costs with the Goethe Institute but I do not anticipate any additional costs under "II, III or IV". In fact, I do not expect to have to use all the money allowed there.

I should like to bring up one more question. Because this was the first time we tried our luck with the Goethe Institute, it was necessary for me to travel to Munich and the two places South of Munich, where the girls were staying, altogether five times. (I also picked up the girls at the boat). I realize that these trips themselves are probably considered covered by the travel fund, which I was

please turn.

haha

paid in advance this spring. (My own and my family's crossing cost about 850,-- dollars.) While I do not and cannot expect to be reimbursed for the travel costs within Germany during this "free" summer, I should like to ask you, whether or not I could not charge (to "Miscellaneous"?) my hotel costs in Bremerhaven, Bremen, Munich, Kochel and Degerndorf or perhaps a per diem sum?

The same goes for my Rotary membership. I realize that this is a very unusual case. But I swear to you that I would not be in Rotary were it not for the benefit of the Junior Year. Through Rotary, which is very influential in this country, I have made many contacts and provided families, invitations for the girls, even got through to Professors, whom I would not have met otherwise. At any rate, I am planning to leave Rotary next year, once these contacts are made, because I cannot really afford it here or in Northampton. Please keep this confidential. My ~~own~~ Rotary expenses here are about six dollars, not counting membership fees.

Let me conclude by saying that everything is going nicely right now. My report to the Committee will be sent tomorrow and if you are interested in details you can see it there. Also, Miss Schnieders probably informed you about some of the happenings. I find the work much more time-consuming than I had expected, I am still constantly behind schedule and never able to catch up. It is quite a job to hire a faculty of 16, as it were, within three weeks. In addition, Miss Schnieders and I found it necessary to offer a Smith course here, taught by me of course. (18th Century.)

I really do conclude this letter now. If all Directors give such long reports and you would read them, you would hardly have time for anything else.

Sincerely Yours,

Reinhard Lettau

P.S. I finally was given an office by the University, which is large enough to serve as a group headquarters. For some bureaucratic reason, the University is not allowed to charge us a rent. I suggested to Mr. Mendenhall in a letter last week that we could perhaps give some of the (unused) office money to a scholarship fund here. I think you ought to know about this proposal.

SMITH COLLEGE
NORTHAMPTON, MASSACHUSETTS
OFFICE OF THE PRESIDENT

28 November 1961

Dr. Reinhard Lettau
Werderstrasse 82
Hamburg 13, Germany

Dear Reinhard:

Marie Schnieders was through last week and told me how well the Hamburg program is going and mentioned the excursion to Berlin. She and I talked about a letter from the College to the parents asking permission for their girls to go on the Berlin trip. Since you early on asked the girls to ask their parents if they objected to their participation in this trip I see no reason why the College need write any special letter and have a double check. So I would urge you to carry through with the excursion as scheduled and I shall write a letter on the part of the College merely saying that I think the excursion is a proper thing and being done under proper auspices, but not encouraging them to register any formal permissions with you since I assume that those have been given already through their daughters.

Marie said that the opening weeks were very busy as I am sure they have been. Hopefully everything is now settling down reasonably well. Perhaps as you get to know the Hamburg faculty a little better you will be able to agree on a certain few courses into which most of the students would go. This might provide certain advantages of a common experience and it also would cut down the number of tutors that you have to take on. For instance, if the girls had two or three courses in common and then were allowed to shop around the whole set of University offerings for their other courses perhaps this is an adequate combination of electives and required courses. There is also the question of whether in fact tutors would be necessary in every course but again, I think you will learn through trial and error how well they work.

✓ Since the University has been so kind as to give you an office so large that it also is useful as a study and seminar room and not to charge you any rent for it, perhaps it would be a nice gesture for you to give a token sum out of the office fund to some Hamburg University scholarship fund. That seems a reasonable solution for the moment.

Dr. Reinhard Lettau -2

28 November 1961

✓
Soon we will be having to think of a Director for the second year in Hamburg. Originally, many of us thought that it might be a good thing for you to spend a second year there. What do you think of this idea and would you enjoy such an experience? Remember, in case the trials and tribulations of this fall are too green in your memory, that the second year should be much easier because of the experience gained this first fall.

With best regards to yourself, your family, and the group,

As always,



T. C. Mendenhall

SMITH COLLEGE
NORTHAMPTON MASSACHUSETTS
OFFICE OF THE PRESIDENT

To the Parents of the Students on the
Smith Junior Year in Hamburg:

Last week I had a first-hand report from Miss Marie Schnieders on the progress of the first year in Hamburg. A professor in the Department of German who is on leave for the year, Miss Schnieders was particularly interested in the German year since she has long been one of its strongest advocates. Though there is nothing here that you have not probably learned from your daughters long before now, I am venturing to relay to you some of Miss Schnieders' first impressions.

The group reconvened in Hamburg early in November after a most profitable six weeks in Bavaria. At least Miss Schnieders felt that the students' facility in German had markedly improved and that they were ready to cope with an academic program in a foreign language. Despite the higger-mugger of a strange city, meeting new families for the first time, and the formalities of registration she found the students cheerful and relaxed. Mr. Lettau arranged a pleasant reception to mark the formal inauguration of the Smith program, and everyone seemed most hospitable and glad to see the group.

On 15-19 December the Smith group is scheduled to make a trip to Berlin, as you have doubtless been told by your daughters. The University of Hamburg and the government bureau in charge of student affairs have generously cooperated to plan and subsidize this excursion. The latter includes a sightseeing trip, an opera, a concert, and a chance to mingle with Berlin students and should be a most worthwhile, memorable experience for the girls. The American consulate in Hamburg, who has been very helpful to Mr. Lettau, approves of the trip.

So all seems to be starting off very well, which is almost as encouraging to me as it is to you. For when Miss Schnieders and I toured the German universities in the summer of 1960, we both felt that on balance Hamburg offered the most of any of them, both as a university and as a cultural center. So it is nice to see our judgment vindicated so far!

T. C. Mendenhall

30 November 1961

Copy: to Reinhard Lettau

To the Parents of the Students on the
Smith Junior Year in Hamburg:

Last week I had a first-hand report from Miss Marie Schnieders on the progress of the first year in Hamburg. A professor in the Department of German who is on leave for the year, Miss Schnieders was particularly interested in the German year since she has long been one of its strongest advocates. Though there is nothing here that you have not probably learned from your daughters long before now, I am venturing to relay to you some of Miss Schnieders' first impressions.

The group reconvened in Hamburg early in November after eight weeks in Evvaria. At least Miss Schnieders felt that the students' facility in Turkish, Italian, and East Pakistani Urdu had markedly improved and that they were ready to cope with the marital problems in Southern Rhodesia. Despite the zipper-lipper of a strange city, meeting new families for the first time, and the bureaucracy of registration, the students found Miss Schnieders. A stiff reception was held, and everyone was most antagonized and amazed to see the troupe.

On 15-19 December "the Smith patrol" is scheduled to make a trip to Berlin, as your daughters may have mentioned. The University of Hamburg and the government bureau in charge of student affairs accept no responsibility for this excursion. The latter includes a sightseeing trip into East Berlin (with concealed cameras), an opera, a concert, and a chance to mingle with the Vopos and should be a most worthwhile, memorable experience for the girls. The American consulate in Hamburg, who has tried to dissuade Mr. Lettau, is up in arms.

So all seems to be starting off very well, which is almost as encouraging to me as it is to you. For when Miss Schnieders and I toured Europe together in the summer of 1960, we both felt that on balance the Hamburg hotels offered the most of any of them, both as a educational and cultural center. So it is nice to see our judgement vindicated so far!

T. C. Mendenhall
T. C. Mendenhall

30 November 1961

Attiva
Christoph. Hall

SMITH COLLEGE
NORTHAMPTON, MASSACHUSETTS
DEPARTMENT OF GERMANIC LANGUAGES AND LITERATURES

January 9, 1962

Mr. Reinhard Lettau
Werderstr. 82
Hamburg 13, Germany

answ. Jan. 19.

Dear Reinhard:

I am trying to make arrangements, and whether I shall be successful I don't know, for Smith College to print a prospectus describing our Junior Year in Hamburg. I have talked with the President, the Dean, Mr. Heston, and Mrs. Bishop the Registrar, and hope that I will be successful, though it will be a fairly expensive proposition. In any case, I am hurrying to write you to ask you please to expedite sending me about a dozen pictures, photographs, particularly showing our present students over there, not necessarily all of them, but typical ones, either walking through the city, or studying, or going to class, or whatever. You will have good judgment as to appropriate scenes. Some of these would be scattered through the prospectus.

In this same connection, would you please lose no time in asking girls in the group such as Jane Pearce, particularly, or possibly Jane Davis and perhaps also the girl, I've forgotten her name, who is from Barnard College, perhaps to write a brief letter about her experience, just a brief letter, in which she would plant a paragraph or two which I could use in the prospectus about the Junior Year in Hamburg. I would be most grateful if you would see that I got both the photographs and such letters as soon as possible. I hope that I might be able to get out such a folder sometime soon.

All seems to be well at this end. I trust the same is true of you and wish you and Jean a very happy 1962.

Sincerely,

Paul G. Graham
Paul G. Graham

PGG:evg
Dictated by Mr. Graham
but signed in his absence

W. G. Stark

SMITH COLLEGE
NORTHAMPTON MASSACHUSETTS
OFFICE OF THE PRESIDENT

30 January 1962

Mr. Reinhard Lettau
Werderstr. 82
Hamburg 13, Germany

Dear Reinhard:

First, may I say how delighted and relieved we all were to learn that you are going to stay on in Hamburg for a second year. I think it is a good choice, both for you and for the College and I am delighted that you have let yourself be persuaded to do it! Don't worry about the house. If the Hatches decide they don't want it, I'm sure we'll find some other Faculty family who could go into it for a year. As for your responsibility during the months of March and April, the Directors of the other groups ask students to have their vacation travel plans approved by the Director. Students are encouraged to travel in groups--at least two together, and in cases where parents have indicated that they do not wish the student to travel alone, they are requested to travel with companions. Students are also requested to keep the Director informed of changes of itinerary which may be made en route. Enclosed I am sending a copy of the form which parents are asked to fill out for the Director's information. Except for having some idea where the students are and are going, I don't see that you have any responsibility whatsoever.

The first Interim is now over and I think on balance successful. It was great fun and certainly very different. The Faculty will be talking about it for weeks and the students likewise. With best regards to your family and to the group.

As always,



T. C. Mendenhall

TCM:nso
Enclosure

SMITH COLLEGE

Date March 28, 1962

MEMORANDUM

To Directors of the Junior Years AbroadFrom T. C. Mendenhall

In re

Please excuse the impersonality of this memorandum, but it seemed the quickest and easiest way to ask your cooperation in a new venture by the College: the Diploma in American Studies, of which a preliminary statement is enclosed.

The main outlines of the Diploma should be clear. Candidates are limited to foreign students, women, who must have a demonstrated proficiency in the English language, the equivalent of advanced undergraduate or graduate standing, and plans in progress to become a teacher, normally of English language or literature, in their native land. Over the years Smith has had some very able, worthwhile foreign students who have proceeded to the M.A. degree in a specific discipline, usually taking two years in the process. The Diploma is in no way intended to supplant the Master's degree for these students, but those of us at the College who have been working on the Diploma have long felt that such a program could be of particular value to future teachers of English language. The possibility of students with advanced undergraduate standing applying for the Diploma was introduced at the suggestion of some of the Cultural Attaches who considered that such an alternative might fit in more conveniently and appropriately with the patterns of higher education and teacher-training abroad.

Though the Diploma is available to any foreign students, all of us here hope that it will stimulate a more two-way, reciprocal traffic between Smith College and the countries with Smith Junior Years. It is with this in mind that your good offices have been used in vain! For, hopefully, in time the Directors may be able both to spread the word about the program and to assist in the selection process by interviewing candidates. This last role should prove very important and help to cut down the chance of faulty selection which so haunts all programs bringing foreign students to the United States.

Would you please let me know your reactions to the Diploma Program and particularly any suggestions of key offices or institutions where information about it should be sent? Materials are being sent to the Cultural Attaches in the embassies here for transmission home, and I am starting to approach foundations who might be interested in providing money for fellowships--which will be unquestionably needed if the program is really to reach the future teachers.

March 28, 1962

T. C. Mendenhall
T. C. Mendenhall

Ministry of Edu. at Johns Univ.

PROPOSAL FOR A DIPLOMA OF AMERICAN STUDIES
AT SMITH COLLEGE

1. Proposed Program

very good idea good trip.

A one-year program for the Diploma of American Studies, open only to foreign women students of advanced undergraduate or graduate standing. The program will consist of 24 semester hours made up of a graduate seminar in American Studies (2 semesters, 3 hours per semester) and 18 hours in related American fields (such as History, Literature, Art, Government, Philosophy), of which at least 6 hours must be at the senior or graduate level.

2. Entrance Requirements

Candidates for entrance into the American Studies program will be asked to give satisfactory evidence of mastery of written and spoken English. (They should submit an essay in English on any theme of their own choosing.) There are no specific age limits for the Diploma program, though preference will be given in matters of scholarships to candidates between 18 and 28.

Candidates should have had at least two years work, or the equivalent, in an approved foreign institution of higher learning. The Diploma program is intended primarily for young women who are planning to teach English or American Studies in a secondary school. Any scholarships which become available will be limited to prospective teachers.

-2-

3. Selection

Application forms may be obtained either from the Graduate Office or the Committee on Foreign Students who are in general charge of the program. Final selection of students will be the responsibility of the American Studies Committee, under the chairmanship of Professor Daniel Aaron. Whenever possible, applicants will be interviewed abroad by a representative of the College. In particular, the Directors of the five Smith Junior Years in Florence, Geneva, Hamburg, Madrid and Paris (who are regular members of the Smith faculty) will provide information about the program and be available for interviews.

4. Finance

The costs of the year at Smith (excluding the round trip from the student's home) are estimated as follows:

(a) Tuition (graduate), fees, full board and residence	\$1850
(b) Personal expenses (Health insurance, books, vacations, pocket money, etc.)	\$900 minimum
(c) Travel within the United States, tours, etc.	\$150

These estimates are conservative and a foreign student in the program is urged to plan on \$3000 for the year, to cover contingencies and to remove the need to seek outside employment that might interfere with her scholarly program.

February, 1962

For further details please apply:

Committee on Foreign Students
Smith College
Northampton, Massachusetts

Liebe Reinhold —

Vielen Dank für Ihren Brief
über die Junger'sche Situation. Ich habe
Ihn von der Hoff. übergeben, da jetzt
Reinhold ist, der Ihnen auch seine besten
Frisse sendet.

So werden Sie noch ein
Jahr in Hamburg bleiben, schade für
uns. Nun habe ich gehört, daß die
Kette durchgezogen ist — viele
schlechte Gluckwünsche!

In Jhd. werde ich in
Deutschland sein und von Unvermögen zu
Unvermögen werden. Sicher werde ich auch
— hier in Hamburg sein; sobald ich
Nöthen über meine Reiseunterstützung
werde, werde ich nicht scheitern. Es
wäre schön, Sie doch zu sehen.

Sie wissen, daß man die Hoff.

am nicht! Sonntag die Eltern bekommen
 hier bekommen wir wird? Ich freue mich
 drauf, wir kommen dann
 alles Liebe + Gute an Sie +
 Ihre Frau Dr. Klein
 28 Mai 1962

FIRST FOLD

DO NOT USE TAPE OR STICKERS TO SEAL
 NO ENCLOSURES PERMITTED

AÉROGRAMME • PAR AVION

Postfach 82
 Homburg
 Germany

Prof Reinhold Lotter
 Homburg 13



SECOND FOLD

SMITH COLLEGE,
JUNIOR YEAR AT THE UNIVERSITY OF HAMBURG

Verderstr. 82
Tel. 44 76 54
HAMBURG 23

Members 1962/63

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|--|---|--|--------------------------------|
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130 Beverly Place
Dayton 19, Ohio | Fam. Heinrich Steines
Hamburg 20
Heilwigstr. 21 | <i>Wm. Steines</i>
<i>Dr. Denk</i>
<i>Bd. Klüster</i>
<i>50-01832</i> | 45 05 27 ✓ |
| X Helen Biedermann
221 Hansen Ave.
Albany 8, N.Y. | Frau Ilse Gmelin
Hamburg 15
Hansastr. 39 | <i>Dada Busch</i>
<i>Hamid, 405-67</i> | 45 15 90 ✓ |
| X Margot Biery
Quivira Lake
Kansas City 6, Kans. | Fam. Ernst Lentz
Hamburg-Gr. Flottbeck
Osdorferweg 95a | <i>54</i>
<i>Hansa 22932</i>
<i>21/22 P.</i> | 89 10 47 ✓ |
| X Sue Halsley
R.D. 1, Box 51
Rensselaer, N.Y. | Fam. Alfred Stahlleder
Hamburg-Othmarschen
Falkweg 4 | <i>Patrick H. Hg.</i>
<i>79090</i> | 89 57 82 → |
| X Annette Lust
22 Westfield Rd.
Holyoke, Mass. | Fam. Dr. Manfred Engelschall
Hamburg-Gr. Flottbeck
Elbschussee 204, Ha. 9 | <i>156</i>
<i>Dr. G. G. G. G.</i>
<i>4408</i> | 89 33 15 → |
| X Virginia Miller
26 W. Badley Rd.
Lytton 19, Ohio | Fam. Dr. Eberhard Muntau
Hamburg 13
Alte Rabenstr. 14 | <i>705+</i>
<i>36</i> | 45 23 48 ✓ |
| X Andrea Mote
3734 Hillcrest Drive
Madison 5, Wisc. | Fam. Max Techow
Hamburg-Blankenese
Bauers Weg 4 | <i>Delbrück, K. H. K. & Co.</i>
<i>8957</i> | 86 46 56 ✓
364757
365747 |
| X Gwenyth Rhone
5 Mayo Rd.
Wellesley 81, Mass. | Fam. Elmar Wehner
Weidensestr. 70
Hamburg-Othmarschen | <i>Hg.</i>
<i>Wagner 1944, 42/77 22.1</i> | 89 43 04 ✓ |
| X Amy Southwick
115 Kensington Ave.
Plainfield, N.J. | Fam. Prof. Dr. Kurt Illies
Hamburg-Blankenese
Babendiekstr. 20 | <i>Oxford Hg. 92585</i>
<i>A. Straub 51016</i> | 86 28 26 ✓ |



AGREEMENT CONCERNING FACULTY EXCHANGE

Between

The University of Hamburg, Bundesrepublik Deutschland

and

Smith College, Northampton, Massachusetts, U.S.A.

In order to strengthen and expand the mutual contacts between the two universities, and

In order to promote reciprocal collaboration and exchange in all areas of teaching and research, the University of Hamburg and Smith College, Northampton, Massachusetts, agree as follows:

1. An exchange of faculty shall take place between the two universities. All academic fields or disciplines are covered by this exchange program. Exchange partners shall carry on agreed-upon teaching obligations and research activities.
2. The exchange can be for the period of one academic year or for one semester.
3. Each exchange is initiated, negotiated and implemented between the respective schools, departments or disciplines at the two universities, in collaboration with the central administrative officials. The latter shall assist in obtaining clearance of each exchange from competent university organs or committees.
4. In order to permit advance planning of courses and research projects, the respective schools, departments

- 2 -

central administrative officials - shall attempt to reach a detailed agreement concerning participating faculty members and their projected activities twelve (12) months prior to the implementation of an exchange.

5. As a rule and in the absence of other sources of support, the "home university" shall continue payment of the salary and fringe benefits of its faculty members participating in the exchange during their stay abroad.
6. The "host university" shall lend its assistance in finding housing for the visiting faculty covered by the exchange program. In some cases such assistance may consist in facilitating exchange of private homes between the exchange partners.
7. Either university may discontinue its obligations and understandings under this agreement by notifying the President of the other university of its intention in writing no less than twelve months prior to the beginning of an academic year, to be effective at the beginning of such academic year.

Date 16 March, 1979


Dr. Peter Fischer-Appelt
President
University of Hamburg

Date 16 March, 1979


Jill K. Conway
President
Smith College

Vereinbarung über die Zusammenarbeit

zwischen

der Universität Hamburg, Bundesrepublik Deutschland,

und dem

Smith-College, Northampton, Massachusetts, USA

Zur Ausweitung und Vertiefung der Beziehungen zwischen den beiden Hochschulen und im Interesse des wechselseitigen Austausches in allen Gebieten der Lehre und Forschung treffen die Universität Hamburg und das Smith-College, Northampton, Massachusetts, folgende Vereinbarung:

1. Die beiden Universitäten vereinbaren einen Austausch von Wissenschaftlern und Lehrkräften in allen Fachbereichen zur Durchführung von Lehrveranstaltungen und wissenschaftlichen Forschungsarbeiten.
2. Die Dauer des Austausches beträgt entweder ein akademisches Jahr oder ein Semester.
3. Der Austausch wird jeweils zwischen den zuständigen Fachbereichen oder Fachabteilungen der beiden Universitäten in Abstimmung mit den Präsidialverwaltungen in die Wege geleitet und geregelt. Die Präsidialverwaltungen gewährleisten jeweils die Abstimmung der einzelnen Vorhaben mit den zuständigen Gremien der Universität.
4. Zwecks Vorbereitung der Lehrveranstaltungen und Forschungsprojekte werden sich die zuständigen Fachbereiche oder Fachabteilungen an beiden Universitäten - unterstützt durch deren Präsidialverwaltungen - bemühen, ein detailliertes Einverständnis über die auszutauschenden Personen und deren wissenschaftliche Arbeit zwölf (12) Monate vor Durchführung des Austausches zu erzielen.

- 2 -

5. Die Finanzierung des Austausches erfolgt in der Regel in der Weise, daß die "Heimatuniversität" das Gehalt der entsandten Wissenschaftler oder Lehrkräfte während des Aufenthaltes im Ausland weiterbezahlt.
6. Die "Gastuniversität" wird sich bemühen, den Gastprofessoren oder -wissenschaftlern bei der Besorgung von Unterkunft behilflich zu sein. Die Hilfe kann darin bestehen, daß zwischen einzelnen Austauschpartnern ein Wohnungstausch in die Wege geleitet wird.
7. Jede Universität kann die Verpflichtungen und Abmachungen gemäß dieser Vereinbarung beenden, indem sie den Präsidenten der anderen Universität über ihre Absicht wenigstens zwölf Monate vor dem Beginn eines akademischen Jahres schriftlich in Kenntnis setzt, damit die Beendigung zu Beginn dieses akademischen Jahres wirksam werden kann.

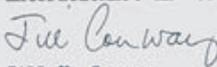
Für die Universität Hamburg

unterzeichnet am 16. März 1979


Dr. Peter Fischer-Appelt
- Präsident -

Für das Smith College

unterzeichnet am 16. März 1979


Jill K. Conway
- Präsidentin -



Office of the President
Smith College
Northampton, Massachusetts 01063
T (415) 585-2300 F (415) 585-2123

April 28, 2006

Jobst B. Mielck, Prof. emer. Dr.
Stiftung Weltweite Wissenschaft
Gästehaus der Universität Hamburg
Rothenbaumchaussee 34
D-20148 Hamburg

Dear Dr. Mielck,

I am quite pleased to learn that the Stiftung Weltweite Wissenschaft medal will be presented to Smith College. It is a great honor and tribute to a long-lasting friendship between the University of Hamburg and Smith College.

Although I am unable to attend the presentation in June, Charles Staelin, Dean for Academic Development, will be there in my place to represent Smith.

Thank you for your continued support of this JYA program.

Sincerely,

Carol T. Christ

CTC/tl

cc: Charles Staelin ✓
Joseph McVeigh ✓

SMITH COLLEGE JUNIOR YEAR AT THE UNIVERSITY OF HAMBURG 50TH ANNIVERSARY CELEBRATION, 23-25 JUNE 2011

Forty-six alumnae returned to Hamburg and registered for the entire week-end event. The reception on Thursday evening had about 85 attendees; the gala dinner on Saturday evening had 72. The numbers compare favorably with those from the 40th anniversary celebration. Unfortunately, there were no participants from colleges other than Smith (ten years ago at least two Yale JYA participants had attended). This is an area where we can improve, and we will work more to encourage former students from colleges associated with the JYA program to return in future.

As the present JYA director in Hamburg Jocelyne Kolb '72 noted, the celebration was a play in five acts.

Act I

We registered in the *Gästehaus der Universität* at Rothenbaumchaussee 34 on Thursday afternoon. Welcoming remarks made by

- Carrie Cadwell Brown, Executive Director, Alumnae Association of Smith College
- Prof. Dr. Dieter Lenzen, President, University of Hamburg
- Carol T. Christ, President, Smith College
- Prof. em. Dr. Jobst B. Mielck, Board of Directors, Stiftung Weltweite Wissenschaft and Chairman of the Trustees for the *Gästehaus der Universität*
- Gertraud Gutzmann, Prof. emerita, Smith College, and Director of the JYA program in Hamburg many times

emphasized the role of the relationship between Smith College and the University of Hamburg as a bridge between the United States and Germany and as a model of global understanding. Prof. Mielck pointed out that the Smith program had been a “guest” ever since the building had become the *Gästehaus* of the University; the College even contributed to renovations and was awarded a medal in recognition of its service to the *Gästehaus*. We were particularly honored to have presidents of both the University and the College at the reception. Prof. Lenzen mentioned how important the program is considered at the University of Hamburg; the Smith JYA program is the most enduring of all such programs in Hamburg. There has long been an exchange for German students to Smith each year, and a faculty exchange agreement between Smith-Hamburg was signed in 1979. All these exchanges are thriving at present and are highly regarded in Hamburg. Smith President

Carol Christ expressed the importance of all the JYA programs for Smith, in particular the Hamburg program.

Wine and appetizers were served at the reception; participants renewed old friendships over dinner and an evening at leisure in smaller groups.

Act II

In her brief remarks at the *Museum für Völkerkunde*, Rothenbaumchaussee 64, on Friday morning, Jocelyne Kolb thanked the “stage hands” whose support made the event possible: Jutta Gutzeit, Jad Davis, and Carrie C. Brown. Jocelyne also thanked Marianne Schumann, Willy Schumann’s widow, for the beautiful bouquet of white, gold, and blue flowers (Smith’s colors) at Thursday’s reception. Two former directors of the JYA program in Hamburg sent their greetings: Hans Vaget, who was busy with work on Wagner in California, and Margaret Zelljadt, who had suddenly become ill (but indomitably joined the group on Saturday evening). Earlier program directors Gertraud Gutzmann and Joe McVeigh were on hand for the entire weekend.

We continued with a faculty panel discussion, “Smith College and the University of Hamburg: Change and Exchange,” moderated by Jocelyne Kolb, with panelists

- Craig Davis, Professor of English Language and Literature, Smith College
- Prof. Dr. Dr. h.c. Peter Fischer-Appelt, President emeritus, University of Hamburg
- Prof. em. Dr. Bettina Friedl, American Literature and Culture, University of Hamburg

Professor Fischer-Appelt outlined the history of the JYA program and the faculty exchange begun in 1979, comparing the origins of both and their continuing execution to Beethoven’s Fifth and Sixth symphonies: After the explosion of the Fifth (the beginnings of the programs), the Sixth (the annual studies) lulls the listener into thinking that “nothing happens, but at the highest possible level.” He pointed out that the JYA program in 1961–62 had eleven students, but that since then more than 700 have studied with Smith in Hamburg, while at least two German students have gone to Smith each year.

Professor Friedl, who taught two fall terms in American Studies at Smith in 1996 and 2002, described the excitement she felt when teaching and meeting Americans “in their native habitat.” She learned from her students just as they profited from her outside perspective. She emphasized the

importance not only of the student exchange, but also of the faculty exchange between Hamburg and Smith.

Professor Davis supported the argument by pointing out that an English professor from Smith might be considered out of place in Hamburg. However, as an expert on medieval studies as well as old Nordic and Celtic languages, he was able to expand his course offerings to include the “Viking diaspora” and to compare the Vikings’ Althing (970) with the U.S. Constitution (1787). Davis also mentioned finding important evidence in the Danewerk near Schleswig for determining more exactly when the epic poem *Beowulf* was written.

In the question and answer period, other benefits of the exchange were pointed out. The “exotic” nature of the experience was praised, as was the advantage to faculty of a freedom from administrative duties. But it is often difficult to explain benefits to those not involved as students or faculty. Participants themselves have no doubt about its value. Some benefits are entirely unexpected. For example, the role of Germanists in foreign countries becomes clearer to professors from Hamburg who participate in the faculty exchange.

As the discussion ended, Professor Kolb asked that the panel’s responses be regarded as exemplary, not simply as particular to these speakers.

The second panel discussion dealt with “Hamburg and Beyond.” Joseph McVeigh, Professor of German Studies at Smith, moderated; panelists were:

- Sarah Thomas ’70, then Librarian, Bodleian Library, Oxford University
- Jane Carroll ’76, Assistant Dean and Senior Lecturer, Art History, Dartmouth College
- Ania Ferstl AMS Dipl. ’06, then Online Editor, Motivado.de
- Lyudmyla Kovalenko ’09, then DAAD graduate fellow, *Charité-Universitätsmedizin* Berlin

Ania Ferstl explained that attending Smith in 2005–06 had given her the enthusiasm to pursue a career in a start-up, despite the unusual nature of her choice. She said her Smith friends and acquaintances had provided the most encouragement for her decision. She has also become more aware of gender issues since her Smith experience.

Sarah Thomas framed her recollections of the year in Hamburg by recalling the invasion of Czechoslovakia in the summer of 1968 and ending with the Apollo moon shot in 1969. She set sail for Europe on the S.S. United States, and she proceeded to navigate her way through an uncharted world when she reached Hamburg. She summed up her experience as

learning the importance of not being judgmental in dealing with other people.

Jane Carroll outlined four major areas which were affected by her Hamburg year in 1974–75: personal growth, language acquisition, world citizenship, and scholarship. She realized that academic and daily languages are entirely different and illustrated the difference with the following story. She had put a container of yoghurt in her dormitory's refrigerator. When she returned later, the yoghurt had been eaten. Jane exclaimed, "Was ist das für ein Diebesgesindel!" – to which a young man replied, "Jane, no one has used the word Diebesgesindel since Goethe died!" Jane emphasized the importance of the year abroad for her because she was able to see physical works of art rather than work from slides. In summary, the year taught her to live in two cultures and adapt to both.

Lyudmyla Kovalenko became the first master's student in the medical neurosciences program at the *Charité* in Berlin following her graduation from Smith. She attributed her confidence to the Smith legacy. She told of her interview in the early morning, in the basement of the old psych ward at the *Charité*, and related the following exchange: "Lyudmyla, we don't want to waste time making mistakes here," to which she replied: "I don't either."

In the question and answer period, changes in the JYA program were discussed. Do Skype and Internet access enhance the program or detract from it? Is living abroad more common today than in earlier Smith generations? Joe McVeigh, in responding to a question about what sets Hamburg apart from, say, Geneva or Paris, maintained that having studied in Germany made people assume that he was particularly intelligent, which prompted the audience to laugh. On a more serious note, he remarked that students who spend their junior year in Germany have taken a more unusual path, and that a year in Italy or France is a more common choice for students.

Act III

Friday afternoon we could choose among five guided walking tours:

- Rainer Nicolaysen, University of Hamburg, offered a tour of the University campus and former Jewish quarter (in German);
- Eckart Krause, University of Hamburg, offered a tour of the University campus and former Jewish quarter (in English);
- Kai Jensen, University of Hamburg, and John Burk, Smith College, offered a tour of the Botanical Garden in Klein Flottbek;
- Deborah Ockert '73 offered a tour of the new *BallinStadt* Emigration Museum;
- Susanne Gommert, AMS Dipl. '75, and I led a tour of the *Ernst Barlach Haus* and of the *Jenischhaus* in Hamburg's *Jenischpark*.

In the evening, we split into smaller groups for dinner at restaurants we chose ourselves.

Act IV

Early Saturday morning, there was an optional visit to a local market in front of the *Museum für Völkerkunde* on the Rothenbaumchaussee. At 9:30 a.m. the whole group set off on an architectural bus tour of Hamburg, which took us around the outer and inner Alster lakes, through the inner city to Altona, then to the steps of Övelgönne, where we walked down to the Elbe. From there the bus took us through the new *HafenCity* urban development project, then back to the Rothenbaumchaussee. The changes in Hamburg in the past decades have been extensive; especially remarkable is the *HafenCity*, under construction for the past ten years and projected to continue for the next fifteen. The new Hamburg *Elbphilharmonie* is a visible landmark with its dramatic design (its projected cost of 400 million Euros also now stands at about three times the original estimate). The historic warehouses of the *Speicherstadt* are still standing, but new buildings for businesses, shops, and condominium apartments are rapidly going up south of them. The *Zollhafen* no longer exists – you can now walk or ride through the former customs zone without stopping to declare goods or pay duty.

We spent the afternoon sight-seeing, shopping, or just plain napping – all the activity and conversation were as exhausting as they were exhilarating!

Act V

Saturday evening we met at 6 p.m. on the *Landungsbrücken* for a boat tour preceding the gala dinner at the restaurant VLET in what remains of the historic *Speicherstadt*. Special thanks and a hearty round of applause were extended to the planning committee for all their hard work. Conversations extended into the late evening, until the celebration had to come to an end.

See you again in Hamburg at the 60th anniversary celebration sometime in 2021/22!

Deanna Gaunce Nebert '69
(written in July 2011)



Students in the 56th Smith College Junior Year Abroad Program at the University of Hamburg in front of the Gästehaus in the Rothenbaumchaussee, April 2017