

Teaching German in Twentieth-Century America

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Teaching German In America Progomena To A History

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Teaching German In America Progenitor To A History:

Teaching German in America David P. Benseler, Walter F. W. Lohnes, Valters Nollendorfs, 1988 Teaching German in Twentieth-century America David P. Benseler, Craig W. Nickisch, Cora Lee Nollendorfs, 2001 Teaching a foreign language and culture is always a challenge but it has been especially problematic to teach the German language and culture in the United States in the twentieth century The tradition of Germany's great poets and thinkers of the past has been joined by a starker legacy Through explorations of such topics as the world wars the Holocaust women in the language teaching profession Jewish contributions and technology's impact on scholarship this volume inspects the fascination and frustrating relationships of the two cultures as they interact through the teaching of German in American educational systems from small liberal arts colleges to large and famous universities This volume resulted from a conference Shaping Forces in American Germanics held in Madison Wisconsin in September 1996

The History of Language Teaching from The Spanish-American War Until the Sputnik Moment H. Jay Siskin, 2025-03-22 This book highlights the lively exchanges that shaped foreign language pedagogy and educational policy during the first fifty years of the twentieth century It is critically important to revivify our past particularly in a field where innovation is conceptualized as progress and where knowledge production is a criterion for success Modern language teaching began its ascendancy shortly before the turn of the twentieth century In the academy this impulse was marked by the founding of the Modern Language Association in 1883 Modern languages were increasingly recognized as possessing the mental and humanistic values that had formerly been the sole province of Greek and Latin The book provides an overview of the historical political and social concerns that preoccupied the nation from 1898 and provides a context for analyzing the developments in the teaching of foreign languages over the course of the following century

Kuno Francke's Edition of the German Classics (1913-15) Jeffrey L. Sammons, 2009 The twenty volume edition of The German Classics Masterpieces of German Literature Translated into English was edited by Kuno Francke of Harvard 1855-1930 the most prestigious professor of German in America at the time While it bears the imprint dates 1913 and 1914 it was not completed until mid 1915 just in time for the submarine sinking of the passenger liner Lusitania in May of that year The edition was publicized with great fanfare and was well received at first but with the outbreak of the European war in 1914 and the entry of the United States into it in 1917 American sentiment turned against all things German The reviews became hostile the edition was nearly pulped its publisher went bankrupt and Francke felt obliged to resign his Harvard professorship Kuno Francke's Edition of The German Classics 1913-15 describes the origins of the edition recounts the careers of the editors and some fifty professional contributors seeks to identify approximately 115 translators and comments on the nearly 500 illustrations mostly German art of the nineteenth century This book also introduces the selections from the 114 featured authors almost a third of whom were still alive at the time of publication and evaluates the critical commentary The edition emerges from the study as a laboratory of the high prestige of

German literature and culture in the United States before it fell into permanent decline at the time of World War I **The Fortunes of German Writers in America** Wolfgang Elfe, James N. Hardin, Günther Holst, 1992 **Taking Stock of German Studies in the United States** Rachel J. Halverson, Carol Anne Costabile-Heming, 2015 Despite cuts in the past decade enrollments in US German programs have increased modestly a fact that surely has to do with the importance of Germany and its language on the world stage The contributors to this volume examine the factors shaping German language study in the new millennium highlighting how creative innovative inspired approaches have allowed German to weather many of its challenges The volume will be of interest to scholars teachers and students of German who are committed to invigorating its study in the United States **Unraveling Freedom** Ann Bausum, 2010-11-09 In 1915 the United States experienced the 9 11 of its time A German torpedo sank the Lusitania killing nearly 2 000 innocent passengers The ensuing hysteria helped draw the United States into World War I the bitter brutal conflict that became known as the Great War and the War to End All Wars But as U S troops fought to make the world safe for democracy abroad our own government eroded freedoms at home especially for German Americans Free speech was no longer an operating principle of American democracy Award winning author Ann Bausum asks just where do Americans draw the line of justice in times of war Drawing thought provoking parallels with President Wilson's government and other wartime administrations from FDR to George W Bush Bausum's analysis has plenty of history lessons for the world today Her exhaustive research turns up astonishing first person stories and rare images and the full color design is fresh and stunning The result is a gripping book that is well positioned for the run up to the World War I centennial National Geographic supports K 12 educators with ELA Common Core Resources Visit www.natgeoed.org/commoncore for more information **The Future of Germanistik in the USA** John Aloysius McCarthy, Katrin Schneider, 1996 **The Future of Foreign Language Education in the United States** Terry A. Osborn, 2002-01-30 At the dawning of the 21st century foreign language education in the United States is experiencing a period marked by exciting possibilities Theorists and practitioners embrace a move from a perceived position of teaching only the elite to a nationally initiated cross disciplinary and cross cultural orientation embodied in the latest standards Given the presence of non English languages in all parts of the United States a growing number of scholars are beginning to examine the sociological context in which this educational endeavor is carried out noting that the figure of professional practice is inextricably linked to issues of cultural and academic context Theory informed practice in the coming years therefore will include the challenge of examining a broad range of topics related to curricular and instructional principles and procedures The text is intended to provide a collection of perspectives related to issues of pluralism and reform as they will influence theory informed practice of foreign language education in the coming century Drawing from a variety of contributors from both inside and outside of foreign second language education this text brings the voices of scholars together focused on issues of contemporary consequence The chapters center around a focusing theme in the form of the

following question How does the changing social and academic context of language education in the United States impact the future of our discipline

The Origins of the American High School William J. Reese, 1999-01-01 An analysis of the social changes and political debates that shaped 19th century American high schools It reveals what students studied and how they behaved what teachers expected of them and how they taught and how boys and girls whites and blacks experienced high school

Outreach Strategies and Innovative Teaching Approaches for German Programs Melissa Etzler, Gabriele Maier, 2020-12-28 Outreach Strategies and Innovative Teaching Approaches for German Programs explores recruitment curricular design and student retention in modern language instruction by sharing best practices and a wide variety of pragmatic initiatives from teacher scholars who have been involved in the successful building of German programs With German programs facing dwindling grant monies as students across the country shift from the liberal arts into career oriented fields it is paramount to promote German programs vigorously to offer courses that reflect and compel students interest to keep students engaged in extracurricular activities and to establish a community of like minded language learners The combination of curriculum based strategies coupled with innovative projects and extracurricular and outreach activities is intended to serve as a guideline for teachers and scholars alike who are in need of best practices they can use to boost enrollment and attract and retain more students

German Orientalisms Todd Curtis Kontje, 2004 A fresh examination of the role of the East in the German literary imagination ranging from the Middle Ages to the present

Thomas Mann's War Tobias Boes, 2019-11-15 In Thomas Mann's War Tobias Boes traces how the acclaimed and bestselling author became one of America's most prominent anti fascists and the spokesperson for a German cultural ideal that Nazism had perverted Thomas Mann winner of the 1929 Nobel Prize in literature and author of such world renowned novels as Buddenbrooks and The Magic Mountain began his self imposed exile in the United States in 1938 having fled his native Germany in the wake of Nazi persecution and public burnings of his books Mann embraced his role as a public intellectual deftly using his literary reputation and his connections in an increasingly global publishing industry to refute Nazi propaganda As Boes shows Mann undertook successful lecture tours of the country and penned widely read articles that alerted US audiences and readers to the dangers of complacency in the face of Nazism's existential threat Spanning four decades from the eve of World War I when Mann was first translated into English to 1952 the year in which he left an America increasingly disfigured by McCarthyism Boes establishes Mann as a significant figure in the wartime global republic of letters Open access edition funded by the National Endowment for the Humanities

Critical Questions, Critical Perspectives Timothy Reagan, 2005-06-01 Critical Questions Critical Perspectives Language and the Second Language Educator is intended primarily for language educators broadly conceived and thus is appropriate for not only foreign language teachers but also individuals teaching English to speakers of other languages in both Anglophone and non Anglophone settings teachers in bilingual education programs heritage language teachers in both formal and informal settings and others whose work

involves language teaching and learning It is also intended for teachers of all age groups and levels since the issues that it raises are neither age nor level specific This is not a book about teaching methodology nor is it the sort of work that will provide the teacher with practical activities for use in the classroom

German Literature, Jewish Critics Stephen D. Dowden, Meike Werner, 2002 Proceedings of the Brandeis conference on Jewish Germanists who fled Nazi Germany and their impact on Anglo American German studies Among the Jewish academics and intellectuals expelled from Germany and Austria during the Nazi era were many specialists in German literature Strangely their impact on the practice of Germanistik in the United States England and Canada has been given little attention Who were they Did their vision of German literature and culture differ significantly from that of those who remained in their former homeland What problems did they face in the American and British academic settings Above all how did they help shape German studies in the postwar era This unique and important symposium which convened at Brandeis University under the auspices of its Center for German and European Studies addresses these and many other questions Among its distinguished participants who numbered over thirty in all are Peter Demetz Yale emeritus Gesa Dane G ttingen Amir Eshel Stanford Willi Goetschel Toronto Barbara Hahn Princeton Susanne Klingenstein MIT Christoph K nig Deutsches Literaturarchiv Marbach Ritchie Robertson Oxford Egon Schwarz Washington University St Louis emeritus Hinrich Seeba UC Berkeley Walter Sokel University of Virginia emeritus Frank Trommler University of Pennsylvania and many more The volume includes not only the revised essays of the participants but also their prepared responses transcripts of the panel discussion and dialogue of the participants with members of the audience Stephen D Dowden is professor of German at Brandeis University Meike G Werner is assistant professor of German at Vanderbilt University

Culture Wars in American Education Michael R. Olneck, 2024-06-03 Culture Wars in American Education Past and Present Struggles Over the Symbolic Order radically questions norms and values held within US Education and analyses why and how culture wars in American education are intense consequential and recurrent Applying the concept of symbolic order this volume elaborates ways in which symbolic representations are used to draw boundaries allocate status and legitimate the exercise of authority and power within American schooling In particular the book illustrates the terms of inclusion by which full membership in the national community is defined limited and contested It suggests that repetitive patterns in the symbolic order for example the persistence of the representation of an individualistic basis of American society and polity constrain the reach of progressive change The book examines the World War I era Americanization movement the World War II era Intercultural Education movement the late twentieth century Multicultural Education movement continuing right wing assaults on Ethnic Studies and Critical Race Theory in the first decades of the twenty first century and historical and contemporary conflicts over the incorporation of languages other than Standard English into approved instructional approaches In the context of continuing culture wars in the United States and across the globe this book will be of interest to graduate students and scholars in critical studies of education history of education

sociology of education curriculum theory Multicultural Education and comparative education as well as to educators enmeshed in contemporary tensions and conflicts **Crosscurrents** David McBride, Leroy Hopkins, Carol Blackshire-Belay, 1998 Studies of aspects of historical interaction between Germany Africa and black America This volume brings together fascinating research on the historical interaction between Germany African nations and Black Americans Leading scholars explore the influence of German missions language and culture politics and science on Africa and Black America Essays examine the medieval links between Germany and Africa encounters between immigrant Germans and America s African population during the colonial era the influence of German culture and natinalism on African American social elites studying in Germany throughout the late nineteenth and early twentieth centuries Black American musical performers in Weimar Germany and the shifting contacts among Black Americans Germany and Africa as Germany led Western modernization and expansionism during the twentieth century The authors present a variety of disciplines and use heretofore untapped sources from German American and African depositories Language Matters Timothy Reagan, 2009-04-01 This book addresses a timely and very important topic language in education Language apparently is a very tricky business On the one hand everyone uses language and virtually everyone has strong views about language In the educational domain this seems to be especially true Language is not merely an intrinsic component of the educational process as the medium of instruction in the classroom but also serves as the mediator of social reality for students and teachers alike It plays a central role in articulating and conveying not only social cultural and empirical ideas but ideological concepts as well It is also used to make judgments about the speaker not to mention its role in maintaining differential power relations And yet in spite of this the role of language is not sufficiently recognized in classroom practice much of the time Nor is language except in fairly narrow ways really an especially central part of the curriculum in spite of its incredible importance To be sure we do spend a great deal of time and money attempting to teach students to read and write that is to provide them with basic literacy skills and we provide nominal support for foreign language education programs We also provide limited support for children coming to school who do not speak English What we do not do though is to recognize the absolute centrality of language knowledge and language use for the educated person This book seeks to address these issues from the broad perspective of critical pedagogy *Yearbook of German-American Studies* ,1997 Monatshefte ,1946

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web apr 8 2009 the next time you can reuse 2009 calendar will be in 2026 both calendars will be exactly the same 2nd quarter of the year the 39th day of spring this date was 4 938 days ago zodiac sign for this date is aries april 8 2009 was a wednesday in 2023 april 8 is on a monday

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