

# THE VIEW FROM HERE

DEPARTMENT OF GERMANIC LANGUAGES AND LITERATURES

## Letter from the Chair

Dear Friends,

I feel privileged to become Chair of a department with such a strong record of innovative teaching and research, robust ties to other units and offices at the U of T, lively participation in professional organizations, and growing engagement with local and global communities. Outgoing Chair Markus Stock's leadership in key endeavors has placed the Department in a truly favorable position. We wish Markus all the best as he embraces new opportunities as Principal of University College. For my part, I look forward to helping the Department deliver rich, meaningful learning experiences for students, to supporting colleagues in their efforts to advance knowledge in German studies and beyond, and to imagining together unique solutions to the pressing demands of our global present.

We live in a complex, increasingly networked, multipolar world and are facing enormous challenges in the form of the global climate crisis, technological disruptions, and political instability. Amid unrelenting and accelerating change, no one can say exactly what skills will be needed in 2030, but it is clear that we will have to continue to move away from a concept of education as frontloading facts. There is just too much information! To prepare our students to grapple with the myriad issues confronting the planet, we must intensify our focus on the four C's of critical thinking, creativity, collaboration, and communication. The humanities have a crucial role to fulfill in developing these 21st Century competencies, and our Department has long been committed to helping students to understand, problem-solve, and collaborate across the intricacies of language, culture and time zones. In this spirit, in fall 2019 we will be the first humanities unit at U of T to introduce a new learning pathway designed to foster global fluency. The Certificate in Global German Studies, which was developed in concert with the U of T's Global U Framework, combines coursework in German language and culture with a global experience. Students learn German, enroll in a specially designed course that situates global issues in the German-speaking countries, and then embark on an exciting international learning opportunity. The latter capstone can be an exchange program, research opportunity abroad, international course module, or an internship with our own sustainability and social innovation themed futurGenerator program in Germany. The Department will continue to engage other U of T initiatives where our humanities perspective and distinct bundle of scholarly expertise will have the most impact.

The Department is extremely fortunate to rely upon an experienced and incredibly effective administrative team, including Dale Gebhardt, Gayle Grisdale, and Helena Jünger in the financial, undergraduate, and graduate offices, Associate Chair Undergraduate Erol Boran, and Language Coordinator Hang-Sun Kim. I am very pleased to welcome Christine Lehleiter in the role of Associate Chair Graduate and extend my thanks to Angelica Fenner, who has done a wonderful job in that capacity over the past several years. Finally, Suzanne Puckering has been providing expert help in the business office.

In this newsletter—curated by Angelica Fenner and designed and coordinated by Helena Jünger — you will find ample evidence of the successes of the past year, including new books by Willi Goetschel (*Heine and Critical Theory*) and John Noyes (*Herder's Essay on Being*), an Arts & Science Outstanding Teaching Award for Erol Boran, Angelica Fenner's German Studies Symposium, 'Reconsidering Feminism, Film Authorship, and Performance,' and Hang-Sun Kim's teaching and learning workshop 'Adaptation: Teaching 21st Century Skills.' We hosted a 'Global Career Booster German(y)' event for high school students and undergraduates, enjoyed jaw-dropping student performances in a production of Iffland's *Der Komet*, and celebrated the launch of our first Germany-based internship hub, futurGenerator Toronto-Freiburg. Did I mention Anna Shternshis's World Music Grammy nomination for 'Yiddish Glory'? The view from here could hardly be better.

Stefan Soldovieri  
Chair of Germanic Languages & Literatures  
Associate Professor of German

NEWSLETTER 2019/20

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Graduate Program Update

Graduate Research Profile

DAAD

Yiddish Program Update

Faculty Profiles

Symposium

Colloquium for Medieval German Studies

iPRAKTIKUM



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# A HUB OF ACTIVITY IN UNDERGRADUATE GERMAN STUDIES

by Professor Erol Boran, Associate Chair, Undergraduate Studies

It has been a busy year! Ten years following our last comprehensive curriculum renewal our faculty once again reviewed the undergraduate program with the aim of charting a new course for the future. Updates include reframing the scope and content of our gateway courses, integrating first-year seminars into the major, streamlining our topic courses, and adding an advanced language course. These changes, which will come into effect next year, will make our program more cohesive and allow students to plan ahead more effectively. We also established a Certificate in German Global Studies to appeal to globally-minded students across disciplines.

Apart from these administrative efforts, we conducted business as usual, offering 21 language courses (18 German and 3 Yiddish), 20 topic courses (11 of them conducted in German) and 4 first-year seminars. One of these courses, GER340 "German Theatre Production," culminated with three public performances of A.W. Iffland's *Der Komet*. We also collaborated with the French Department in JFG388 "Bilingualism, Multilingualism, Second Language Acquisition," which provided our students the opportunity to take a linguistics course. Prof. Stefan Soldovieri

and Helena Jünger's iPRAKTIKUM initiative continues to thrive with the addition of more schools to the "German in the City" internship program and the inauguration this past summer of a sustainability focused internship hub in Freiburg, called futurGenerator.



Among other highlights, the German Studies Student Union was revived under Haley Liu's leadership, and hosted two academic lectures and several successful social events and film screenings. The 6th Undergraduate Colloquium took place on November 17. This event brought together nine talented students from various Canadian universities to deliver talks on literature, film, architecture and linguistics. Their excellent presentations, combined with lively discussions and audience participation, made this event a great success. On December 8-9, we organized the 4th Annual Pedagogy Conference ("Adaptation: Teaching 21st Century Skills"), which offered a chance to learn from experts in the field and mingle with peers from other Canadian universities in intellectually stimulating contexts. On Feb. 14, we hosted a Student Appreciation & Information event that brought together students from all years interested to learn about our programs, study abroad and internship programs, and funding opportunities. Our student course evaluations continue to be among the highest in the Faculty of Arts and Science.

## UNDERGRADUATE PROFILE: MARAL ATTAR-ZADEH'S JOURNEY INTO LANGUAGE & LITERARY STUDIES

by Maral Attar-Zadeh

I started teaching myself German when I was sixteen years old. I was studying piano performance and composition in art school, and had dreams of someday travelling to Salzburg to study conducting. Changing interests brought me instead to the Literature & Critical Theory program at Victoria College, where, in my first year, I became completely fascinated with the German philosophy and literature I was reading in "Poets and Power," a seminar on German aesthetics and politics taught by Professor John Zilcosky.

Our discussions in that course brought together what I thought were my disparate interests in literature, music history, ethics, and politics, and, eager to continue pursuing these interests after first year, I enrolled in the German studies program that summer.

What interested me then about German Studies continues to interest me now: the unique breadth of the program encourages a mix of general and specialized learning, and my background in German comes in handy in surprising ways in my other studies – I was able, for example, to research and prepare a 1535 psalter from Cologne for exhibition as part of a Renaissance book history course I took this winter. What I find most rewarding about the program, however, is the chance to learn from the wonderful professors and instructors at the department, whose kindness and generosity have been as valuable to me as their intellectual guidance.

I will be spending this summer in Germany, studying German Literature at the Humboldt University of Berlin with the help of a DAAD Undergraduate Scholarship. In the following year, I plan to pursue my interests in Translation Studies and pedagogy with an independent study project supervised by Professor Zilcosky, and I hope to continue on to graduate studies in Comparative Literature. Learning German might not have taken me to Salzburg for conducting lessons, but it has enriched my academic and personal life more than I could have imagined when I made my first vocabulary flashcards four years ago.



# PROFESSIONALIZATION OPPORTUNITIES FOR GRADUATE STUDENTS

by Professor Angelica Fenner, Associate Chair, Graduate Studies

Our graduate program continues to diversify at every level, be it through the applicants inspired to enroll here, the keen intellectual climate fostered in our curricular offerings, or the research activities and collaborations pursued by faculty and grads alike. Over the past year, our department hosted several conferences at which our graduate students learned the ropes of coordinating such events, presenting research in progress, and networking with distinguished guest speakers. These included the Transnational Perspectives on Black Germany conference (co-organized by Prof. Angelica Fenner), the George Simmel conference (run by Prof. Willi Goetschel), the Colloquium for Medieval German Studies (hosted by Prof. Markus Stock), the summer film seminar on Posthuman Intimacies (coordinated by Prof. Angelica Fenner), and most recently, a conference hosted in September 2019 by our very own graduate students around the theme "Deviance."

This year's incoming cohort of 5 new MA students will include Maria Harutyunyan, Yanqing Men, Mark Morrison-Reed, Somaia Youssef, and, in our Yiddish subfield, Eli Jany. We are also delighted to welcome into the PhD program John Evjen, who earned his

Bachelor's from the University of Alberta and just completed his MA here at U of T, as well as Florian Müller, joining us from the University of Frankfurt as recipient of a prestigious Connaught Fellowship. We also congratulate Rita Laszlo for her recent SSHRC fellowship and Miriam Borden and Lauerne Côté-Pitre for securing an OGS. This past Winter and Spring our 2<sup>nd</sup>-year cohort of four examinees bonded closely amid collective cramming for their comprehensive exams, and excelled in both the written and oral exams. Over the summer they prepared their thesis proposals for approval in Fall.

It is always interesting to see where our graduates land with future employment; most recently, we were delighted to welcome back former graduate Dr. Nicola Vöhringer, who served for three years as DAAD professor in Tajikistan and recently transferred her post to our campus. As I now step down from four years in the role of Associate Chair, I feel reassured knowing the program is in good hands with my successor, Prof. Christine Lehleiter.



## GRADUATE PROFILE: VERONICA CURRAN ON THE STATUS OF MORALITY IN THE THEATRE

by Veronica Curran

This year I have been making the pivotal transition from PhD student to PhD candidate. Going through the steps of this programme, I have been surprised by the way it has shaped and enriched my research project. I came to Toronto knowing that I wanted to write on J.M.R. Lenz's theory of theater and how it incorporates discussions of morality. Through doing graduate course work, I started asking questions like: What is tragedy? Is tragedy moral? How do we explain tragic pleasure? As I read plays from every era of German literature in preparation for the comprehensive examinations, I looked harder at whether it was even possible to talk about theater in a unified way throughout literary history. Finally, I came to the field research paper. I could choose the research area of the works that I would read in the final stage of comps and write a paper on my findings. It was time to look at the theory of theater and not simply the plays themselves. I read works from thinkers of three centuries about how they understood and defined art, and in the process, found tensions between their differing views on the role of sentiments in art, as much as on the role of morality. I became excited by questions like: Is the experience of pleasure a quality of art itself? How fundamental is the imitation of nature to theater? How do we define imitation? Can theory be applied to actual plays? In the ensuing months, I developed my dissertation proposal and gave a talk in the department on my emerging research, entitled "Moral Authority in Lenz's Theory of Theatre." While my topic has not really changed over time, the scope and perspective certainly has. Now I want my research to also include the writings of Georg Büchner and Bertolt Brecht, and I feel more deeply than ever before the history behind the ideas I am exploring and how they remain relevant today.



# GRADUATE NICOLA VÖHRINGER RETURNS AS DAAD PROFESSOR

by Nicola Vöhringer, DAAD Visiting Assistant Professor of German

I need perspective! This thought became ever more pressing in the final stretch of my PhD project. Serendipity being the greatest research tool, I stumbled across a posting for a DAAD Information Centre lectureship in Armenia and spontaneously applied. A few months later, I was offered a position in Tajikistan. Tajikistan? No associations sprang to mind, but I was intrigued and began to read up on Central Asia, and shortly after accepted the offer.

When I arrived in Tajikistan, I realized that my education in the humanities had prepared me quite well for analyzing a distant sociopolitical and cultural context. To move from observing to functioning in this new context, however, I needed a team. After years of working independently in research and teaching, I now relied on others and began to appreciate working collaboratively. I was fortunate to have loyal and compassionate colleagues who always chose to see new possibilities in the face of adversity. During three years working together with my colleagues and curious students, I was able to organize many projects including a yearly theatre festival, teachers' trainings and conferences, creative writing workshops and contests, a Mädel's Café, gender workshops, and a fascinating conversation course on identities — all this in addition to my daily office and teaching routine. My aim was to create small spaces to share ideas and enable different narratives to emerge out of an otherwise highly normative context.

The greatest challenge was working with very limited resources and gauging the line between actions deemed admissible and those that could potentially cause trouble.



Back in Toronto, my dual position teaching in the German and History Departments and serving in the DAAD Information Centre has taught me much about the Canadian higher education landscape and educational policies across industrialized countries, especially with regards to their internationalization efforts. In fact, I've been surprised to what extent the economics and politics of education have presented themselves in my classroom this year while teaching an introduction to German literature and a history course related to my field of research on mediativity and devotional practices in the Middle Ages. The most rewarding moments involved chats with students about their views on education, the university, and their experiences with textual interpretation, not least when they would spontaneously drop by my office and we'd discover a shared interest in a certain topic or author.

## TRULY A STELLAR YEAR FOR YIDDISH

by Professor Anna Shternshis and Dr. Alexandra Hoffman

The past year of Yiddish studies in the department proved an embarrassment of riches. Two graduate students, Vardit Lightstone and Miriam Borden, taught the Fall semesters of the first- and second-year Yiddish language courses. Stepping into the second semester of their courses, I can testify that they succeeded in transmitting their own contagious enthusiasm and dedication to these students, whose acquired knowledge was admirable and who proved inquisitive, independent and earnest in their studies. The course, "Yiddish for German Speakers" was also offered this year and attracted fantastic students.

Stefan Soldovieri, Miriam Borden and I have initiated Yiddish in the City through the iPRAKTIKUM program. One student has already started volunteering at Bialik, the only Jewish day school which teaches Yiddish in Toronto, while another has connected with the Ontario Jewish Archives. As part of their final cultural projects this year, students worked on various translations: some tackled documents and oral testimonies of Holocaust survivors, while others worked on children's literature, while still others created new Yiddish Wikipedia articles in the field of physics and created word games for language study. This spring and summer, we will be running a series of workshops focusing on deciphering spoken Yiddish (from video/audio interviews, whether recorded or live) and hand-written Yiddish letters and documents. Though especially useful for anyone working with oral histories and archives, anyone can benefit from learning Yiddish!

Home to the only graduate program in Yiddish Studies in Canada, our department is proud of advances in research among our Yiddish PhD students. Vardit Lightstone is writing her dissertation on Canadian Yiddish autobiography, and Miriam Borden is preparing for her comprehensive exams while also curating exhibits on Yiddish culture in Robarts and the new Canadian Language Museum. We are happy to report that Andrew Himel has successfully finished his MA in Yiddish studies this year, and graduated this Summer.

Last year, we reported on Dr. Anna Shternshis' research project Yiddish Glory: The Lost Songs of World War II, which revived Yiddish lyrics first penned in Ukraine during the Holocaust and, through a collaboration with Russian-American singer and songwriter Psoy Korolenko, rendered these in musical form. We are very excited to report that the project has received worldwide attention and recognition for the album of recorded songs that emerged from the project, which was nominated in February 2019 for the Grammy Award in the category World Music! This is only the second time in the history of the American Recording Academy that a Yiddish-language album has been nominated for the highest award in the music industry. Over the years, students from the Yiddish Studies program, including Tova Benjamin, Cara Bruni, Symon Foren, Miriam Borden and many others provided assistance with this project. It would have never been possible without the resources of both the AI and Malka Green Yiddish Studies program and the Anne Tanenbaum Center for Jewish Studies at U of T.

# NEW MONOGRAPH BY WILLI GOETSCHEL: *HEINE AND CRITICAL THEORY*

by Professor Willi Goetschel

I argue in my new book that Heinrich Heine's role in the formation of Critical Theory has been forgotten due to the successful appropriation of some of his most illuminating ideas by Marx, Nietzsche, Freud, and the legacy they left, in particular for Adorno, Benjamin and the Frankfurt School. I examine the critical connections that led Adorno to call for a "reappraisal" of Heine in a 1948 essay that, published posthumously, remains under-examined.

Tracing Heine's Jewish difference and its liberating comedy of irreverence in the thought of the Frankfurt School, the book situates the project of Critical Theory in the tradition of a praxis of critique, which Heine elevates to the art of public controversy.

Heine's bold and provocative linking of aesthetics and political concerns anticipates decisive aspects of the critical paradigms advanced by Benjamin, Adorno, and other exponents of the Frankfurt School. Reading Critical Theory with Heine recovers a forgotten but seminal voice that had formative significance for the Frankfurt School.

With Heine, the project of Critical Theory can no longer be reduced to a bleak and dismal affair of academic self-marginalization but comes to the fore as a sustained effort that recognizes the emancipatory power of the affects and the senses and, as a result, the profoundly liberating role of pleasure in the fight for freedom.

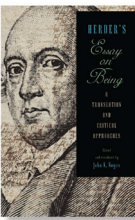


# NEW MONOGRAPH BY JOHN K. NOYES: *HERDER'S ESSAYS ON BEING*

by Professor John K. Noyes

The idea for this book came to me in 2014 when I taught GER410 "Intellectual History" as an introduction to the writings of Johann Gottfried Herder. The course was taught in English and examined a number of his major writings, primarily from the early period spanning the two decades from the mid-1760s to the 1780s. This was the era when, in response to a widespread crisis in the formation and formulation of knowledge, he conceived all the groundbreaking ideas comprising the basis of his radical new approach to the disciplines of philosophy, anthropology, aesthetics, and others. Fortunately, there is an excellent body of Herder's work available in English, which, together with the increasing amount of critical scholarship in English, allows for a rich encounter with his work for those who don't speak or read German. In order to provide students a better understanding of how Herder's central ideas

emerged from his philosophical training, however, I wanted them to be able to read his first fully formulated essay, "Versuch über das Sein" (Essay on Being, 1763–64). This difficult piece provides essential insights into the intellectual platform which launched his life's work. I completed a rough translation, which we used in class; it was a very rudimentary English sketch of the Essay, and I'm grateful to my students for helping me work through some of the problems in that early version. Subsequently I found myself returning to my translation and gradually refining it to the point where I felt it was appropriate to share this text, little known in the English-speaking world, with the academic community. The result was a book with my annotated translation and an introduction to the essay, as well as critical commentary by leading Herder scholars.



# PROFESSOR JOHN ZILCOSKY RECEIVES THE FRIEDRICH WILHELM BESSEL RESEARCH AWARD

by Maral Attar-Zadeh

Professor John Zilcosky won the prestigious Friedrich Wilhelm Bessel Research Award of the Alexander von Humboldt Foundation. The Bessel Award is the most prominent research prize granted by the German government to mid-career scholars, worldwide and across all disciplines. It recognizes "outstanding research" in a scholar's entire body of work, specifically "cutting edge achievements" that have a "seminal influence on their discipline beyond their immediate field of work." Professor Zilcosky was one of twenty-eight prizewinners worldwide, one of only two Canadians, and one of only four humanists to win last year. He was honoured at the official awards ceremony in the medieval town of Bamberg for being "an internationally acclaimed authority in his fields of German Studies and Comparative Literature."

In connection with receiving this award, Professor Zilcosky will be engaging in long-term collaboration with colleagues in Germany. He spent part of spring 2018 in Berlin, where he conducted research and delivered a public lecture at the Centre for Literary

and Cultural Research (ZfL), one of the premier literary-cultural institutes in Europe and the world. His achievements in the fields of literature and psychoanalysis, trauma studies, travel writing, and sports culture have been recognized throughout Germany. He was invited, in January 2019, to deliver the opening address at the first Annual Conference of the DFG-sponsored research group, "Philologie des Abenteuers," at the LMU-Munich, and in June 2019, he co-hosted with Professor Stefan Willer a workshop on psychoanalysis and literature at the Humboldt University of Berlin. "As someone who has spent his life studying and writing about German literature and culture," says Professor Zilcosky, "it is satisfying to be honoured by the Humboldt Foundation. It shows me that my perspective on German culture as an outsider, a Canadian, has touched on something important: that my vision of Germany from far away sheds light on something that 'they' might not otherwise have seen."





# THE 12<sup>TH</sup> ANNUAL GERMAN STUDIES SYMPOSIUM RECONSIDERING FEMINISM, FILM AUTHORSHIP, AND PERFORMANCE

by Professor Angelica Fenner

This year's symposium cast the spotlight on women's contemporary film production, with an eye towards the Pro Quota Film movement launched in 2014 to promote gender parity and diversity across all sectors of the German film industry. During three days of scholarly talks and roundtables staffed by invited scholars and local industry members, including curator Jutta Brendemühl (Goethe-Institut Toronto) and programming producer Jane Kim (Share Her Journey program at TIFF), we examined recent trends in gendered authorship and performance in the 21<sup>st</sup>-century, with consideration for both production strategies and representational practices. We explored dis/continuities between the present conjuncture and the feminist filmmaking movement of the 1970s. Both have opened new pathways for innovative storytelling, offering new perspectives on and potential solutions to points of stress and strife throughout decades of German history.

We were especially honoured to also host esteemed German director Ula Stöckl and bring attention to her luminous life and distinguished career through several screenings, including her first, extraordinary feature film, *The Cat Has Nine Lives* (1968). Stöckl was the first female graduate (1968) of the Ulm School of Design and among the pioneering directors of the West German feminist film movement. Her 23+ films have screened at over 70 film festivals, including recent retrospectives in London, Berlin, and Vienna. She juries at international film festivals, guest lectures at film academies and is associate professor of film at the University of Central Florida, Orlando.

The symposium was made possible through generous funding provided by the DAAD and through internal support from the Department of Germanic Languages & Literatures, the Cinema Studies Institute, the Women and Gender Studies Institute, the Munk School for Global Affairs and Public Policy, and the Faculty of Arts & Sciences.

## STANFORD-BERKELEY-PRINCETON-TORONTO-HARVARD COLLOQUIUM FOR MEDIEVAL GERMAN STUDIES

by André Flicker

Every other year, graduate students and professors in the field of Medieval German Studies from Stanford, Berkeley, Princeton, Harvard and Toronto have the opportunity to come together to share their ideas, ongoing research and planned publications. This year, the colloquium took place October 25-26, 2018 at the Munk School of Global Affairs at the University of Toronto, hosted by Dr. Markus Stock with support from the DAAD, the Centre for Medieval Studies, the Pontifical Institute for Mediaeval Studies and the Department of Germanic Languages and Literatures at the University of Toronto.

Compared to most conferences, where attendees are expected to come with a fully developed presentation, this colloquium is structured to provide students a venue to work through ideas, discuss any problems they may be encountering in their researches, and receive detailed and productive feedback. Nine

graduate students from all partnering universities participated: André Flicker (Toronto), Anne Dymek (Harvard), Björn Klaus Buschbeck (Stanford), Hans Pech (Harvard), Landon Reitz (Berkeley), Mary Vitali (Berkeley), Philip Liston-Kraft (Harvard), Robert Forke (Stanford), and Sonja Anderson (Princeton). The wide range of topics included liturgical literature, medical textbooks, mystical texts, Mären, and even Martin Heidegger's concern for Thomas von Erfurt's *Grammatica Speculativa*.

Both days were capped by a keynote lecture, for which we thank Dr. Almut Suerbaum (University of Oxford), for speaking on "Alternative Aesthetics and Collective Authorship: Medieval German Religious Songs" as well as Dr. Ann Marie Rasmussen (University of Waterloo) for leading a joint reading of Elisabeth von Volkenstorff's library index.



### TORONTO GERMAN STUDIES SYMPOSIUM RECONSIDERING FEMINISM, FILM AUTHORSHIP, AND PERFORMANCE

May 22-24, 2019

Munk School for Global Affairs, Room 208  
1 Devonshire Place, University of Toronto  
Program: <https://german.utoronto.ca>

Scholarly talks, roundtables, and film screenings honouring the luminous life and distinguished career of **Ula Stöckl**, first female graduate (1968) of the Ulm School of Design and among the pioneering directors of the West German feminist film movement. Her 23+ films have screened at over 70 film festivals, including recent retrospectives in London, Berlin, and Vienna. She juries at international film festivals, guest lectures at film academies and is associate professor of film at the University of Central Florida, Orlando. **The director will be in attendance.**



*The Cat Has Nine Lives* (dir. Ula Stöckl, 1968), courtesy Deutsche Kinemathek



Germanic Languages & Literatures  
Cinema Studies Institute  
Women & Gender Studies Institute  
Faculty of Arts & Sciences  
Munk School for Global Affairs and Public Policy



# iPRAKTIKUM ON THE MOVE!

by Helena Jünger & Professor Stefan Soldovieri, Project Leads

The Department's internationalization and experiential learning initiative, which was founded in 2017, continues to grow in leaps and bounds. With the support of a major grant from the Career Ready Fund, we were able to make two scouting trips to Germany to firm up commitments with partners in our Freiburg and Berlin futurGenerator programs. In May 2019, the first four Freiburg interns took up their placements with organizations working in environmental education, refugee integration, and sustainable agriculture and food security. The interns are being funded by the Dean's International & Indigenous Initiatives Fund, which covers travel and a \$1000 stipend. In summer 2020, our Berlin hub will launch with a new group of partners that includes futurzwei, a non-profit foundation dedicated to promoting a sustainable and open society, as well as organizations working in the areas of urban mobility, migration, and social innovation.

This past year we added a new high school and undergraduate component to our 'German in the City' school internship program and laid the groundwork for adding new school partners. Work continues on expanding our pool of GTA business partners after a very successful start with the Tübingen-based software start-up Meisterplan. We are also very excited about a new initiative, spear-headed by Yiddish Lecturer Alexandra Hoffman and PhD student Miriam Borden, to create opportunities for students learning Yiddish in organizations such as the Bialik Hebrew Day School and Ontario Jewish Archives.

The iPRAKTIKUM team also co-sponsored two events for students this past academic year – a 'Global Career Booster' for high school and university students and a student appreciation and orientation



event for potential German majors, minors, and specialists. Co-organized by the Goethe-Institut Toronto, the Global Booster featured presentations by local business representatives, the German Academic Exchange Service (DAAD), and a group of students from the University of Toronto Schools, who talked about their experiences in Frankfurt with the Maximum City organization. A highlight of the gathering was the keynote address by Senator Ratna Omidvar, who began her distinguished career as a teacher of German in India. Over 70 U of T and high school students attended the event.

We look forward to continued collaboration with offices of the Vice President International and Vice-Dean, Undergraduate & International, as well as the recently founded School of Cities to create exciting learning for students learning German at the University of Toronto.

Check our departmental website for the latest news and opportunities as well as links to some of the media coverage that iPRAKTIKUM has enjoyed.



## futurGenerator



## SPECIAL NOTE

Canadians who haven't claimed a donation tax credit since 2007 can take advantage of the new First-Time Donors Super Credit. For your donation of \$200 and under, you are eligible for a tax credit of 40% and for your donation of \$201 to \$1,000, you are eligible for a tax credit of 54%. Please consider this benefit when making your gift to the Hermann Boeschenstein Memorial Fellowship in German. Your gift postmarked before December 31, 2019 will be eligible for a 2018 income tax receipt.

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