In May 2016, nine German majors, ten German minors, three Russian majors, and two Russian minors graduated from Wake Forest with the class of 2016.

German major Emma Trapp looks back at her time at Wake as a German major:

On Sunday, May 15, the Department of German and Russian held a formal reception to honor the German and Russian graduates of 2016.
B&B: How did you get interested in German? Did you already take German in High School?

Emma: I took 4 years of German in high school, and throughout those years I was not a huge fan. I initially chose German in high school because I heard the teacher was fun, enthusiastic and interesting, and my high school raved about his positive development of the German program. After a couple of years of taking German, as we began learning difficult grammar topics, I started to get frustrated and overwhelmed. With 7 other classes during the day, I started to lose interest in German class. When I was taking the foreign placement test (FLP), I decided to continue a language I was already familiar with, with the hopes of making the transition to college a little bit easier. After taking the FLP, I only tested out of 1 semester of German, which meant I was placed into German 113. My professors from my beginning German classes encouraged me to continue taking German classes. Eventually the WFU German department convinced me to be a German minor, and after some time a German major.

B&B: What do you like about the German language? Are there things that you find especially interesting, funny, or easy? Are there things that you find especially difficult? Why?

Emma: I like how many German words can be combinations of different words, but the actual connotation of a word in German maybe related to deeper ideas. For example the word “Vergangenheitsbewältigung” has two parts. “Vergangenheit,” means past and “Bewältigung” means overcoming or coping. So the literal translation is “past-overcoming/coping,” but the actual word is a complex, abstract idea that plays a huge role within the German culture.

B&B: Have you been to Germany or to Austria? When did you go and where did you visit? Can you share a story from your visit(s)?

Emma: I lived in Berlin for 8 weeks last summer (2015) while I took a couple of German classes at the Goethe Institute. One of my favorite events last summer was going to the International Beer Festival in Berlin! They had beers from all over the world, and I bought all my souvenirs there, which were miniature beer steins with the Berlin Bear on them. I think my favorite part about being at the Goethe Institute in Berlin was meeting and making friends from all over the world who I still keep in touch with!

B&B: Which German classes did you take at WFU?

Emma: The first German class, after my introductory classes, I took was German Works in Translation with Dr. Knight. While at Wake I also took German Grammar 317, German Speaking (318), German Literature (1700-1800), German Jewish Literature and the German Seminar class in which we discussed German Realism and Naturalism.

B&B: What made you decide to major in German?

Emma: Honestly, I decided to major in German because of the faculty at Wake Forest. Their enthusiasm and positive attitudes sparked my intellectual curiosity for the German language, culture and literature. I felt very much at home in the German department, I was intellectually challenged, as well as supported.
B&B: What did you especially like about the German classes at WFU?

Emma: I think the German department creates an engaging, productive learning environment that is open to interpretation, intertwines to a variety of topics and stimulates critical thinking. I always felt like I did not just learn facts, but I also learned about different perspectives and how to relate past ideas and ways of thinking to present-day issues.

B&B: Can you share a story about your German classes/studying German at WFU?

Emma: One time, for my German Literature (1700-1800s) class, Dr. McAllister had class at Shorty’s, where we ordered appetizers and discussed the book we were reading at the time. I thought it was fun to have class in a more casual setting, and to have class outside during a sunny, fall afternoon.

B&B: What advice would you give to future German majors and minors at WFU?

Emma: I think my advice to students in general is: do not stress out too much! Although college is supposed to be a little stressful, it is also a time to take a variety of classes, and become a holistic learner. I never thought I would take another German class after high school, and then I graduated with double major in Health and Exercise Science and German, and studied in Berlin for 8 weeks. There are a lot of different classes you can take and a lot of opportunities that will help you grow as a person, so try out those experiences when you can!

B&B: Are you glad that you are graduating from WFU? How do you look back on these four years?

Emma: I am very glad that I graduated from Wake! Looking back I would have absolutely made the same decision enroll at WFU. My time at Wake allowed me to make life-long friends, collaborate and interact with enthusiastic, intelligent professors and develop a greater sense of awareness for the world around me. I could not have asked for a better place!

B&B: What are your plans for the future? Will it involve German?

Emma: I am currently working at Twin City Pediatrics as a medical scribe. I eventually want to go back to school, but I am taking some time off to decide the type of graduate program I am interested in. I am looking into a lot of different health care-oriented graduate programs, but I hope that I am able to retain and use German in the future.

"Honestly, I decided to major in German because of the faculty at Wake Forest."
Congratulations to The Class of 2016!

German Majors:
Melissa Austin Bair
Andrew Keyes Broughton
James Christian Doerfler
Michael Patrick Grund
Nicholas Rudolf Kunz
Caroline Margery Rice
Emma Jane Trapp

German Studies Majors:
Rachel Erin Cox
Alana Ruth Harrison

German Minors:
Abigail Paige Allardice
Hannah Suzanne Alms
Andrea Becker
Katherine Quinn Burch
Brandon Shawen Clark
Maria Gabrielle Grant
Ian Douglas Kirchner
Robert Emmett Maloney
Samuel Tobias Salathe
Alexander Sebastian Wilson

Russian Majors:
Dale Austin Davis
Leo Cheung
Phillip Justin Weinstein

Russian Minors:
Kevin Joseph Ballerini
Vincent Michael Ward
On March 3rd, pancakes with various toppings were served as Russian faculty and students celebrated “Maslenitsa”, also known as the Russian Mardi Gras!

Wait, the Russian Mardi Gras?? B&B asked Dr. Elena Clark for clarification. “Maslenitsa, or "butter week," also known as Cheesefare Week, was originally believed to be a pagan festival celebrating the end of winter, and is now the East European equivalent to Carnevale or Mardi Gras. It takes place for the entire week preceding Orthodox Lent, so normally in February or March (Orthodox Lent and Easter may or may not coincide with Catholic Lent and Easter). During the week of Maslenitsa Orthodox believers must abstain from meat but are still allowed to eat dairy products; consequently, Maslenitsa is traditionally celebrated by eating bliny, or pancakes, cooked with butter, milk, and eggs and served with a variety of toppings. The pancakes symbolize the sun and are a way to gorge on the rich foods that Orthodox believers must avoid for all of Great Lent. Here at Wake Forest we celebrated Maslenitsa in March by cooking and handing out dozens and dozens of free pancakes in Greene Hall! “
Nicole Murphey  
(German major/Class of 2003)  
“I use German every day at work!”

Nicole Murphey graduated from Wake Forest in 2003 with a major in German and a minor in International Studies. Today, she works at Bridgehouse Law in Atlanta and uses German almost every day at work. We talked with Nicole about her amazing career:

B&B: When did you attend Wake Forest, and when did you graduate?

I attended WFU from 1999 to 2003. I graduated in Spring 2003 with my BA in German, minor in International Studies.

B&B: Why did you decide on German as a major?

I knew I wanted to study German when I was applying to universities, and tended to focus my college search on campuses which offered foreign language degrees. I became very interested in learning German and improving my ability to speak fluent German during my middle and high school years, as I had the opportunity to travel to Germany as a “student ambassador” through a Sister Cities exchange. I am originally from Gastonia, NC and took part in the very first exchange with our Sister City in Gotha, Thuringen back when I was about 13 years old. No one in my family speaks a foreign language and I am not of German descent, so I spent my Saturday mornings taking German language classes to prepare for the exchange. In Gotha, we lived with host families, attended classes at the local Gymnasium, and traveled around to several significant sites – we were fortunate to be in Berlin when the artist Christo had wrapped the Reichstag in silver fabric. It was fantastic opportunity to be immersed in a different culture, and to get outside of my little “bubble” in North Carolina. Overall, the exchange was a life-changing experience for me, and afterwards I continued to pursue opportunities to study German in high school, taking part in additional exchange trips to Germany, and my family also hosted students visiting from Germany. When it was time for me to apply to colleges, Wake Forest’s German program was very appealing to me, and naturally I had a heightened interest to spend a semester at the Flow Haus in Vienna.
B&B: How was the department back then? Who were the professors? What kind of memories do you have from your time as a German major at Wake? Any particular courses that you really enjoyed or maybe courses that you thought were difficult?

I greatly enjoyed my small classes, which frequently took place as group conversation around a conference table and not as a formal lecture. I also fondly recall having dinner at my professors' houses; it was so great to share in their hospitality, funny stories, and enjoying their company as friends as well as respected professors. Professor Christa Carollo was one of my favorites – I always liked to discuss current events in German newspapers, politics, and culture with her, and Dr. Timothy Sellner took our group to the Vienna Flow Haus during the Fall 2001 semester. I also had classes with Professors Grant McAllister, Larry West, Rebecca Thomas, and Stefanie Tanis.

I recall my most challenging classes involved the older forms of the German language from the Middle Ages, especially the texts of the Passion Play with Professor West. I have since met many Germans who admit they never read it in school, and they have been shocked to hear that we American students had to comprehend it and be graded on it!

The conversational German classes were always my favorites at Wake, and a “Weimar Republic” class that was jointly presented by the German and History departments was exceptional. My entire semester in Vienna was luckily headed by the German Department, so I reveled in the entire class schedule, especially Austrian Art and Architecture, Literature, etc.

B&B: Did you study abroad or live in Germany for a while? If yes, where were you and what were your impressions?

Yes. I lived with host families in Gotha, Thüringen (summer 1995) and in Aachen, Nordrhein-Westfalen (summer 1996 and again 1999). Wake Forest University semester abroad in Vienna, Austria (fall 2001). I would also travel back to Germany, Austria, and Switzerland on vacation during breaks in college and graduate school (2002 – 2006).

What did you do after you graduated?

I attended law school right after graduation in 2003 and completed my Juris Doctor in Spring 2006. I passed the North Carolina Bar exam in Summer 2006. My very first project as a newly-minted attorney was to work on a three-person team deciphering German language documents for discovery in a trademark infringement claim between international pharmaceutical companies. In January 2007, I started working on international corporate law matters with my colleague (a German attorney also admitted to practice in the USA) Mr. Reinhard von Hennigs – and we have been representing international businesses with their corporate, employment, and immigration needs ever since.

Nicole Murphey, Wake Forest Class of 2003
**B&B: Can you describe your present job? What are your job duties/ responsibilities at Bridgehouse Law, and how does that tie in with German?**

I am a partner at BridgehouseLaw LLP's Charlotte, NC office and lead counsel for our Labor and Employment practice group. I'm admitted to practice in both North Carolina and South Carolina. BridgehouseLaw is an international boutique law firm with offices in the USA and Germany, comprised primarily of attorneys who are multilingual, are admitted to practice law in more than one state and/or country, and who have significant personal and professional experience living, studying, and working abroad. My short answer to “what do you do as an international corporate attorney?” is: I create jobs, help companies grow, and protect them from liability along the way.

The majority of my clients are foreign companies (mostly German) with existing American business interests and/or those who are seeking to establish a new office in the United States. On any given day, I will help my clients open a new subsidiary in the US, prepare and negotiate contracts with their business partners, hire new employees, or litigate contractual disputes between global corporations. I am able to assist my American clients expand their business into the European Union, and to provide them with insights and advice about the different legal and cultural expectations within the USA and EU. During my experiences living and studying abroad, I personally dealt with many of the fundamental cultural differences between the USA and Germany, and I can sympathize with a client who is feeling like a “fish out of water” in their new country, and also offer advice and provide context about why things are done in a different way, and how to move matters forward.

**B&B: Can you give an example how you use German on the job?**

Many of my “finished products” - such as a contract, a Company Handbook, or a lawsuit – are prepared in English. However, the overwhelming majority of my daily correspondence from clients is in German. While nearly all of our clients are able to speak English, most of them prefer to speak in their native language. They definitely appreciate having dense, complicated contracts explained to them in German, and I find when they are able to speak freely this helps us to have a much more comprehensive understanding of our clients' business concerns. At times I have had to translate and explain concepts of German law to a local opposing attorney in order to settle a dispute. I have also given German-language lectures to explain such American legal concepts as jury trials and punitive damages (neither of which exist in Germany!).

We have several native German-speakers on our administrative staff, as well as interns from German law schools, so one will constantly hear conference calls and conversations around the office in English – then switch to German – and go back to English. It's a perfect atmosphere for a self-professed “language nerd” like myself, because I am constantly reading documents and having conversations in German every day.

**B&B: Vielen Dank für das Gespräch, und alles Gute für die Zukunft. Go Deacs!**
Russian Professors Elena Clark and Billy Hamilton talk about their current research:

Prof. Elena Clark:

My article "Fatal Thought: E. A. Baratynskij and the Inferior Function" is scheduled to come out in the journal "Russian Literature" this fall. In it I analyze discuss why I think "thought" and "thinking" play such an important but such an ambivalent role in the works of E.A. Baratynskij, one of Russia's most important metaphysical poets. Here's the abstract:

This article argues that the predominance of thought as a motif in Baratynskij’s work is because thinking can be seen as the “inferior function” in the psyche of his poetic persona. Poems featuring thought are analyzed to demonstrate that thought and thinking, while generally negative in Baratynskij’s poetry, also push the poetic persona towards maturity and transformation, as well as serving as a gateway to creativity and artistic production. The concept of the inferior function from Jungian analytical psychology is briefly explained, and examples are given of “inferior thinking” and of psyches that are under the influence of such thinking. The article concludes with a discussion of how this conception of “thought” in Baratynskij’s oeuvre can explain its seemingly contradictory status in his work.

I was also invited to translate a series of essays on Russian lacemaking and embroidery for the journal "Experiment," which is scheduled to come out this fall as well. The essays were written in the late 19th century by early researchers of Russian folk art. The texts I was given were scans of originals housed in archives in Russian libraries, and it turned out to be an extremely challenging project! Not only was I working with scans of 100+ year old texts written in the pre-Revolutionary orthography, but the vocabulary turned out to be quite esoteric. There were detailed discussions of different types of embroidery and lacemaking stitches, often with multiple regional variants, as well as reported speech in nonstandard dialects from lacemakers who were interviewed, casual references to people and texts who were famous then but are now unknown, and quotations from older (sometimes MUCH older) texts that I had to identify and then translate. It turned into quite the research project as I had to give myself a crash course on lacemaking and embroidery techniques and learn all kinds of medieval words for different colors and fabric types that are no longer in use. It was extremely interesting and I learned all kinds of things I never would have otherwise but a huge amount of work.
Professor Hamilton invites everyone to stop in his office and study the large, traditional-shaped chess set he built back in the 1990's out of boxwood that was once planted by slaves at a plantation up on the Virginia border. All the pieces have a theme (the way a font does), in this case, pedestals and collars. Wait! Except for the knights, the horses, who have no collars and are a seriously deviant shape.

He is working on a theory that a system (chess set, font, verb system, etc.) profits from having the right modest percentage of deviant components (the knight on the chess board, the sticking-up and hanging-down letters in a lower case font, or swim-swam-swum). This might lead to more universal wisdom in areas like "why are 8% of people left handed, 8% gay, 8% colorblind, and so on?" This has been studied by a writer named Leonard Shlain who unfortunately died a few years ago.

He had another URECA grant with his linguistics student, this time with Erika Brandon. This past summer Erika's project was titled "The Phonology of the N-Word and Other Derogatory Terms." Erika developed a test to determine whether test-takers would react more adversely to imaginary, made-up adverse terms with short vowels, as opposed to imaginary terms with long vowels or diphthongs. Her research has paused while she does a semester of study abroad in Sweden. This area of research in linguistics is called "sound symbolism" and there's a lot left to do in that realm.
German major David Brinsky spent 2015-2016 school year in Freiburg, Germany, where he studied at the University of Freiburg. In addition, David also served an internship as an English Language Assistant at Freiburg’s Kepler Gymnasium. He talks about his experience at the Gymnasium teaching English to German 9th-12th graders.

One of the greatest benefits of studying with IES Abroad is the customizability of the program, especially for full-year students. One can choose between and combine IES courses, normal university courses, and an internship. I had the chance to do all three. I applied for a position at a school in Freiburg and was shortly thereafter offered the opportunity to work as an English Language Assistant at the Kepler Gymnasium. The school combines a grade school and a high school, though I mostly worked with 9th and 12th grade classes. When I started interning, the students were beginning preparation for their Abitur, the German equivalent of the SAT, though over the course of several days and covering more subjects. The topics of this year’s Abitur were related the the US, globalization, liberty, and cultural stereotypes, so it was very helpful for the students to have an American to talk to. I reviewed many of their compositions, offered my insight on the various topics, and served as a conversation partner as they prepared for their oral exam.

A very unique aspect of the school, Kepler Gymnasium also offers bilingual courses, that is, courses in normal subjects like biology or history, but taught in English. I worked as an advisor for students working on their senior research projects, covering a vast array of topics ranging from exploring Edward Snowden’s actions as civil disobedience to examining the War in Iraq as a destabilizing force. I was blown away by the abilities of the students in this course, as many of them had near perfect English and were, on top of that, dealing with very important, meaningful issues.

In addition to being an assistant to these classes, I was asked by the headmaster of the school to give a number of presentations on American politics. Having been an election season, the US was in the news quite a bit and this was, for many students, their first real exposure to a US presidential election. While the material sometimes got very technical, the students showed great interest in the topic, and we were able to have robust discussion comparing German and American politics. I was an intern at Kepler for a total of 5 months and formed a great relationship with the students and teachers. I was very lucky to have had the chance to work at such a special institution. It was a further level of integration with the city of Freiburg as a student studying abroad and through it I formed many valuable connections for my future.
Natalie Duffy (class of 2013) talks about her career and why she uses Russian every day on her job.

My major at Wake Forest was Economics, but I took the introductory Russian course with Professor Hamilton during my spring semester senior year because I was interested in the language and culture. From there, I completed a summer language program at Columbia University in 2013 and the language immersion program at Middlebury College in 2014. I then decided I wanted to pursue a career related to Russian language and area studies, so I enrolled in The Elliott School at The George Washington University in their European and Eurasian Studies masters program. The focus of my degree was Russian and U.S. relations, though specifically much of my research has centered around Internet censorship in Russia. In the fall of 2015, I spent my semester abroad in St. Petersburg with the American Councils Russia program. I lived with a host family and only spoke Russian while I was there, which was an incredible experience and helped my language skills immensely. I am currently working at The Hudson Institute, a think tank in Washington, in their Kleptocracy Initiative program. We have created an archive that surveys nearly 100 Russian and Ukrainian oligarchs and details how they achieved their wealth and power, what they have been doing with their money, and any legal proceedings they have been involved in. I get to use my Russian every day to read documents or listen to reports and contribute to a project that sheds light on corrupt individuals. Getting my start at the Russian department at Wake Forest was an invaluable experience and helped me get where I am today.
Faculty News

Our department saw quite a few developments in the spring semester of 2016. Perhaps most notably, we had a change of Department Chairs. At the end of the semester, after six years of serving as Department Chair, Dr. McAllister ended his term and is now taking a well-deserved sabbatical dedicated to his research. Dr. Howards became the new Department Chair at the beginning of the fall semester. Below are some achievements of our faculty:

Dr. Boyer became the first-ever recipient of our department to receive Wake Forest’s prestigious Reid-Doyle Prize for Excellence in Teaching, which is awarded to outstanding faculty in the early years of their career. Among Dr. Boyer’s accomplishments are the use of the latest technology to enhance and extend her pedagogy in ways students readily embrace.

Also in spring, Dr. Boyer’s book “The Giant Hero in Medieval Literature” was published. Here is a short synopsis:
In "The Giant Hero in Medieval Literature" Tina Boyer counters the monstrous status of giants by arguing that they are more broadly legible than traditionally believed. Building on an initial analysis of St. Augustine's "City of God," Bernard of Clairvaux's deliberations on monsters and marvels, and readings in Tomasin von Zerclaere's "Welsche Gast" provide insights into the spectrum of antagonistic and heroic roles that giants play in the courtly realm. This approach places the figure of the giant within the cultural and religious confines of the twelfth and thirteenth centuries and allows an in-depth analysis of epics and romances through political, social, religious, and gender identities tied to the figure of the giant. Sources range from German to French, English, and Iberian works."

TENURE!! Dr. Boyer and Dr. Wiggers received their tenure at Wake Forest after having been on “tenure track” for six years. They also both received a promotion to Associate Professor of German.
Dear Readers,

I hope that you enjoyed the second issue of The Boar & The Bear.
If you have any comments, ideas, pictures, or stories that you would like to share for our next issues - no matter if you are a current student, a prospective student, a former student, or someone from the greater Triad community – please let me know by email or call me.

Many thanks to all contributors, and especially to Niki McInteer for all her help!

Yours,
Heiko Wiggers

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