

TRANSATLANTIC STUDENTS SYMPOSIA

ANNUAL EXCHANGES ON TRANSNATIONAL SOCIETY, POLICY AND CULTURE

HISTORY AND MAIN TRAJECTORY OF THE PROGRAM 2003-2022



WWW.TRASYM.ORG

CONTENTS

1. OVERVIEW OF THE PROGRAM.....	2
1.1. Structure of the Symposia.....	2
1.2. Experiential Learning as Central Methodology.....	3
1.3. Central Objectives of the Program	4
1.4. Experiences with Virtual Global Education during Covid and Beyond	5
1.5. Program Organizers	6
2. HISTORY OF THE PROGRAM.....	9
2.1. Humboldt-Universität zu Berlin and Bard College (#1-#2)	9
2.2. Humboldt-Universität zu Berlin and Georgetown University (#3-#9).....	14
2.3. Humboldt-Universität zu Berlin, Oregon State University, and University of Warsaw (#10-#16).....	32
3. STATISTICS (2003-2021).....	61
4. PARTNERS & SPONSORS.....	66
4.1. Current Institutional Partners	66
4.2. Sponsors and Supporters	66
4.3. Past and Occasional Institutional Partners	66
5. ACADEMIC PRESENTATIONS AND REFLECTIONS.....	67
5.1. Presentation at “Merging Practices and Aspirations – Setting the Bar for Global Higher Education in the 21st Century NYU Berlin Colloquium on Global Education,” 1-2 Nov 2012, Berlin.....	67
5.2. Presentation at the 2013 NASPA Annual Conference, “Bold Without Boundaries,” March 16-20 2013, Orlando, Florida.....	67
6. AWARDS.....	69
7. CONTACT INFORMATION.....	70

1. OVERVIEW OF THE PROGRAM

The Transatlantic Students Symposia are a series of short-term graduate-level exchanges that provide a student-based and largely student-run space for the discussion of topics of contemporary relevance in an interdisciplinary, experiential and transatlantic setting.

The student-based symposia are organized in cooperation between Oregon State University, Humboldt-University Berlin (Germany), and the University of Warsaw (Poland). Faculty-led workshops and courses at all three participating universities prepare a joint field trip, the symposium week, which contains institutional visits, talks and workshops, and concludes with a final student-based and student-organized conference.

The symposia are targeted towards students of the humanities and social sciences, including Public Policy, Political Science, Cultural and Literary Studies, History, Education, and others, who are working together in order to approach political and historical topics with a strong relation to present-day cultural and public policy issues. The students are furthermore provided with an outlook into professional and practical applications of their academic training.

1.1. Structure of the Symposia

The symposia are structured as follows:

(1) Preparatory Phase

Faculty organizers decide upon the parameters for the following year during the preceding symposium. This decision pertains to the field trip location and overall topic of the program. During the term directly preceding the symposium, students are prepared in classroom seminars at each of the participating universities. We discuss the general theme and aid students in identifying their research topics to be presented at the symposium conference. To coordinate students and faculty at all three universities, we utilize an on-line course system and video-conferencing to facilitate the discussion, share courseware, and perform and coordinate joint tasks. Student selection is based on academic merits, and lies within the discretion of the respective unit.

The symposium web site (<http://www.hu-berlin.de/transatlantic>) features information on the individual participants and their projects. The papers to be presented at the symposium will be finished by the beginning of the symposium week, and test presentations will be held in class to make sure that students feel comfortable with their presentation and are prepared to engage with their peers in the concluding conference. Students will receive feedback throughout their research and writing process both by academic faculty and student/assistant organizers.

(2) Symposium Week (if in-person travel is possible)

The symposium week consists of several days of joint activities at a specific location. These are:

- cultural activities (museum visits, archaeological sites, art galleries, theater, etc.)
- social activities
- academic workshops by expert speakers on several issues related to the topic of the symposium
- visits to political (both official authorities and NGOs), economic and cultural institutions related to the topic of the symposium

If travel is foreseeably not possible, we will design a virtually delivered alternative to our program.

(3) Concluding Symposium Conference

The student presentations are held in a two-day public academic conference. The conference is organized by the student/assistant organizers with input from academic faculty.

(4) Assessment and Alumni Phase

During the symposium, learning outcomes are undergoing assessment. The findings of this process will be fed back into the next iteration of the program. In conducting the assessment of the program, we combine the evaluation of the academic merits of the student participation with an assessment of several of the individual components of both the preparatory seminar and the field trip portion. We have been gathering qualitative and quantitative data in various forms, undertaken during the field trip and the conference, assessing the value of the individual excursions, the expected and actual learning outcomes by the students, and their self-assessment of their own individual learning objectives. We offer continuous mentoring and consultations to make sure the experience contributes to the successful graduation of the students.

We will also maintain connections with symposium participants in order to create a community of former participants. Program alumni will be invited to all upcoming events, and we will also offer an on-line discussion forum to facilitate an on-going exchange. This structure allows us to achieve the key learning and leadership objectives outlined below.

1.2. Experiential Learning as Central Methodology

The Transatlantic Students Symposia allow us to provide graduate students with a **multi-dimensional**, both **theoretical and applied**, outlook for their field of study and their future occupation, moving **beyond traditional classroom instruction**. The symposia are conceived to address a variety of key learning objectives embedded in an experiential learning philosophy.

The symposium started out as a student activity with faculty guidance, which remains the guiding principle. Therein, the symposium follows a methodology that is strongly focused on **experiential learning**. The classroom seminars are aimed at preparing participating students for the experiences of the symposium week. Students are also encouraged to conduct their own research, partially in a collaborative way, which will then cumulate into the final conference presentations.

The field trip portion specifically provides students with a **hands-on perspective** to otherwise rather theoretical classroom discussions. Traveling (whether at home or abroad) to key locations relevant to the symposium topic and meeting with practitioners in their respective fields highlight the potential practical applications of knowledge gained through classroom discussions and readings, and may provide critical reevaluations of theoretical insights. By integrating practical components into the symposium week, we are also offering an **outlook on future career opportunities and internships** (in diplomacy, policy, consulting, cultural work, etc.).

The field trip also allows students to visit and engage with different cultures by meeting with international students and faculty. Such meetings provide all participants with a different and more critical perspective towards their own culture and background.

By taking responsibility for organizing the symposia, program alumni who have been chosen as student organizers translate their previous experiences into guiding a new cohort of students throughout the process. This model of **student leadership** ties in with the experiential learning methodology of the symposium. Faculty — whose role is the long-term maintenance, financing, and academic preparation of the program — guide the student organizers, but also allow them to find their own solutions to particular problems. Student organizers may also play a role during the

classroom phase of the program by leading student discussions and guiding peer review of student research.

Both in the preparatory phase and throughout the symposium week, academic faculty engage in team-teaching and in **expanding their own disciplinary boundaries** by allowing for an inter- and trans-disciplinary exchange of ideas and methods. Furthermore, opening up an experiential space for the student organizers and the students requires faculty to shift their roles from active teaching to facilitating experiential learning. As a result, this may allow for **innovative approaches to both teaching and learning**.

1.3. Central Objectives of the Program

The program builds on six central components as part of the experiential learning framework:

(1) Internationality.

A central aim of the symposia lies in the internationalizing of the students' experience. This encompasses both the bringing together of students from different American and European universities, and also conducting the field trip portion during the symposium week. As a result, domestic perspectives are confronted with international counter-narratives that provide students with an alternative way of positioning themselves within an increasingly global world.

(2) Interdisciplinarity

The symposia aim to unite different theoretical and practical approaches from different academic cultures in order to discuss a topic of contemporary relevance. This is achieved by the collaboration of different academic departments in setting up both the preparatory coursework and the field trips. Confronting the students with differing methodologies allows them to put their own respective fields in a specific research context, and to see interconnections, similarities and differences to other, equally valid, academic approaches to issues of cultural and public policy.

(3) Collegiality and Collaborative Learning

Throughout both the preparatory and the field trip portion of the symposia, students are both encouraged and required to work closely together. The aim is to create a productive group dynamics as a prerequisite for a working cultural exchange, with an added emphasis on the collaborative nature of academic learning.

(4) Diversity

In recruiting students for the symposia, we have been putting increasing emphasis on diversifying the composition of both the student and faculty group. Our aim therein is both the inclusion of students from traditionally disadvantaged parts of the population, and the decentering of the normative national discourse by the inclusion of minority voices.

(5) Student Scholarship and Research

The final symposium conference is a student-run forum which allows the students to share their scholarship with their fellow students, faculty and interested guests. The presentations are based on their own research conducted throughout the preparatory seminars.

(6) Student Leadership

Supporting student leadership has been a cornerstone of the program since its inception. While the long-term and recurrent parts of the organization — such as finances, teaching, and establishing and maintaining contact with academic partner institutions — have been conducted by faculty, students have been playing an active part in the organization of central components of the program.

1.4. Experiences with Virtual Global Education during Covid and Beyond

The novel Coronavirus Pandemic which started at the end of 2019 necessitated the creation of a virtual alternative to the experiential in-person symposium model. We envision that the need for such virtual programming will continue to exist in the foreseeable future, whether as a replacement for an in-person program or as an additional component.

There continues to be a need for a truly global learning experience that is trans-disciplinary in design and brings together shared experiential/hybrid and both synchronous and asynchronous online learning opportunities focused on greater global awareness and understanding.

True international learning based on presence has always had an equity, accessibility and funding problem. Transportation and accommodation costs remain a steep deterrent to funding student participation in these programs. This pertains especially to the participation of students (and faculty) from countries and regions with a less developed funding landscape.

Just as the pandemic has challenged traditional modes of teaching & learning, it has also driven the availability and acceptance of remote learning and normalized the use of video & audio conferencing.

Climate change, equity considerations and the funding landscape require us to rethink the delivery of international education in the future even beyond the pandemic. For the symposium, this has led to the creation of new pathways for more international, diverse, equitable and inclusive teaching.

Our program aligns with Oregon State University's Learning Goals for Graduates and AACU's Global Learning VALUE Rubric by fostering

- global self-awareness,
- perspective-taking,
- cultural diversity,
- personal and social responsibility,
- understanding of global systems, and
- applying of knowledge to contemporary global contexts

These goals are independent from the nature of the program delivery, and can be maintained virtually. Our core competencies have been achieved similarly in a virtual environment, specifically

- intercultural awareness and communication
- integrated critical thinking in a global context
- critical self-awareness and
- ethical global citizenship.

Finally, our program has applied the following best practices:

- trans-disciplinary/intercultural dialogue skills through an anti-oppression learning frame
- remote online experiences that allowed to include both the Global North and Global South for richer and more nuanced conversations and comparative research
- globalized class cohort for the Transatlantic Symposium class for OSU cohort also (the Berlin cohort has already been more international due to HU's overall student population)
- more democratic learning environment inviting a broader range of diversity not hindered by lack of capital for international travel by including Global North and Global South
- shared and co-generated syllabi that brought forth intellectual traditions from other countries and disciplines
- enhanced cooperation between international faculty
- opportunities for continued growth virtually and in-person— hybrid format seems desirable

1.5. Program Organizers

The organization of the symposia is conducted by both academic faculty — who ensure the long-term success and academic preparation of the program — and student/assistant organizers — who take up tasks such as the organization of the student conference, guiding students throughout the preparatory phase and the symposium week, and providing input and assistance both to students and faculty throughout the entire process.

Current Organizing Team (since 2012)

PD Dr. Reinhard Isensee (Humboldt-Universität zu Berlin, since 2003)

Dr. Philipp Kneis (Humboldt-Universität zu Berlin, 2003-2011 / Oregon State University, since 2012)



Dr. Allison Davis-White Eyes (Oregon State University, 2007 and since 2011)

Dr. Tomasz Basiuk (Warsaw University, since 2012)

Dr. Raymond Malewitz (Oregon State University, since 2019)

Organizing Team History (since 2003)

Phase I: 2003-2004: Humboldt-Universität zu Berlin and Bard College

- | | | |
|--|--|---|
| #1: 2003: Terrorism
<i>Potsdam, Berlin</i> | Philipp Kneis, Janine Ludwig, PD Dr. Reinhard Isensee, Bert Bobock (HU);
Dr. Susan Bernofsky (Bard) |   |
| #2: 2004: UN
<i>Annendale, New York</i> | Philipp Kneis, Janine Ludwig, PD Dr. Reinhard Isensee, Bert Bobock (HU);
Dr. Susan Bernofsky, Emily Steinberg, Dorothy Albertini (Bard) | |

Phase II: 2005-2011: Humboldt-Universität zu Berlin and Georgetown University (twice with OSU as additional Partner)

- | | | |
|---|--|---|
| #3: 2005: European Dream
<i>Prague, Frankfurt, Berlin</i> | Philipp Kneis, Janine Ludwig, PD Dr. Reinhard Isensee (HU);
Dr. Jeff Peck, Grit Kümmele, Kimberly Jaeger, Matthias Oppermann,
David Gioia (GU); Pavel Zastera (Charles University Prague) |   |
| #4: 2006: Immigration
<i>DC</i> | Philipp Kneis, PD Dr. Reinhard Isensee (HU);
Dr. Eric Langenbacher, Kimberly Jaeger, Grit Kümmele (GU) | |
| #5: 2007: Minority Rights
<i>Croatia, Berlin</i> | Philipp Kneis, PD Dr. Reinhard Isensee (HU);
Dr. Eric Langenbacher, Kimberly Jaeger, Grit Kümmele (GU);
Allison Davis-White Eyes (OSU) |   |
| #6: 2008: Media & Identity
<i>New York, DC</i> | Philipp Kneis, PD Dr. Reinhard Isensee, Elle Narayan,
Sebastian Schöbel (HU);
Dr. Eric Langenbacher, Kimberly Jaeger (GU) | |
| #7: 2009: West & East
<i>Cyprus, Berlin</i> | Philipp Kneis, PD Dr. Reinhard Isensee, Elle Narayan,
Sebastian Schöbel, Anja Swidsinski (HU);
Dr. Eric Langenbacher, Marie Gschwindt de Gyor (GU) |  |
| #8: 2010: Federalism
<i>Montréal, DC</i> | Philipp Kneis, PD Dr. Reinhard Isensee, Anneke Boese, Isabel Scholz, Anja Swidsinski (HU); Dr. Eric Langenbacher, Marie Gschwindt de Gyor (GU) | |
| #9: 2011: Economic Crisis
<i>Madrid, Berlin</i> | Philipp Kneis, PD Dr. Reinhard Isensee,
Regina Berthold, Stefanie Krueger, Marcel-André Wuttig
(HU); Dr. Eric Langenbacher, Marie Gschwindt de Gyor (GU);
Dr. Brent Steel, Allison Davis-White Eyes (OSU) | |

Phase III: since 2012:

Oregon State University, Humboldt-Universität zu Berlin, University of Warsaw



- #10: **2012: Frontier**
Oregon, Corvallis Dr. Philipp Kneis, Allison Davis-White Eyes, Dr. Brent Steel, Hillary Fishler, Chrysanthemum Hays (née Mattison), Lauren Plaza (OSU); PD Dr. Reinhard Isensee, Mirza Besirovic, Nadine Birner, Jiann-Chyng Tu (HU);
- #11: **2013: Borders**
Poland, Warsaw Dr. Philipp Kneis, Allison Davis-White Eyes, Dr. Brent Steel, Jeff Kenney, Paul Meuse, Meghann Rhynard-Geil, Doris Gonzalez-Gonez (OSU); PD Dr. Reinhard Isensee, Andrew Johnson, Sophie Bennetzen, Christina Rechenberger (HU); Dr. Tomasz Basiuk, Ania Micińska, Adina Nistor, Janek Pytalski (Warsaw)
- #12: **2014: Sustainability**
NM/AZ/CO, Corvallis Dr. Philipp Kneis, Dr. Brent Steel, Dr. Allison Davis-White Eyes, Jeff Kenney, Marianna Amorim, Rebecca Arce, Elba Moise, DJ Zissen (OSU); PD Dr. Reinhard Isensee, Sophie Bennetzen, Christina Rechenberger, Carolin Kubanke (HU); Dr. Tomasz Basiuk (Warsaw)
- #13: **2015: Crisis of Mission**
Bulgaria, Berlin Dr. Philipp Kneis, Dr. Allison Davis-White Eyes, Dr. Brent Steel, Jeff Kenney, Julia McKenna (OSU); PD Dr. Reinhard Isensee, Eva Ruskamp, Leon Fritz, Charlotte Eisenblätter (HU); Dr. Tomasz Basiuk, Aleksandra Leniarska (Warsaw); Dr. Mark Stefanovich (American University in Bulgaria, Blagoevgrad) 
- #14: **2016: Resilience**
San Diego, Palm Springs, L.A., Corvallis Dr. Philipp Kneis, Dr. Allison Davis-White Eyes, Dr. Brent Steel, Kali Furman, Daryl Adkins, Nathan Davis, (OSU); PD Dr. Reinhard Isensee, Leon Fritz, Venera Kozueva, Franziska Schulze (HU); Dr. Tomasz Basiuk, Natalia Ogorek (Warsaw)
- #15: **2017: Nationalism**
Rome, Warsaw, Berlin Dr. Philipp Kneis, Dr. Brent Steel, Dr. Allison Davis-White Eyes, Sarah Boege, Jordan Hensley, Whitney Archer, Terrance Harris (OSU); PD Dr. Reinhard Isensee, Greta Fortwengel, Kathleen Pilz, Aisha Said (HU); Dr. Tomasz Basiuk, Gosia Zacheja (Warsaw) 
- #16: **2018: Transatlantic Relationship**
New York Dr. Philipp Kneis, Dr. Allison Davis-White Eyes, Yousef Allouzi, Jessica Andrepont, Celia Balderas, Jonathan Sandoval (OSU); PD Dr. Reinhard Isensee, Sara Fehlhaber, Elena Sanchez, Ayla Wopker (HU); Dr. Tomasz Basiuk (Warsaw)
- #17: **2019: Future of Democratic Culture**
Vienna, Berlin Dr. Philipp Kneis, Dr. Allison Davis-White Eyes, Dr. Raymond Malewitz, Alexis Austin, Angela Nguyen (OSU); PD Dr. Reinhard Isensee, Carlota Surós, Nadja Riegler, Dominik Michaelis (HU); Dr. Tomasz Basiuk, Karolina Szlaska, Bogdana Sybikowska (Warsaw)
- #18: **2020: The Legacy and Presence of Colonialism**
Virtual Dr. Philipp Kneis, Dr. Allison Davis-White Eyes, Matthew Fuller, Jenna Patten, Benjamin Platt, (OSU); PD Dr. Reinhard Isensee, Maite Seidel, Josefine Schmitt, Hannah Mara (HU); Dr. Tomasz Basiuk, Dr. Natalia Pamuła, Kinga Pomykacz, Karolina Szlaska (Warsaw)
- #19: **2021: The Return of Hope: Decolonization, Knowledge Production, Politics of Care.** *Virtual* Dr. Philipp Kneis, Dr. Allison Davis-White Eyes, Alexander Werndli (OSU); Dr. Kristina Graff, PD Dr. Reinhard Isensee, Seidel, Maite Josefine, Schmitt, Hannah Mara (HU); Dr. Tomasz Basiuk, Dr. Natalia Pamuła, Kinga Pomykacz, Karolina Szlaska (Warsaw)

#20: **2022: Freedom and the Transatlantic Relationship in a Multi-Crisis World.** *Hybrid, Warsaw, Berlin*

Dr. Philipp Kneis, Dr. Allison Davis-White Eyes (OSU); Prof. Dr. Martin Klepper, Dr. Selma Bidlingmaier (HU); Dr. Tomasz Basiuk, Dr. Natalia Pamuła (Warsaw)

#21: **2023: Transatlantic Space(s): Interstitial Ties between Utopia and Reality.** *Hybrid, New York*

Dr. Philipp Kneis, Dr. Allison Davis-White Eyes (OSU); Prof. Dr. Martin Klepper, Dr. Selma Bidlingmaier (HU); Dr. Tomasz Basiuk, Dr. Natalia Pamuła (Warsaw)

««»»

In the following, a brief history of the program will be sketched, in order to highlight the development of key aspects of the symposium.

2. HISTORY OF THE PROGRAM

2.1. Humboldt-Universität zu Berlin and Bard College (#1-#2)

**1st Symposium (Bard / Humboldt); April 4-5, 2003:
“Reactions to Terrorism. Amidst Political Answers and Cultural Questions”
at Humboldt-Universität zu Berlin, and with a field trip to Potsdam**

Notes on Program Development

In early April 2003, a student group from Bard College, Annandale-on-Hudson, undertook a field trip to the Berlin/Potsdam area. Accompanying them were Janine Ludwig, then Academic Representative of Humboldt-Universität zu Berlin in New York, and Dr. Susan Bernofsky, then professor at Bard College.

It was decided that the students should hold research presentations at Humboldt University. Janine Ludwig approached Philipp Kneis (who had been organizing student conferences at the American Studies Program since 2001) and Bert Bobock (a representative of the Students Union for English and American Studies) to help coordinate such a presentation session, at which also students of Humboldt University would participate, in response to a university-wide call for papers.

In cooperation with American Studies faculty (PD Dr. Reinhard Isensee), such a program was put in place as a student-based conference. After the conference, it was decided to pay a return visit to Bard College the next year, and thus to institutionalize such a program.

Symposium Week Field Trips

Some of the Humboldt student presenters and organizers joined the Bard students at select field trip sites, such as Park Sans-Souci and the Einstein House in Potsdam.



New York, World Trade Center Memorial 2004



Berlin

Number of Participants: 21

Organizers: 4

Philipp Kneis, Janine Ludwig, PD Dr. Reinhard Isensee (Humboldt), Dr. Susan Bernofsky (Bard)

Student Organizers: 1

Bert Bobock (Humboldt)

Students: 16

(Bard: 13, Humboldt: 3)

Program Description / Call for Papers

There are consequences to any event. The more drastic and traumatic the event, the more determined the reaction may be, especially if there remains the perception of an ongoing threat. A state's subsequent reaction will be felt within the state legislature, the nation's culture and media, and its foreign policy. Throughout World War II and the Cold War, the threat was visible, the opposing sides have been nation states and their respective allies. But how does a state react, how does the rhetoric change when the opponent eludes easy definition and cannot be dealt with on the political and/or diplomatic level?

Could the aim of terrorism be construed as providing terror, using the political framework as an incitement for catering to the disenfranchised, making them believe in a fight constructed as legitimate? The infrastructure of terror is elusive, so are its perpetrators, the threat is difficult to localize, its origin can be anywhere. As a consequence, a political reaction will be confronted with the task of dealing with already existing feelings of unease and paranoia. If the threat is believed to be real, there must ensue visible efforts to counter it, to prevent further acts of terrorism from happening. We will take a look at the aftermath of the terrorist acts of September 11th, 2001, examining the strategies employed in internal and foreign policy, in the media and the general cultural discourse, on both the domestic and the international level. As a possible comparison, we will review the methods employed in dealing with RAF terrorism in Germany.

The symposium will be part of the growing cooperation between Bard College and Humboldt-Universität, fostering dialog and intellectual exchange between the students. The aim is to build a lasting connection, thus aiding cultural understanding.



Potsdam, Sans Souci Castle



Berlin, Humboldt University

2nd Symposium (Bard / Humboldt); March 5-14, 2004 “From the National to the Global and Back? The Role of the UN as a Supranational Institution” at Bard College, Annandale-on-Hudson and New York

Notes on Program Development

The decision to institutionalize the program was made in support of the internationalization strategy of Humboldt University. Furthermore, the Humboldt student group would be recruited from students of English and American Studies.

The field trips were mostly conducted by the Humboldt group, with only select participation on behalf of the Bard students. Janine Ludwig, Philipp Kneis and Dr. Reinhard Isensee would function as the main organizers of the program on behalf of Humboldt University.

Preparatory Workshops

The Humboldt students met in 5 sessions for a preparatory Workshop at Humboldt University Winter Semester 2003/04 to ensure the academic quality of their work

Symposium Week Field Trips

Workshops: at Bard College and at the Bard Globalization & Int. Affairs Program

Site Visits: New York, Ground Zero, Wall Street

Institutional Visits: UN Headquarters, Carnegie Council, Human Rights Watch, Ellis Island Museum, American Council on Germany, German Ambassador to the US



Bard College



Bard College, Workshop

Number of Participants: 21

Organizers: 4

Philipp Kneis, Janine Ludwig, PD Dr. Reinhard Isensee (Humboldt), Dr. Susan Bernofsky (Bard)

Student Organizers: 3

Bert Bobock (Humboldt), Dorothy Albertini, Erica Steinberg (Bard)

Students: 14

(Bard: 4, Humboldt: 10)

Program Description / Original Call for Papers

The United Nations have been founded to facilitate multilateral solutions to global problems, to promote a new world order of international cooperation and peace. Yet somehow it might seem that such an order is becoming more and more of an illusion. It appears that crises of global reach are taken on by only a handful of players on their own; the attempt to achieve a unison reaction is being made on fewer and fewer occasions. It is issues like the International Criminal Court, the Kyoto agreement, the SARS crisis, and the War on Iraq which have contributed to the appearance of an ever-growing rift within the International community.

From the perspective of the United Nations, the global and the local are seen in unison. The basis of such a union is neither artificial nor arbitrary: Human rights, amongst which are life, liberty and security of person, have been found and contested throughout all history and all cultures. Furthermore, they have been universally agreed upon in the Charter of the United Nations and the Universal Declaration of Human Rights. In addition, there is constant debate about the role of arts and culture as either unifying or dispersing factors in the concept of global governance and unity.

The ideas that have formed the United Nations have been shaped by the immediate experience of global destruction and the complete disregard of such values. However, just as its predecessor, the League of Nations, suffered from a particularity of interests, the UN grew out of the power structures of both the past war and the incipient Cold War. Had the UN been paralyzed by the polarization between East and West, the disintegration of the Soviet Union has left the world with a strange imbalance, and a resurgence of atomized interests that lay dormant under the agony of the post-war period.



New York, United Nations Building



New York, inside United Nations Building

Can the United Nations be effective as an international organization, or do they need to have more supranational authority? Can such a perspective be realistic at all? What would be the basis for such a supranational, sovereign institution, a kind of world government?

Even within the culturally more homogeneous European Union, the struggle between the individual states and the Union remains a constant state of negotiation. Those who tend to favor supranational structures, like Germany and smaller nations, stand in constant conflict between those who believe in the strength of the nation state; both rooting their behavior in the lessons of the same past. What hardly works in the European context is repeating itself in other non-national structures and organizations like the Arabian League, NAFTA and the UN.

The new and old fragmentation manifests itself in times of crisis, ad hoc coalitions of the willing (and unwilling) determining the politics of the day. Do such developments arise out of a systematic disregard not only of the UN but also of the idea behind them? Or do they constitute legitimate answers to a failure of the organization as such, to the systemic weakness due to historical circumstances at the time of its conception, a birth defect that needs correction? Are they the preemptive response to a still unanswered question of universally accepted global authority?

Amongst the different factions, Germany counts as one of the most avid proponents of inter- and supranational solutions. This is Germany's answer to its historical responsibility, a conviction that enduring peace, security and freedom can result only from the integration of the nation state into the global sphere. On the other hand, the only true global player left, America, feels increasingly frustrated with the status quo of the United Nations, with the composition of its institutions and grave failures to form decisions in the past, like in the cases of Yugoslavia and Rwanda.

Both are relevant questions that need to be considered. How do you console those basic opposing concepts? Can an answer be found in the free interplay of strong and weak players, or is non-national guidance needed to not only increase the legitimacy of ad-hoc measures but also to create an atmosphere of trust and acceptance? The second Transatlantic Students Symposium will tend to such questions. Together we will approach the topic from a German and an American point of view, contributing to the continuing transatlantic dialog.



New York, Meeting with German Ambassador



New York, Statue of Liberty

2.2. Humboldt-Universität zu Berlin and Georgetown University (#3-#9)

3rd Symposium (Humboldt / Georgetown); March 5-13, 2005 “The European Dream. The Continuing Process of European Unification” at Berlin, and with field trips to Prague and Frankfurt/Oder

Notes on Program Development

Even though the first two symposia were seen by both sides as a great success, Bard College nevertheless could not commit to continue the program. On the Humboldt side, the decision was made to seek cooperation with Georgetown University, particularly in light of an intensive exchange program between both universities (1995-2008, coordinator Grit Kümmele). Primary contact was Dr. Jeffrey Peck, then director of the BMW Center for German and European Studies at Georgetown University.

Preparatory Workshops

Preparatory workshops were held at Humboldt University for the German group in 5 Sessions Winter Semester 2004/05, following the model established in the previous year. In order to provide a more coherent experience for all participants, it was decided to have all students participate in field trips.

Symposium Week Field Trips

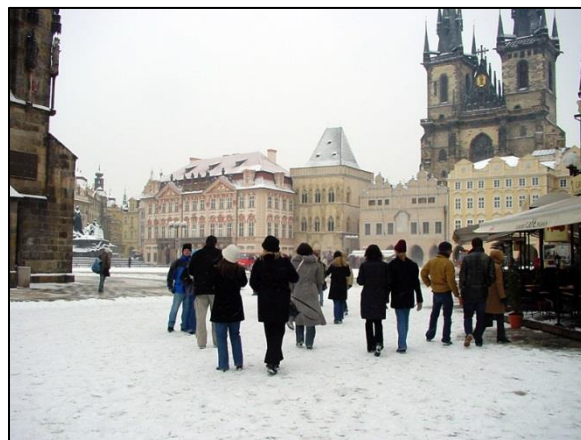
Workshops: at Charles University, Humboldt University, German Parliament

Site Visits: Prague City tour, Laterna Magika: play “Odysseus”, visit of Jewish Cemetery and Museum, Berlin: Pergamon Museum

Institutional Visits: German Embassy in Prague, German Parliament / Bundestag, Europa-University Viadrina in Frankfurt/Oder, Collegium Polonicum in Słubice, US Embassy in Berlin



Prague



Prague

Number of Participants: 26

Organizers: 5

Philipp Kneis, Janine Ludwig, PD Dr. Reinhard Isensee (Humboldt),
Dr. Jeffrey Peck, Kimberly Jaeger (Georgetown)

Student/Assistant Organizers: 4

Grit Kümmele (Humboldt / Georgetown Exchange Program),
David Gioia, Matthias Oppermann (Georgetown), Pavel Zastera (Prague)

Students: 17

(Humboldt: 9, Georgetown: 7, Prague: 1)

Program Description / Original Call for Papers

Ever since the dissolution of the Roman Empire, Europe has struggled to create an entity that would re-create a realm of universal peace and harmony, offering a wide space for business and prosperity, while respecting the cultural idiosyncrasies of European nations; a non-zero sum game thriving on the abundant promises of a future eu-topia made by political, social, cultural, scientific and religious thinkers throughout history.

Exploited by various false prophets stressing hegemony and dominance over consent, the European Dream experienced its major setback in World War I and its ultimate Armageddon in World War II. Out of the ashes of material and moral devastation, and set against the rising threat of Soviet despotism, the building blocks of what has become the European Union emerged through the cooperation between nation states that just shortly before had been bitter enemies. The consolation between Germany and France constitutes the cornerstone of that alliance, and the United States of America remained the continuing sponsor of European harmonization.

Decades after the initial steps, the legacy of Robert Schuman's plan has experienced a major success: The inclusion of ten new member states, most of them formerly suffering from the yoke of Communism, signifies the final triumph over the legacy of the World Wars and the reversal of a separation that has inhibited and overshadowed the dream of European unity for too long.

But what does the enlargement mean for the process of European unity on the institutional level? How far-reaching can such a unity be? Will the idea of a European Constitution be a step towards a United States of Europe, or do the different cultural and historical facts demand for a different



Frankfurt / Oder



Stubice

outcome? Is the basis of the union, which has always been economic, threatened by the necessary reconstruction of its new members? Does the protectionist debate against labor migration signal a more pragmatist approach, and a rejection of history-evoking pathos? And, finally, are there limits to enlargement? How shall we deal with future candidates like Turkey and Georgia?

The third symposium composed of American students and students from Humboldt-Universität zu Berlin shall tend to questions like these and discuss the future prospects of European Unity in light of its historical legacy.



Workshop at Viadrina University



Berlin, Pergamon Museum

4th Symposium (Humboldt / Georgetown); March 4-12, 2006
“Give Me Your Tired, Your Poor? Immigration and Citizenship in the U.S. and the E.U.”
at Washington, D.C.

Notes on Program Development

With the departure of Dr. Jeffrey Peck from the BMW center, Dr. Eric Langenbacher from the Department of Government would join the program, which was held in Washington D.C. Field trips were conceived again as open for all participants

Preparatory Seminar

Instead of preparatory workshops at Humboldt, a regular seminar was offered, co-taught by Dr. Reinhard Isensee and Philipp Kneis in Winter Semester 2005/06, which would also incorporate a selection process. Prospective symposium participants on the Humboldt side would submit their proposals and would be accepted on the basis of the academic merits of their papers.

Symposium Week Field Trips

Workshops: at Georgetown University

Site Visits: Tour of US Capitol, International Spy Museum

Institutional Visits: American Institute for Contemporary German Studies (AICGS); Department of Homeland Security, US Citizenship and Immigration Services, Arlington Asylum Office; Democratic National Committee; Ayuda (Hispanic Immigrant Advocacy and Support); US House Representative Zoe Lofgren (D-CA), Ur Jaddou (Legislative Assistant for Immigration Affairs)



Washington, D.C., US Capitol



Washington, D.C., White House

Number of Participants: 22

Organizers: 5

Philipp Kneis, Janine Ludwig, PD Dr. Reinhard Isensee (Humboldt),
Dr. Eric Langenbacher, Kimberly Jaeger (Georgetown)

Assistant Organizers: 1

Grit Kümmele (Humboldt / Georgetown Exchange Program)

Students: 16

(Humboldt: 11, Georgetown: 5)

Program Description / Original Call for Papers

The existence of states and state-like groups both necessitates and facilitates the formation of communities. An inherent human “groupishness” (Matt Ridley) may form the foundation of such constructs, but the communities themselves are the result of long evolutionary processes of adaptation, construction and negotiation. In a certain sense, the communities may be “imaginary” (Benedict Anderson), yet their structures and mechanisms are nevertheless concrete phenomena.

Through the construction of communities, internal coherence can be created. Even traditional nation states like France, Italy and Germany underwent a history of “nation-building” and are the temporary outcome of arduous and oftentimes painful processes of harmonization, integration, assimilation and also “ethnic cleansing”. The patchwork character of states like the United States and Canada may appear more clearly as their history is largely influenced by immigration, the artificial and “imaginary” character of a “nation of immigrants” being more apparent than e.g. in Germany.

Yet migratory movements are no thing of the past, and at all times there have been refugees, migratory workers, transnational networks, and also ethnic groups with no nation state defending their interests. Globalization, understood as a process by which national boundaries and authorities lose concrete political, economic, cultural and ideological power, facilitates such movements.

Both nation states and supranational constructs like the EU are caught between two alternatives:

- accepting the transitional nature of communities faced with increased migration and taking into account a loss of cultural coherence, an uncertain future for the national workforce, and immense investment in integrating immigrants into the society; or



Washington, D.C.

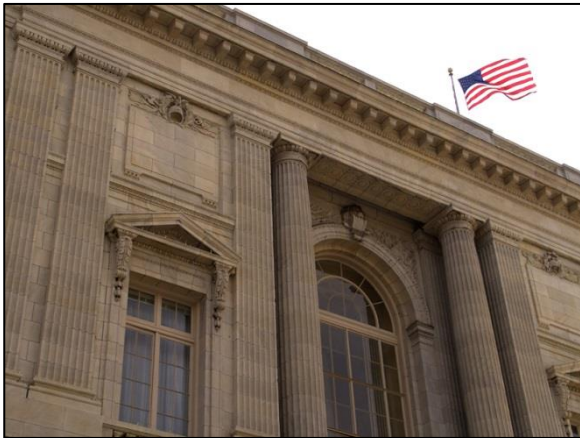


Meeting with DNC

- trying to maintain the clear boundaries of the nation state while accepting growing differences with regard to living standards in comparison with other regions, making it more difficult to tighten border control and encouraging growing dissatisfaction and dissent in poorer countries.

In general, these theoretical (and ideological) models often prevent a long-term assessment of benefits and risks concerned with immigration, making it difficult to find adequate solutions to a problem that is not only political and ethical. But could the two maybe be consoled? Could pragmatism and ethics work together, as the call for the tired and poor in Emma Lazarus' poem, which has become the motto of the Statue of Liberty?

The Fourth Transatlantic Students Symposium thus will undertake a comparative approach towards questions of immigration and citizenship in an American and a European context.



Washington, D.C.



Symposium

5th Symposium (Humboldt / Georgetown / Oregon State); March 3-11, 2007
“Unity in Diversity? Minority Rights in the United States and the European Union”
at Berlin, and with field trips to Croatia, Bosnia-Herzegovina, and Cottbus

Notes on Program Development

A student conference in 2006 (“Native Cultures in the 21st Century,” May 3-6, 2006, organized by Philipp Kneis and Manuela Mangold) opened up a new cooperation with Oregon State University, initiated by Allison Davis-White Eyes (Diversity & Cultural Engagement, OSU). OSU agreed to collaborate on the subsequent 2007 symposium, which would highlight topics of minority rights and representation in Europe and the US. This cooperation would be continued in 2011 and beyond.

Preparatory Seminar

A preparatory seminar was co-taught by Dr. Reinhard Isensee and Philipp Kneis in Winter Semester 2006/07, which would also incorporate a selection process. Prospective symposium participants on the Humboldt side would submit their proposals and would be accepted on the basis of the academic merits of their papers.

Symposium Week Field Trips

Workshops: with Jeffrey Peck

Site Visits: Split: Diocletian’s Palace; Mákaraska; Mostar: Turkish House, Old Bridge; Salona: Old Roman City; Međugorje; Trogir; Berlin: New Synagogue, Bundestag; Germanic Settlement Klein-Köris; Wendish Museum in Dissen

Institutional Visits: Sehlik Mosque, Central Council of Muslims; Leo Baeck House, Central Council of Jews in Germany; Cottbus: Witaj Language project, Lower Sorb Language School; Wendish House / Domowina; Meeting with Representatives of Sorb Party



Split, Diocletian’s Palace



Split, Diocletian’s Palace

Number of Participants: 26

Organizers: 5

Philipp Kneis, PD Dr. Reinhard Isensee (Humboldt),
Dr. Eric Langenbacher, Kimberly Jaeger (Georgetown),
Allison Davis-White Eyes (OSU)

Assistant Organizers: 1

Grit Kümmele (Humboldt / Georgetown Exchange Program)

Students: 20

(Humboldt: 11, Georgetown: 7, OSU: 2)

Program Description / Original Call for Papers

Convinced that, while remaining proud of their own national identities and history, the peoples of Europe are determined to transcend their ancient divisions and, united ever more closely, to forge a common destiny, convinced that, thus “united in its diversity”, Europe offers them the best chance of pursuing, with due regard for the rights of each individual and in awareness of their responsibilities towards future generations and the Earth, the great venture which makes of it a special area of human hope... —
Preamble to the European Constitution, Draft

e pluribus unum

— *Seal of the United States of America*

The communal identity of not just the nation state but also of larger federal structures often assumes an overarching “major” whole under which other, “minor”, identities are subsumed. The United States created unity out of the plurality of thirteen original states, and extended its motto of “e pluribus unum” as a common theme towards its politics of integrating newcomers. This unity was questioned during the Civil War, and full participation was delayed even longer until the granting of citizenship and voting rights to indigenous cultures, African-American slaves, and women.

The Civil Rights Movement of the mid-20th century worked to restore and redefine this unity and constituted a profound moment in American history where a long and convoluted history of apartheid was confronted and measures were undertaken to make society truly inclusive. Each new international conflict and each new wave of immigration has posed and continues to pose problems for immigrant and minority populations, as can be seen from , e.g., the internment of Japanese civilians during World War II in the US and Canada, the ongoing politics of marginalization towards American Indian tribes and African Americans, the suspicions regarding citizens of Middle Eastern origin and regarding Islam, as well as the current debate concerning Mexican legal and illegal immigration. Whatever the en vogue concept of the day regarding integration-Melting Pot, Cultural



Split



Salona

Pluralism, Salad Bowl, Orchestra, Stew, Mosaic, Multiculturalism, Post-Ethnicity-the status of diversity within unity is still an ongoing project.

Within Europe, the continuing creation of the new union is often preceded by the break-up of former unions (Czech Republic, Yugoslavia, Soviet Union) that create nation states which seek representation as a nation within the EU, rather than as a unit within a federation. Yet there are also nations in Europe that lack a state of their own, and territories that have switched between countries and now carry an ethnic minority (Basques, Sorbs, Jews, Celts on the British Isles, Sinti and Roma; Danes in Germany, German minority in South Tyrol, Italian minority in Slovenia, etc.); or traces of past cultures and empires (e.g. Roman, Byzantine, Habsburg, Napoleonic or Ottoman culture). Immigration, as well, adds to a growing diversity in Europe.

Moreover, intersecting with these ethnic and cultural affiliations are equally challenging questions regarding the role of women in society, issues of sexual orientation, class differences and age discrimination.

Within the backdrop of recent developments on both sides of the Atlantic that are grounded in the conflictual tensions between the quest for a common identity and the longings to preserve one's own cultural roots, the symposium will address, amongst others, the following issues:

- negotiating a common culture allowing for democratic dialogue,
- preserving non-mainstream culture and languages, especially for minorities without a native country thoroughly representing their culture (e.g. Basques, Sorbs, Native Americans),
- education,
- social conditions and labor market,
- religious pluralism, separation of church and state, separation of church and politics,
- representation of minority culture in a mainstream context,
- nativist extremism and xenophobia.



Makarska



Mostar

6th Symposium (Humboldt / Georgetown); March 1-9, 2008
“Media and Collective Identity in the United States and Europe”
at Washington D.C., with a field trip to New York

Notes on Program Development

2008 saw an expansion of the roles of Humboldt student organizers, as Philipp Kneis was unable to attend the symposium itself due to his graduation. Elle Narayan and Sebastian Schöbel, who had taken part in two previous symposia, took responsibility for the student conference and the organization of some of the field trips. This model of student leadership proved successful, and would be continued on the Humboldt and OSU side. Since then, this position has been formalized as “student organizer.”

Preparatory Seminar

A preparatory seminar was co-taught by Dr. Reinhard Isensee and Philipp Kneis in Winter Semester 2007/08, which would also incorporate a selection process. Prospective symposium participants on the Humboldt side would submit their proposals and would be accepted on the basis of the academic merits of their papers.

Symposium Week Field Trips

Workshops: at Georgetown University

Site Visits: New York: Ellis Island; Statue of Liberty; Neue Gallerie, 86th Street; Lower Ninth, Flea Theater; Ground Zero; Museum of the Moving Image;
Washington, D.C.: Corcoran Gallery; FDR Memorial, Jefferson Memorial, Washington Monument

Institutional Visits: Newsweek; Roundtable with media representatives Jon (SKY News, Fox News, Washington Post)



New York



New York

Number of Participants: 20

Organizers: 4

Philipp Kneis, PD Dr. Reinhard Isensee (Humboldt; not travelling),
Dr. Eric Langenbacher, Kimberly Jaeger (Georgetown)

Student Organizers: 2

Elle Narayan, Sebastian Schöbel (Humboldt)

Students: 14

(Humboldt: 8, Georgetown: 6)

Program Description / Original Call for Papers

Based upon a critical discussion of the major cultural theories on the construction of identity, the symposium will explore current representations of political, social and cultural identity in the media in Europe and the United States both on a national and transnational level. Taking a comparative approach these representations in various media such as print (newspapers, magazines), TV, film, will be analyzed in terms of the narratives they suggest to create, affirm and negotiate hegemonic or pretentiously hegemonic discourses of European and American identities.



New York



Washington D.C., US Capitol

7th Symposium (Humboldt / Georgetown); March 7-14, 2009
“The End of the West and the East? Challenges for Integration in Europe and the US”
at Berlin, and with a field trip to Cyprus

Notes on Program Development

No conceptual changes occurred in 2009.

Preparatory Seminar

A preparatory seminar was co-taught by Dr. Reinhard Isensee and Philipp Kneis in Winter Semester 2008/09, which would also incorporate a selection process. Prospective symposium participants on the Humboldt side would submit their proposals and would be accepted on the basis of the academic merits of their papers.

Symposium Week Field Trips

Workshops: at Lefkosia University, Cyprus

Site Visits: Larnaca; Pyla; Kykkos Monastery; Omodhos; Episkopi; Kourion;
Petra Tou Rhomiou; Chirokoitia; Lefkosia/Lefkoşa

Institutional Visits: Berlin: Czech Embassy; US Cultural Attaché; Böll-Foundation; Bundestag

Number of Participants: 19

Organizers: 4

Philipp Kneis, PD Dr. Reinhard Isensee (Humboldt),
Dr. Eric Langenbacher, Marie Gschwindt de Gyor (Georgetown)

Student Organizers: 3

Elle Narayan, Sebastian Schöbel, Anja Swidsinski (Humboldt)

Students: 12

(Humboldt: 6, Georgetown: 6)



Pyla, Cyprus



Pyla, Cyprus – UN Post

Program Description / Original Call for Papers

The division of the world into East and West appears as old as history. Even though the protagonists in occident and orient have changed frequently, the terms still exist, and are supposed to carry meaning. What is meant, however, is often a West that is seen as identical with the “Free World” (Ash 2004) and an East that is simply a drastic case of alterity. Yet, especially India and to a lesser extent China have been working towards “provincializing Europe” (Chakrabarty 2000). The much-hyped “clash of civilizations” (Huntington 1996) is becoming a conflict that happens much more inside of nation states rather than between them (Huntington 2004). Consequently, the question of national identity is increasingly becoming more complex, especially when new immigration poses questions regarding the “rights of others” (Benhabib 2004).

Regarding the “End of History” (Fukuyama 1992), i.e. the teleology of History as a guiding force in a Hegelian and Marxian sense, liberal democracies in the world are increasingly challenged in their normativity. It is not just the confrontation with radical Islamism, but also with radical and ruthless capitalism — especially in China — that poses challenges for the social welfare state that is prevalent (to varying degrees) in the West. A crumbling economy oftentimes goes hand-in-hand with a heightened threat to social peace. Moreover, one of the major on-going challenges is continued immigration from the “Global South” and the “East” into the “West,” and the ensuing battles over identity, participation, distribution of riches and traditional value systems. In addition to the “trouble with diversity” (Michaels 2006), a rising disparity between the rich and the poor within the “West” itself questions the promise of everlasting prosperity, especially in the light of the current financial crisis in both America and Europe.

The European Union is a diverse confederation of states with strong national identities — while non-state nations (such as the Scots and Basques) within the EU continue to struggle for a meaningful role within the growing European realm of influence. The United States of America has upheld its self-image of a traditional immigrant nation — while still marginalizing Native Americans and African Americans in a peculiar way.

Both of these “Western” societies are now increasingly challenged in their self-definition by new kinds of immigrants that seeks not assimilation or arrival in a target country, but rather continuing ties to their home and the preservation of their original culture. Such transmigration is a phenomenon of globalization: a subaltern cosmopolitanism that can see a family identifying with several countries without really appearing tied to either one; a border-transcending movement that is increasingly facing a toughening of borders and limits. How global can the local be; and how local can the global be?



Larnaca, Cyprus



Episkopi, Cyprus

With the emergence of new socio-economic and cultural constellations resulting from processes of globalization on the one hand and regionalization and localization on the other, traditional notions of the “West” and “East” are being increasingly rendered problematic if not invalid. Whereas in Europe, religion (most prominently, Islam) has played a significant role in re-thinking the idea of the “West,” in the United States the controversies related to recent Latin American immigration has elevated the issue of integration back to the political agenda, as well as spurring a renewed interest in the inquiry of concepts of integration and the cultural premises upon which they are based.

The symposium will delve into questions of inclusion and exclusion, of defining and re-defining cultures, and at how these issues are negotiated at a political and economic as well as on a cultural level. From the backdrop of recent debates about the politics and practice of integrating immigrants and minorities in the United States and Europe, we will address key dimensions of contemporary social and cultural contexts on both sides of the Atlantic that challenge present concepts of (national) integration. Besides discussing relevant theories of integration and their critiques, we will also provide insights into practical aspects of current integration policies in the US and Europe.



Episkopi, Cyprus



Meeting at Czech Embassy, Berlin

8th Symposium (Humboldt / Georgetown); March 6-13, 2010
“Federalism and Regionalism in the United States, Canada and Europe”
at Washington, DC, and with a field trip to Montreal, QC, and Richmond, VA

Notes on Program Development

No conceptual changes occurred in 2009.

Preparatory Seminar

A preparatory seminar was co-taught by Dr. Reinhard Isensee and Philipp Kneis in Winter Semester 2009/10, which would also incorporate a selection process. Prospective symposium participants on the Humboldt side would submit their proposals and would be accepted on the basis of the academic merits of their papers.

Symposium Week Field Trips

Workshops: at Canadian Centre for German and European Studies, Université de Montréal; Georgetown University

Site Visits: Montréal: McCord Museum of Canadian History; Richmond: Museum of the Confederacy/White House of the Confederacy; Virginia Historical Society; DC: American History Museum

Institutional Visits: Parti Québécois; Québec Liberal Party; Association of Canadian Studies

Number of Participants: 23

Organizers: 4

Philipp Kneis, PD Dr. Reinhard Isensee (Humboldt; not travelling),
Dr. Eric Langenbacher, Marie Gschwindt de Gyor (Georgetown)

Student Organizers: 3

Anja Swidsinski, Anneke Boese, Isabel Scholz (Humboldt)

Students: 16

(Humboldt: 10, Georgetown: 6)



Washington, D.C., Union Station



Washington, D.C., Viet Nam Veterans Memorial

Program Description / Original Call for Papers

The symposium will address two important dimensions of federalism and regionalism in the United States/Canada and Europe/Germany in a transatlantic perspective. Based on a discussion of the historical emergence of the formal power division between national, state and regional governments and its functions in both North America and Europe, we will first explore how the actual balance of power is institutionalized, negotiated, and translated into political practice in various fields.

At the backdrop of these questions, the course will then analyze specific forms and functions of constructions of national cultures, as well as the characteristics of subnational, regional and local cultures by looking at “Southern,” “Western” and “New England,” city cultures or manifestations of minority vs. mainstream cultures in the United States and “the West” and Québec in Canada on the one hand and national, regional (Berlin vs. Bavaria, Thuringia vs. Hanseatic Cities etc.) and local cultures (village vs. city, for instance) in Germany on the other.



Washington, D.C., Lincoln Memorial



Washington, D.C., Ulysses S. Grant Memorial

**9th Symposium (Humboldt / Georgetown / Oregon State); March 5-13, 2011
“Confronting the Crises of the Twenty-First Century: Politics, Economics & Identity”
at Berlin, and with a field trip to Spain**

Notes on Program Development

In 2011, the program saw again cooperation between Humboldt, Georgetown and Oregon State University. OSU sent students from Diversity & Cultural Engagement (with Allison Davis-White Eyes) and the Public Policy Graduate Program (with Dr. Brent Steel).

Preparatory Seminar

A preparatory seminar was co-taught by Dr. Reinhard Isensee and Philipp Kneis in Winter Semester 2010/11, which would also incorporate a selection process on the basis of the academic merits of student papers. A video conference between Humboldt, Oregon State and Georgetown University was held, allowing students and faculty exchange ideas and introduce themselves to each other.

Symposium Week Field Trips

Workshops: Universidad Carlos III, Madrid; Universidad de Alcala

Site Visits: Madrid, Toledo; El Escorial; Berlin: German Historical Museum

Institutional Visits: Madrid: Meeting with former President Aznar; Berlin: Friedrich Ebert Foundation; Heinrich Böll Foundation; Bundestag

Number of Participants: 31

Organizers: 6

Philipp Kneis, PD Dr. Reinhard Isensee (Humboldt),
Dr. Eric Langenbacher, Marie Gschwindt de Gyor (Georgetown),
Allison Davis-White Eyes, Dr. Brent Steel (OSU)

Student Organizers: 3

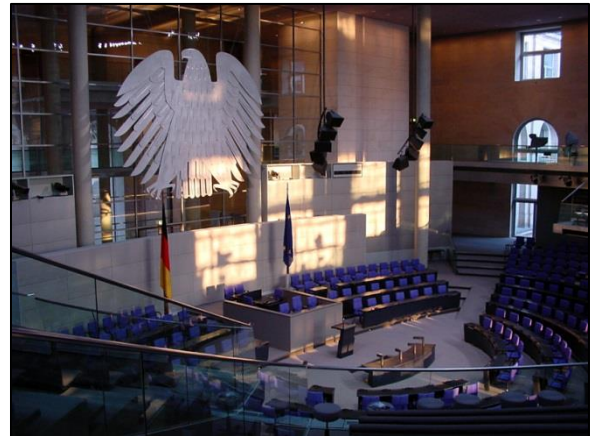
Regina Berthold, Stefanie Krueger, Marcel-André Wuttig (Humboldt)

Students: 22

(Humboldt: 9, Georgetown: 6, OSU: 7)



Berlin, Bundestag (German Parliament)



Program Description / Original Call for Papers

The Transatlantic world has been unsettled by major crises over the last years. The virtual collapse of the financial system, followed by the deepest economic recession since World War II, and then the specter of a debt-driven apocalypse dominated public and policy attention. Although the worst has been averted in most countries, major issues remain. Some countries like Greece and Spain will be plagued by economic problems for years. Stronger economies like the United States and Germany will find it challenging to regain the wealth and economic momentum that they previously enjoyed — especially as power slowly shifts to the East and South.

The immediacy of this financial and economic crisis, however, has masked temporarily more fundamental ruptures. Deep policy disagreements over the appropriate responses to the economic challenges have arisen within Europe and between European countries and the US. Some have advocated Keynesian stimulus, while others have pursued Hayekian neoliberal remedies. Such economic dissensus — following years of disagreement about foreign policy — has resulted in unprecedented tensions in the West. Yet, the economic crisis is accompanied by the rise of trans-migratory labor, the ongoing restructuring of industry and labor market, the expansion of trans-national corporations, and the rise of new economic superpowers such as China and India.

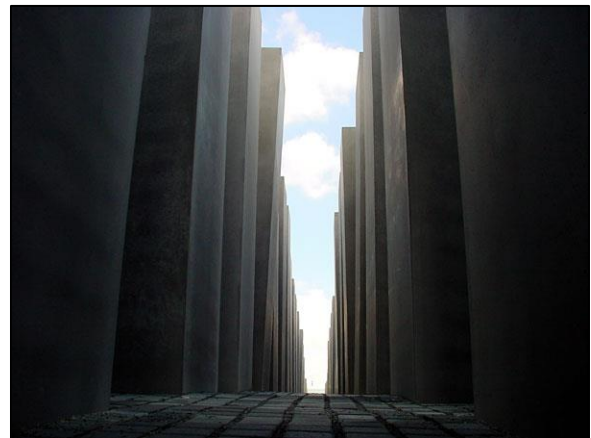
Despite decades of rhetoric and efforts to “build Europe” or achieve “unity in diversity,” European institutions have been almost invisible in face of the economic crisis. The much vaunted decline of the nation-state has proven illusory, with even a modicum of supranational policy coordination absent. Almost all policy responses have occurred within the confines of the “withering” nation-state and any international coordination that happened was a consequence of old fashioned bilateral deals. What does this say about current and future capacities of “Europe?”

In the wake of these processes, new versions of (old) national identity narratives have regained currency. In both the United States and Europe, this is connected to rising concerns with immigration and on-going challenges in accepting multicultural and multi-religious realities. Many states are mired in ongoing processes of redefining their national narratives, complicated by persistent movements for increased subnational autonomy. The resurgent quest for national solutions puts renewed pressure on national minorities and immigrant groups.

The Symposium will address these crises of the early twenty-first century through the lenses of politics, economics and culture. Students and academic representatives from Georgetown University, Oregon State University and Humboldt-Universität zu Berlin will come together for a week of joint activities, workshops, discussions, and a concluding conference in Berlin, prepared by a field trip to Madrid, an ideal location to explore policy responses to the financial crisis and the dynamics between national, subnational and supranational policymakers.



Corvallis, defunct gas station



Berlin, Holocaust Memorial

2.3. Humboldt-Universität zu Berlin, Oregon State University, and University of Warsaw (#10-#16)

10th Symposium (Humboldt / Oregon State / Warsaw); March 23-April 1, 2012
“Rural Frontier Communities, Global Challenges?
The American West, the European East, and the Resurgence of National Mythologies”
at Corvallis, and with a field trip through Oregon

Notes on Program Development

In 2012, Georgetown University did not participate in the symposium. The program underwent a critical reorientation, away from a two-sided to a multilateral cooperation between several universities, in this case Humboldt-Universität zu Berlin, Warsaw University and Oregon State University, which had been a significant partner already in 2007 and 2011. OSU sent students from DCE (Diversity & Cultural Engagement, with Allison Davis-White Eyes) and the MPP (Master of Public Policy, Dr. Brent Steel, Philipp Kneis, now at OSU) program. With Philipp Kneis switching to OSU, the program would attempt to formalize and institutionalize all its central objectives (see 1.1.), specifically student leadership and diversity.

For the first time, an **assessment** of the program has been undertaken, led by student organizer Chrysanthemum Mattison (MPP-OSU). Students have been surveyed throughout the symposium week and after the concluding conference. These results will be processed throughout the summer of 2012, and presented at the next national NASPA conference. We are also planning a publication.

The 10th Symposium was conceived as a two-part event. The continuation of the themes of rurality and the frontier was scheduled to continue in Poland, 2013.

Preparatory Seminars

A preparatory seminar was taught by Dr. Reinhard Isensee in Winter Semester 2011/12 at Humboldt University, which would also incorporate a selection process. Prospective symposium participants on the Humboldt side would submit their proposals and would be accepted on the basis of the academic merits of their papers.



Fort Vancouver



Portland, Japanese Internment Historical Plaza

Another seminar was taught by Philipp Kneis at Oregon State University in Winter Term 2012, to prepare the students selected by MPP (Master of Public Policy) and DCE (Diversity & Cultural Engagement) for the symposium.

Both classes were coordinated by both sides, in order to ensure that the students — despite their different fields — shared a similar background. A video conference between Humboldt-University (containing representatives from Warsaw University) and Oregon State University was held as well, allowing students and faculty exchange ideas and introduce themselves to each other.

Symposium Week Field Trips

Workshops: in Portland

Site Visits: Portland: Japanese Memorial Plaza; Multnomah Falls; Pendleton; Umatilla Indian Reservation, Warm Springs Indian Reservation; John Day Fossil Beds, Painted Hills Unit; Bend; High Desert Museum; Sisters; Corvallis; Newport; Grand Ronde Indian Reservation: Spirit Mountain Casino

Institutional Visits: Umatilla Indian Reservation: Tamástslíkt Cultural Institute, Board of Trustees; Pendleton: Mayor, OSU Extension; Port of Morrow: Field Workers; Warm Springs Indian Reservation: Radio Station, Old Agency, Education Board; Newport: Hatfield Research Site and Aquarium

Number of Participants: 27

Organizers: 5

Dr. Philipp Kneis, Allison Davis-White Eyes, Dr. Brent Steel (OSU)

PD Dr. Reinhard Isensee (Humboldt)

Dr. Tomasz Basiuk (Warsaw, not travelling)

Student/Assistant Organizers: 6

Mirza Besirovic, Nadine Birner, Jiann-Chyng Tu (Humboldt)

Hillary Fishler, Chrysanthemum Mattison, Lauren Plaza (OSU)

Students: 15

(Humboldt: 8, OSU: 5, Warsaw: 2)

Other Faculty: 1

Mario Magaña (OSU, 4H-Extension)



Umatilla Indian Reservation, Workshop at Tamástslíkt



Umatilla Indian Reservation, Board of Trustees

Program Description / Original Call for Papers

The American Frontier has been a place both of promise and loss; a loss of life and land for the Native population, but a promise to those who have come to colonize these lands. What could be called the European frontier is a possible or recent region of EU expansion into former territories controlled by the Soviet Union.

Today, the American frontier is both “closed” and ubiquitous. Celebrations of frontier life can be seen throughout the United States, manifested in the continued affirmation of the so-called pioneer spirit, of rugged individualism and self-reliance as demonstrated by the Tea Party movement and its political representatives. Consequences of frontier ideology can also be seen in the persistent challenges for Native cultures and economies. In rural, frontier America, however, both Native and non-Native communities ideologically and culturally have become part of the national mythology of Cowboys and Indians: The frontier has always been defined as a “meeting place,” however euphemistically phrased by Frederick Jackson Turner.

In the aftermath of the recent economic downturn, but already following an intensive economic globalization, rural, frontier America has felt the consequences of the economic downturn and a change in industrial and labor structures. What has this meant for the cultural legacy of the pioneer spirit and the “winning” of the West?

On the other side of the Atlantic, the European Union has developed a mythology of community and progress, of peace and prosperity after World War II, a movement that has been rejuvenated by the end of the Cold War. This “winning” of the East had been interpreted also as an ideological victory for democracy and post-nationalism. However, following initial euphoria, the fall of the Soviet Union has enabled economic globalization to an unprecedented degree. Rural communities in Europe have been hit hard by the ensuing deindustrialization. Furthermore, in some former Communist states, the ideological push towards neo-liberal policies stands in stark contrast to established welfare states and state-mandated solidarity in the former Western Europe. These processes are also questioning national mythologies and borders, for instance in the border regions of Germany and Poland, but also with respect of resurging nationalism in Hungary, Finland, Austria, Belgium and Italy.

Thus in a critical comparison, the Tenth Transatlantic Students Symposium will investigate in how far the impact of both the intensified globalization and the economic crisis has affected rural communities in the United States and the European Union, and how this has translated into a reexamination of national mythologies based on the respective frontiers, in the American case towards the West, in the European case towards the East.



John Day National Monument, Painted Hills Unit



Symposium Conference

11th Symposium (Humboldt / Oregon State / Warsaw); March 21-28, 2013 Borders in Transit: Rural and Urban Liminalities in the US and Poland at Warsaw, and with field trips through Poland and to Berlin

Notes on Program Development

The program continued in the current configuration, and provided also a continuation of the themes of frontier and rural society established in 2012.

Program assessment continued with the addition of video journaling as an additional means of capturing and evaluating the students' experience.

Preparatory Seminar

A preparatory seminar was taught by PD Dr. Reinhard Isensee in Winter Semester 2012/13 at Humboldt University, which incorporated a selection process. Prospective symposium participants on the Humboldt side submitted their proposals and were accepted on the basis of the academic merits of their papers.

Another seminar was taught by Philipp Kneis at Oregon State University, to prepare the students selected by the Public Policy Graduate Program and Diversity & Cultural Engagement (recruiting students from College Student Services Administration and Public Health) for the symposium.

At Warsaw University, Dr. Tomasz Basiuk prepared the students in Winter Semester 2012/13.

All classes were coordinated by drawing from a common syllabus, in order to ensure that the students — despite their different fields — shared a similar background. A video conference between all partners was held on February 14, 2013, allowing students and faculty to exchange ideas and introduce themselves to each other.

Symposium Week Field Trips

Site Visits: Gdańsk, Malbork Castle, Jedwabne (Pogrom Memorial), Białystok, Kruszyniany (traditional Tatar village), Białowieża Forest, Majdanek, Lublin, Kazimierz Dolny, and sites within Warsaw and Berlin

Institutional Visits: Gdańsk University, Wyspa Art Institute, Solidarność Museum, Arsenal Museum, Zamenhof Center, Frontex



Malbork



Jedwabne Memorial

Number of Participants: 33

Organizers: 6

Dr. Philipp Kneis, Allison Davis-White Eyes, Dr. Brent Steel, Jeff Kenney (OSU)

PD Dr. Reinhard Isensee (Humboldt)

Dr. Tomasz Basiuk (Warsaw)

Student/Assistant Organizers: 9

Andrew Johnson, Sophie Bennetzen, Christina Rechenberger (Humboldt)

Doris Gonzalez Gómez, Paul Meuse, Meghan Rhynard-Geil (OSU)

Ania Micińska, Adina Nistor, Janek Pytalski (Warsaw)

Students: 18

(Humboldt: 4, OSU: 8, Warsaw: 6)

Program Description / Original Call for Papers

The symposium looks at the political borders of the U.S. and Poland as they shifted over time and examines the spaces and the periods of liminality this shifting has produced, focusing especially on transitions of the political order, the economy, and culture. As the American frontier advanced geographically from the time of the early settlements till the end of the nineteenth century, and as the U.S. continues to redefine its interest in various locations around the globe, the Polish borders also shifted over time to disappear altogether by the end of the eighteenth century, and to be variously redrawn in the course of the nineteenth and the twentieth century. Today, the political, legal, and economic context of the EU points to new questions about national and supranational borders.

The shifting American frontier and the changing Polish borders reflected the political order of the day and the ambitions of various national and international players. They also produced economic effects and modes of cultural exchange specific to the borderland spaces opened up and closed off by the changing shape of the borders, in keeping with the historical flux of conditions that alternately allowed and limited access, fostering or constricting development and producing particular geographies of the mind. The similarities and the differences between the American and the Polish contexts afford ample opportunity for comparative study of such border phenomena, and aspects of this comparative perspective will be taken up in the symposium papers and discussions, in the preparatory and on-site seminars and workshops, and on the occasion of on-site visits in Poland.

One particular delineation that will be noted is the urban-rural divide, which remains especially vivid in eastern parts of Poland; those predominantly rural areas lie along not just the national but also the



Kruszyniany



Majdanek

EU border. These parts of Poland are often seen as having been left behind by the post-1989 transition compared to central and western parts of the country, and especially to the major urban centers, and remain among the poorest in the EU. Nonetheless, economic and cultural change is taking place also there. The region has a long history of intercultural contact and its particular mix of languages, which included Polish, Yiddish, Russian and Belorussian, as well as German, inspired Ludwik Lejzer Zamenhof to invent Esperanto, an artificial language composed of words borrowed from a range of European tongues.

The 2013 symposium week begins in Gdańsk and leads us to Warsaw, after visiting several sites of historical, political, social and cultural relevance, such as Malbork Castle, Jedwabne (a pogrom site), Białystok, Kruszyniany (a traditional Tatar village), Białowieża Forest, Majdanek, Lublin, Kazimierz Dolny, and sites within Warsaw and Berlin.

During all of these visits, we will address questions of the malleability and durability of borders, of their potential to exclude and include, of their function for national identity formation, and other aspects. After the symposium conference on, part of the group will continue to Berlin for two more days.

Further Conferences and Reflections

- At Oregon State University, students from the symposium presented their papers and additional reflections at the conference “Social Justice in Policy and Education” on April 12, 2013. We also conducted a final reflection session on April 19 to collect feedback for possible improvements of the program for the next symposium.
- At Humboldt-University Berlin, a selection of participants from the preparatory seminar had to be undertaken for the symposium trip. The students that were not able to join us on the trip presented their papers at Humboldt-University on April 26. The conference also include reflections by those who were able to attend.



Warsaw



Symposium Conference

12th Symposium (Humboldt / Oregon State / Warsaw); March 22-30, 2014
"Sustainability in Education, Culture and Politics:
Questioning the Validity of National Narratives and Policies"
at Corvallis, and with field trips through New Mexico, Arizona, Utah, Colorado, and Oregon

Notes on Program Development

The program continued in the current configuration, and provided also a continuation of the themes of frontier and rural society established in 2012, with an emphasis on sustainability.

We included more frequent video conferencing, by relying on Google Hangouts, and also by fostering more transatlantic student cooperation before the trip.

All three participating universities shared an identical base syllabus for the preparatory seminars.

Preparatory Seminar

A preparatory seminar was taught by PD Dr. Reinhard Isensee in Winter Semester 2013/14 at Humboldt University, which incorporated a selection process. Prospective symposium participants on the Humboldt side submitted their proposals and were accepted on the basis of the academic merits of their papers.

Another seminar was taught by Dr. Philipp Kneis and Dr. Allison Davis-White Eyes in Winter Quarter 2014 at Oregon State University, to prepare the students selected by the MPP (Master of Public Policy) program and the DCE (Diversity & Cultural Engagement) office (recruiting students from College Student Services Administration and Anthropology) for the symposium.

At Warsaw University, Dr. Tomasz Basiuk prepared the students in Winter Semester 2013/14.

All classes were coordinated by drawing from the same core syllabus (available on https://www2.hu-berlin.de/transatlantic/sustainability/su_seminar.html), in order to ensure that the students — despite their different fields — shared the same background. A video conference between all partners was held on February 13, 2014, allowing students and faculty to exchange ideas and introduce themselves to each other.



Quivira Coalition, near Albuquerque



Acoma Pueblo

Symposium Week Field Trips

Site Visits: Acoma Pueblo, Chaco Canyon, Canyon de Chelly, Monument Valley, cliff dwellings at Mesa Verde, Japanese Internment Memorial in Santa Fe, Georgia O'Keefe Museum in Santa Fe

Institutional Visits: Quivira Coalition (farming cooperative) in Albuquerque, Navajo Nation (including a workshop with the Vice President), San Juan Citizens Alliance in Durango (environmental group), SAGE gardens (farming coop.) in Corvallis

Number of Participants: 31

Organizers: 6

Dr. Philipp Kneis, Dr. Allison Davis-White Eyes, Dr. Brent Steel, Jeff Kenney (OSU)

PD Dr. Reinhard Isensee (Humboldt)

Dr. Tomasz Basiuk (Warsaw)

Student/Assistant Organizers: 7

Sophie Bennetzen, Christina Rechenberger, Carolin Kubanke (Humboldt)

Marianna Amorim, Rebecca Arce, Elba Moise, DJ Zissen (OSU)

Students: 18

(Humboldt: 9, OSU: 6, Warsaw: 3)

Call for Papers

In recent years, questions have arisen pertaining to the level at which the current lifestyle of humanity, particularly in the West, can be sustained over the long run. Primarily, concerns originating from ecological considerations appear to be describing a narrative of decline and threat, as, for instance, testified by David Attenborough's *State of the Planet* (2000), E.O. Wilson's call to preserve *The Future of Life* (2002), Al Gore's *An Inconvenient Truth* (2006), and Jared Diamond's chilling narrative of ecological *Collapse* (2006) and his call to listen to lessons from *The World Before Yesterday* (2013).

Such perspectives – oftentimes chided as Malthusian – have a long tradition, of course, not just within academia and documentaries, but also within literature, as testified by, for instance, Henry David Thoreau's *Walden* (1854), Ernest Callenbach's *Ecotopia* (1981), and Geoffrey Reggio's *Koyaanisqatsi* (1982), to name only a few examples.



Chaco Culture National Historical Park



Navajo Nation Council Chambers

The narrative of sustainability, however, does not merely touch the ecological, but other areas as well. Particularly in a time of ongoing crisis, questions of sustainability touch the economic sphere, which is intimately related to politics. The project of European integration is severely put to the test, challenging once rather optimistic and hopeful conceptions of solidarity and supranational cooperation. In several Western countries, the political framework of democracy itself appears put to the test -- both domestically and internationally --, and new movements from the left and right have been questioning the status quo.

This has raised concerns over cultural matters as well, specifically with regard to reemerging national and nationalist narratives, responses to immigration old and new, to questions of cultural and ethnic identity, as well as the intersections of science and politics as they are manifesting itself in areas of energy, health, environmental and climate policy, for instance.

Such challenges have also affected the nature and functions of education, especially given that education can be said to be related to finding a working and sustainable narrative for the future. With current conceptions and frameworks in flux and under review, it is the area of education that may be one of the deciding factors in whether our current ways of living are sustainable or not.

The 2014 Transatlantic Students Symposium will be dedicated to finding approaches to the challenge posed by such questions of sustainability. Students from North America and Europe will conduct a common field trip to New Mexico and Oregon, prepared academically by classes at the three participating universities, Humboldt-University Berlin, Oregon State University, and the University of Warsaw.

Further Conferences and Reflections

- At Oregon State University, students from the symposium presented their papers and additional reflections at the third Social Justice Students Conference on May 2, 2014.
- We also conducted further individual and group reflection sessions to collect feedback for possible improvements of the program for the next symposium.
- At Humboldt-University Berlin, a selection of participants from the preparatory seminar had to be undertaken for the symposium trip. The students that were not able to join us on the trip presented their papers at Humboldt-University on April 18-19, 2014. The conference also include reflections by those who were able to attend.



Santa Fe, Museum of Contemporary Native Arts



Symposium Conference

**13th Symposium (Humboldt / Oregon State / Warsaw / AUBG); March 21-29, 2015
“Crisis of Mission: Transatlantic (Mis)Understandings of European Integration”
at Berlin, with a field trip to Bulgaria;
in cooperation with the American University in Bulgaria, Blagoevgrad**

Notes on Program Development

The program continued in the current configuration. The theme took up recent political developments, such as the reaction of the EU to the crisis in Ukraine, to immigration, and environmental challenges. The theme of frontier/borders was continued by visiting another “new” EU member state. We also continued to discuss sustainability, specifically under the aspect of energy policy.

All four participating universities shared an identical base syllabus for the preparatory seminars (HU/OSU/WU) respectively workshops (AUBG).

Preparatory Seminar

A preparatory seminar was taught by PD Dr. Reinhard Isensee in Winter Semester 2014/15 at Humboldt University, which incorporated a selection process. Prospective symposium participants on the Humboldt side submitted their proposals and were accepted on the basis of the academic merits of their papers.

Another seminar was taught by Dr. Philipp Kneis and Dr. Allison Davis-White Eyes in Winter Quarter 2015 at Oregon State University, to prepare the students selected by the MPP (Master of Public Policy) program and the DCE (Diversity & Cultural Engagement) office (recruiting students from Women, Gender & Sexuality Studies, Political Science, and College Student Services Administration) for the symposium.

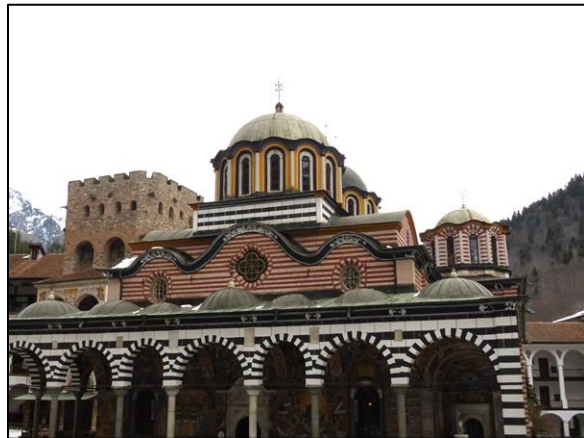
At Warsaw University, Dr. Tomasz Basiuk prepared the students in Winter Semester 2014/15.

At AUBG in Blagoevgrad, Dr. Mark Stefanovich led workshops with his participating students.

All classes were coordinated by drawing from the same core syllabus (available on https://www2.hu-berlin.de/transatlantic/mission/mi_seminar.html), in order to ensure that the students — despite their different fields — shared the same background. A video conference between all partners was held on February 3, 2015, allowing students and faculty to exchange ideas and introduce themselves to each other.



Plovdiv



Rila Monastery

Symposium Week Field Trips

Site Visits: Plovdiv: Greco-Roman Antiquities, Old Town; Rila Monastery; Sofia: National Historical Museum, Alexander Nevsky Cathedral; Berlin: Topography of Terror

Institutional Visits: American University in Blagoevgrad (workshop on Energy Policy), American Research Institute in Sofia (workshop with journalist Dimitar Kenarov on current political challenges in Europe, especially Crimea); German Bundestag (meeting with CSU Representative Kathrin Albsteiger); Representation of the State of Baden-Württemberg in Berlin; German Bundesrat; Representation of the European Commission in Berlin

Number of Participants: 31

Organizers: 7

Dr. Philipp Kneis, Dr. Allison Davis-White Eyes, Dr. Brent Steel, Jeff Kenney (OSU)

PD Dr. Reinhard Isensee (Humboldt)

Dr. Tomasz Basiuk (Warsaw), Dr. Mark Stefanovich (AUGB)

Student/Assistant Organizers: 5

Eva Ruskamp, Leon Fritz, Charlotte Eisenblätter (Humboldt-Universität zu Berlin, 2015)

Julia McKenna (Oregon State University, 2015), Aleksandra Leniarska (Warsaw University, 2015)

Students: 19 (Humboldt: 6, OSU: 8, Warsaw: 3, AUGB: 2)

Call for Papers

The idea of crisis has been very prevalent in both Europe and North America in recent years. A conjunction of economic, social, political, cultural and diplomatic challenges has seemingly left both continents with a sense of having to reconcile their respective identities, and consequently also their connection with each other.

Specifically, both the United States of America and the European Union have ostensibly been founded with a sense of mission. Part of the American mission saw its realization in supporting their European partners during two world wars, and subsequently during the Cold War. Marshall Plan aid and coordination was instrumental in supporting a process of European integration that was begun already in the aftermath of World War I and that sought to bring an end to an almost constant state of war on the European continent by the means of economic integration and under the protective



National Historical Museum, Sofia



Topography of Terror, Berlin

umbrella of NATO. The end of the Cold War seemed to affirm the victory of these joint efforts, and to demonstrate the superiority of the new transatlantic alliance. Yet history – and specifically, the debate over the most successful system of governance and economy – was not at an end. The violent breakup of Yugoslavia, the wars in Chechnya, Terror attacks in New York, Madrid and London, wars in Afghanistan and Iraq, the Russo-Georgian War, the Arab Spring and the current conflict in Ukraine have all put to a test not just the European Union and the United States, but also the transatlantic relationship itself.

Despite a growing awareness of the need for greater EU-US economic cooperation in the face of global challenges, there is a growing sense of divergent interests and a level of distrust between the transatlantic partners. In the eyes of many Europeans, the United States is at fault for placing its security interests ahead of civil liberties and human rights by conducting extensive government surveillance at home and abroad, and by continuing to conduct military interventions. Conversely, in the eyes of many Americans, Europe is toothless in its reluctance to provide for its own security, and to intervene militarily wherever it is seen as necessary. Most recently, this concerns the recent hesitation in responding to the annexation of Crimea and further threats to Ukrainian sovereignty by Russia.

This crisis has been exacerbated by an ongoing economic crisis since 2008, which has led to serious questioning not just of the economic system, but also of national sovereignty, free trade vs. protectionism, social welfare, political participation, civil society, even of democracy itself. These questions also touch on social and cultural issues, such as definitions of marriage, immigration, protection of minorities, solidarity, separatist movements in Europe, and challenges to deeply entrenched notions of cultural identity.

Ample ground exists for possible mutual misunderstandings of the specific issues and interests involved, both within Europe and in the United States, about the ongoing process of European integration. Given the wide range of stakes for the various parties involved, the task of defining a mission for the European Union and for the relationship between the United States and Europe is both a daunting challenge and a pressing necessity.

Further Conferences and Reflections

- At OSU, students from the symposium presented their papers and additional reflections at the 4th Social Justice Conference, dedicated to the topic “Gender and Violence”, on April 16, 2015.
- At Humboldt University, students that were not able to join the field trip presented their papers on April 24, 2015. The conference also included reflections by those who were able to attend.



Memorial to the Sinti and Roma Genocide, Berlin



Bundestag, Meeting with Katrin Albsteiger, CSU

14th Symposium (Humboldt / Oregon State / Warsaw); March 18–27, 2016
“The Politics and Culture of Resilience: Adapting to a Changing Environment?”
San Diego, Palm Springs, Corvallis

Notes on Program Development

The program continued in the current configuration. The theme took its cue from the drought in California, and opened it to cultural and political discussions of the more general topic of resilience.

Preparatory Seminar

A preparatory seminar was taught by PD Dr. Reinhard Isensee in Winter Semester 2015/16 at Humboldt University, which incorporated a selection process. Prospective symposium participants on the Humboldt side submitted their proposals and were accepted on the basis of the academic merits of their papers.

Another seminar was taught by Dr. Philipp Kneis and Dr. Allison Davis-White Eyes in Winter Quarter 2016 at Oregon State University, to prepare the students selected by the Public Policy Graduate program and the DCE (Diversity & Cultural Engagement) office for the symposium. Former symposium participant Kali Furman joined us as new DCE staff member.

At Warsaw University, Dr. Tomasz Basiuk prepared the students in Winter Semester 2015/16.

All classes were coordinated by drawing from the same core syllabus (available on https://www2.hu-berlin.de/transatlantic/resilience/re_seminar.html) to ensure that students — despite their different fields — shared the same background. A video conference between all partners was held in February, allowing an exchange of ideas and introductions.

Symposium Week Field Trips

Site Visits: Old San Diego Mission, Chicano Mural Restoration Park, Torrey Pines State Natural Reserve; Golden Acorn Casino; Salton Sea; The Living Desert, Indian Canyons; Los Angeles Pueblo, Griffith Observatory, Hollywood Boulevard, La Brea Tar Pits, Exposition Park; Devil’s Churn State Park

Institutional Visits: Agua Caliente Indian Reservation, Simon Wiesenthal Museum of Tolerance, Eso Won Book Store, St. Elmo Village, U of South California – Workshop with John Carlos Rowe, Siletz Indian Reservation, Hatfield Marine Science Center



Torrey Pines



Salton Sea

Number of Participants: 29

Organizers: 6

Dr. Philipp Kneis, Dr. Allison Davis-White Eyes, Dr. Brent Steel, Kali Furman (OSU)

PD Dr. Reinhard Isensee (Humboldt)

Dr. Tomasz Basiuk (Warsaw)

Student/Assistant Organizers: 6

Leon Fritz, Venera Kozueva, Franziska Schulze (Humboldt-Universität zu Berlin)

Daryl Adkins, Nathan Davis (Oregon State University), Aleksandra Leniarska (Warsaw University, 2015)

Students: 17

(Humboldt: 9, OSU: 5, Warsaw: 3)

Call for Papers

How prepared are we for change? Will our infrastructures, our economies, our societies, our cultures, and we, ourselves, be able to cope with challenges both foreseen and unforeseen? What will need to be done to maintain or improve our standard of living, or, in some cases, in order to survive?

These are just some of the key questions that arise when talking about resilience. Originally based on research in psychology and ecology, resilience studies provide an interdisciplinary approach to investigate reactions to change and to suggest solutions for contemporary problems. Of greatest concern amongst these is probably climate change, and in its wake associated problems affecting environments and populations around the planet. Further critical issues around the globe include demographic change, urbanization, environmental degradation, migration, and an apparent increase in the number of conflicts and wars. Resilience puts the research focus on adaptation rather than merely on sustainability, and highlights change as the norm rather than the exception.

The 14th Transatlantic Students symposium seeks to approach the concept of resilience from several aspects, namely studies of (1) environmental, energy and social policy, (2) diversity as a key component within resilience studies, as well as (3) narrative frameworks and approaches towards the topic of resilience from within cultural and literary studies, as follows:

- 1) Environmental, Energy, International and Social Policy: With respect to resilience, these three policy research areas focus on the ability of societies and individuals to adapt to an environment that has seen more drastic changes than in previous centuries. Questions of maintaining an environment that sustains both human populations and biodiversity are intricately linked with securing a safe and sustainable energy supply. This, in turn, has always been linked to matters of international and security policy, specifically after the events and aftermath of 9/11 and the



Indian Canyons, Agua Caliente Reservation, Palm Springs



Simon Wiesenthal Museum of Tolerance

ensuing global economic crisis that have entailed continuous challenges to the idea of a predictable world order. The capacity of human societies to manage such un-certainties – which seem to have become the norm – is then a question for social policy research.

- 2) Diversity: One of the core findings of resilience studies is the importance of diversity, both in terms of biodiversity (from a perspective of environmental policy) and in the acknowledgment and embracing of the diversity of human cultures and individuals (from a social policy point of view). Specifically, the political and economic dimensions of resilience are related to current debates on migration, immigration and emigration in both the US and Europe as they frequently address questions of negotiating economic resilience vs. national politics, and in the case of indigenous and minority populations, also their very adaptability, their endurance and survival (or survivance, as Gerald Vizenor calls it).
- 3) Cultural Studies of Resilience: To students of literature and culture, resilience is an old topic. It has been present in the formation and construction of national identity narratives (in the case of the US, Puritan cultural resilience, F. J. Turner and resilience, for instance; in the case of the EU, current debates about the purpose of European integration) and their central constituents such as the "American Dream" (also in the context of immigration narratives) as well as resilience as a theme in American literature of transcendentalism in the 19th century, the literature of the 1930s, dealing with the "dust bowl" and the world economic crisis, and in African American, Asian American and Native American literature that is informed by particular cultural concepts and narratives of resilience. Yet power can never be divorced from the equation, if we follow Foucault and the biopolitical turn. This concerns specifically discussions about biopolitics, national identities vis-à-vis minorities and immigrants.

The choice of Southern California as a research site for the symposium will provide ample material to study the effects of the current drought, to investigate matters of energy policy, and to survey a wide variety of social and cultural contexts as well as practices in an interdisciplinary fashion.

Further Conferences and Reflections

- At OSU, students from the symposium presented their papers and additional reflections at the 5th Social Justice Conference, dedicated to the topic "Social Justice and Mobility", on May 6, 2016.
- At Humboldt-University Berlin, students that were not able to join the field trip presented their papers on May 13-14, 2016. The conference also included reflections by those who were able to attend.



Symposium Conference, Concluding Discussion



Symposium Conference Group Picture

**15th Symposium (Humboldt / Oregon State / Warsaw / Wrocław); March 24 - April 2, 2017
“Returning to the Nation? Challenges to Democracy and Supranationality in the 21st
Century”
Rome, Warsaw, Berlin**

Notes on Program Development

The program continued in the current configuration, and added a small delegation from the University of Wrocław. The theme took its cue from the rising support for populist and nationalist ideas, movements and politics within the recent years.

Additionally, the symposium web site was completely redesigned.

Preparatory Seminar

A preparatory seminar was taught by PD Dr. Reinhard Isensee in Winter Semester 2016/17 at Humboldt University, which incorporated a selection process. Prospective symposium participants on the Humboldt side submitted their proposals and were accepted based on academic merits.

Another seminar was taught by Dr. Philipp Kneis, Dr. Allison Davis-White Eyes and Dr. Rebecca Warner in Winter Quarter 2017 at Oregon State University, to prepare the students selected by the Public Policy Graduate program and the DCE (Diversity & Cultural Engagement) office for the symposium.

At Warsaw University, Dr. Tomasz Basiuk prepared the students in Winter 2017.

All classes were coordinated by drawing from the same core syllabus (available on <http://www.trasym.org/trasym15.html>) to ensure that students — despite their different fields — shared the same background. A video conference between all partners was held in February, allowing an exchange of ideas and introductions.

Symposium Week Field Trips

Site Visits: Demonstrations for European Unity; Colosseum; Roman Forum and Capitoline Museum; Vatican Museums; St. Peter’s Cathedral; POLIN Museum of Polish Jewish History; Royal Castle Museum; Nowy Teatr (Dance Performance); Warsaw Planetarium (Concert)

Institutional Visits: Sapienza U.; Libera Università Internazionale degli Studi Sociali; Italian Parliament; Fundacja Ocalenie (Refugee aid center); Humboldt-University



Amphiteatrum Flavium (Colosseum), Rome



St. Peter's Cathedral, Vatican City

Number of Participants: 34

Organizers: 6

Dr. Philipp Kneis, Dr. Allison Davis-White Eyes, Dr. Brent Steel, Dr. Rebecca Warner (OSU)

PD Dr. Reinhard Isensee (Humboldt)

Dr. Tomasz Basiuk (Warsaw)

Student/Assistant Organizers: 8

Greta Fortwengel, Aisha Said, Kathleen Pilz (Humboldt-Universität zu Berlin)

Sarah Boege, Jordan Hensley, Terrance Harris, Whitney Archer (Oregon State University),

Gosia Zacheja (Warsaw University)

Students: 20

(Humboldt: 9, OSU: 8, Warsaw: 3)

Call for Papers

The supranational structure of the European Union and its related institutions was developed to counter the existential crisis caused by the drastic fragmentation of Europe into multiple nation states and their empires at the time; a crisis that had unleashed two World Wars and a Cold War.

At the end of the Cold War, it had seemed that Europe was on the winning trajectory. Futurists like Jeremy Rifkin even proclaimed that there was a “European Dream” that could end up more powerful than the American Dream. Both NATO and the European Union welcomed as new members former enemy countries that used to be members of the Warsaw Pact, just as the original European Coal and Steel Community used to forge a bond between former antagonists. The Euro as a common currency was envisioned to tie together what seemed to belong together, just as the combining of coal and steel production, atomic energy oversight, and the common market had done before.

The end of the Cold War also saw the presumed confirmation of the Hegelian “end of history” as the victory of democratic free market societies over autocratic models, with the United States as the uncontested leader not just of the “West” but of the world. United since the defeat of National Socialism, both the United States and the European Union had seen the collapse of the Soviet Communist system – and were safe in the assumption of the greatness of their own systems of governance and economy, which included a wider supranational framework of international cooperation and development.

Yet nowadays, in the West, there are calls to “Make America Great Again,” to stress State Sovereignty, to question Federal authority or withdraw from the European Union, to end efforts for wider



Discussion at LUISS university, Rome



Visit to POLIN museum, Warsaw

supranational trade agreements, to couch policy issues in mainly national terms, and to limit border-crossing efforts. Be it the Trump movement, the French Front National, UKIP, the Alternative for Germany, Fidesz and Jobbik in Hungary, PIS in Poland, the Finns Party, Golden Dawn in Greece, the Brexit movement and proceedings, the Right Sector in Ukraine, United Russia, or many others – a resurgent and unapologetic nationalism is back on the table, ironically as an apparently international movement, fueled by a common canon of anti-refugee, anti-immigration, anti-government, anti-Muslim, anti-Semitic, anti-American (in Europe and Russia), anti-European (in the US), and anti-global sentiments. At the same time, the nationalist movement claims to be truly democratic, and to speak for the true representatives of the people.

This may point to a redefinition of what is understood as democracy, and can also be attested for the Occupy movement, Democracy Now, the Bernie Sanders campaign, and others who combine a nationalist protectionist narrative with an internationally cooperative outlook. In both cases – “left” or “right” – traditional institutions, treaties, parties, the transatlantic cooperation, and representative democracy itself seem to be under serious review at a time where the triumphalist moment of the 1990s seems like a distant memory.

What does this mean for the capacity of modern democracy to be resilient to such challenges? Are we at risk of returning to the final years of the Weimar Republic, or even the pre-World War I world order? Is a United Europe facing the same problems of Balkanization that had caused the end of the Habsburg Empire in 1918, or of united Yugoslavia in the 1990s?

The 15th Transatlantic Students Symposium will consider these questions and bring students from the United States, Germany, Poland and other countries together on a field trip to Rome, Warsaw and Berlin.



Symposium Conference, Warsaw



15th Year Alumni Event, Humboldt University Berlin

16th Symposium (Humboldt / Oregon State / Warsaw); March 24 – 31, 2018
**“Challenges to Transatlanticism in the 21st Century:
Re-Envisioning the Transatlantic Relationship.” New York**

Notes on Program Development

The program will continue in the current configuration. The theme was set in response to elections in Europe and the US that seemed to strengthen anti-transatlantic sentiments.

Responding to institutional changes at OSU, the cooperation with Diversity & Cultural Engagement was concluded.

Preparatory Seminar

A preparatory seminar was taught by PD Dr. Reinhard Isensee in Winter Semester 2017/18 at Humboldt University, which incorporated a selection process. Prospective symposium participants on the Humboldt side submitted their proposals and were accepted based on academic merits.

Another seminar was taught by Dr. Philipp Kneis in Winter Quarter 2018 at Oregon State University, to prepare the students who answered the call to participate in the symposium.

At Warsaw University, Dr. Tomasz Basiuk prepared the students in Winter 2018.

All classes were coordinated by drawing from the same core syllabus (available on <http://www.trasym.org/trasym16.html>) to ensure that students — despite their different fields — shared the same background. A video conference between all partners was held in February, allowing an exchange of ideas and introductions.

Symposium Week Field Trips

Site Visits: Museum of the American Indian; Ground Zero; Brooklyn Bridge; Brooklyn Heights / DUMBO; African Burial Ground; Ellis Island; Metropolitan Opera

Institutional Visits: WeAct (Environmentalist Community Organization in Harlem); Der Spiegel (German News Magazine); Office of Multicultural Affairs, PACE University; Caribbean Cultural Center; Polish Cultural Institute; United Nations; Talk at NYU “The New World Disorder”



Walking through Harlem



Caribbean Cultural Center

Number of Participants: 28

Organizers: 4

Dr. Philipp Kneis, Dr. Allison Davis-White Eyes (OSU)

PD Dr. Reinhard Isensee (Humboldt)

Dr. Tomasz Basiuk (Warsaw)

Student/Assistant Organizers: 8

Sara Fehlhaber, Maria Elena Martin Sanchez, Ayla Wopker (Humboldt-Universität zu Berlin)

Yousef Allouzi, Jessica Andrepont, Celia Balderas, Jonathan Sandoval (Oregon State University),

Agnieszka Ziemińska (Warsaw University)

Students: 16

(Humboldt: 9, OSU: 4, Warsaw: 3)

Call for Papers

After World War II, transatlantic relations were seen as a necessity in the West in order to rebuild Europe, to locate Germany securely within a democratic framework, and to meet the challenges of the Cold War. The Transatlantic Relationship was never free of conflicts, but in case of doubt, it was regarded as instrumental in promoting Western cooperation and security.

Now, 70 years after the Marshall Plan was implemented, the Transatlantic Relationship seems to be more in

question than ever. It would be easy to attribute that situation to the agitations of few political leaders and demagogues, or to the short-term strategic interests of a few countries. A solid transatlantic framework should be able to successfully meet such disturbances.



Brooklyn Bridge



United Nations



Statue of St.

Yet what appears to be visible now is probably a cultural shift, a notion that Transatlanticism itself is not only not any more important, but also not desirable. Indeed, such questioning seems to extend to the ideas of globalization, free trade and internationalism. There has always been this criticism on the political left, but now the same critique can be heard, albeit in different tones, on the political right as well.

Faced with such an unusual bipartisan anti-global and anti-international coalition, we will need to investigate possible root causes of such changes in the political spectrum in an age of uncertainty in which every reliable societal marker seems to be under question.

The 16th Transatlantic Students Symposium explored the cultural, social, economic and political dimensions of such a shift, and discuss possible remedies to restore and possibly re-envision the Transatlantic Relationship.



Symposium Conference at New York University



After *Lucia di Lammermoor* at the Metropolitan Opera

17th Symposium (Humboldt / Oregon State / Warsaw); March 23 – 30, 2019 “The Future of Democratic Cultures.” Vienna and Berlin

Notes on Program Development

The program added the MA English program as a major partner at OSU. The theme was set in response to elections in Europe and the US that seemed to strengthen anti-transatlantic sentiments.

Preparatory Seminar

A preparatory seminar was taught by PD Dr. Reinhard Isensee in Winter Semester 2018/19 at Humboldt University, which incorporated a selection process. Prospective symposium participants on the Humboldt side submitted their proposals and were accepted based on academic merits.

Another seminar was taught by Dr. Philipp Kneis in Winter Quarter 2019 at Oregon State University, to prepare the students who answered the call to participate in the symposium.

At Warsaw University, Dr. Tomasz Basiuk prepared the students in Winter 2019.

All classes were coordinated by drawing from the same core syllabus (available on <http://www.trasym.org/trasym17.html>) to ensure that students — despite their different fields — shared the same background. A video conference between all partners was held in February, allowing an exchange of ideas and introductions.

Symposium Week Field Trips

- Site Visits:** Vienna: Art History Museum (Kunsthistorisches Museum), Imperial Furniture Museum (Hofmobiliendepot), City Castle (Hofburg). Berlin: City Tour
- Institutional Visits:** Vienna: Walking tour with former deputy mayor Rudolf Schicker, HOSI (Austrian LGBTQ Rights Organization), Vienna Women’s Affairs Department, Talk by Dr. Franz Leander Fillafer at Austrian Academy of Sciences on Post-Imperial Austria, European Center on labor migration, Reporters without Borders, World Wildlife Fund, National Fund of the Republic of Austria for Victims of National Socialism. Berlin: Walking Tour “Lobby Control”, International Organization for Migration (IOM), POLIS180 think tank for foreign affairs and European politics, Bündnis Neukölln – refugee housing project, Concluding talk and discussion



Vienna, Parliament



Vienna, Hofburg Castle

Number of Participants: 36

Organizers: 5

Dr. Philipp Kneis, Dr. Allison Davis-White Eyes, Dr. Raymond Malewitz (OSU)

PD Dr. Reinhard Isensee (Humboldt)

Dr. Tomasz Basiuk (Warsaw)

Student/Assistant Organizers: 7

Carlota Surós, Nadja Riegler, Dominik Michaelis (Humboldt-Universität zu Berlin);

Alexus Austin, Angela Nguyen (OSU)

Karolina Szlasa, Bogdana Sybikowska (Warsaw University)

Students: 24

(Humboldt: 9, OSU: 12, Warsaw: 3)

Call for Papers

The current geopolitical climate appears to increasingly produce narratives suggesting that democratic governments are on a declining path, that authoritarianism is a winning proposition, and that democratic values and cultures are losing their appeal on both sides of the Atlantic.

The 17th Transatlantic Students Symposium – which will take place in selected cities in Europe – investigates this proposition from a transdisciplinary perspective and discusses the historical, political, cultural and literary dimensions of democratic cultures in the United States and Europe.

Organized in collaboration with Oregon State University, Corvallis, and the University of Warsaw the fieldtrip offers a space for a transatlantic dialog among students from different disciplines that is accompanied by institutional and cultural visits as well as workshops at the respective symposium destinations.



Vienna, Meeting at HOSI (Austrian LGBTQ rights group)



Berlin, Humboldt-University, Conference

**18th Symposium (Humboldt / Oregon State / Warsaw); June 5, 2020 (Virtual Symposium)
“The Legacy and Presence of Colonialism in the Transatlantic World.” New Orleans**

Notes on Program Development

The symposium was planned to take place in New Orleans, Louisiana. Due to the Coronavirus outbreak, symposium travel was not possible, and a virtual conference had to be held instead.

Preparatory Seminar

A preparatory seminar was taught by PD Dr. Reinhard Isensee in Winter Semester 2019/20 at Humboldt University, which incorporated a selection process. Prospective symposium participants on the Humboldt side submitted their proposals and were accepted based on academic merits.

Another seminar was taught by Dr. Philipp Kneis in Winter Quarter 2020 at Oregon State University, to prepare the students who answered the call to participate in the symposium.

At Warsaw University, Dr. Tomasz Basiuk prepared the students in Winter 2020.

All classes were coordinated by drawing from the same core syllabus (available on <http://www.trasym.org/trasym18.html>) to ensure that students — despite their different fields — shared the same background. A video conference between all partners was held in February, allowing an exchange of ideas and introductions.

Proposed Symposium Week Field Trips (not conducted due to Coronavirus)

- Site Visits:** Cabildo Museum, Whitney Plantation, Chitimacha Museum, Burns Point Park, Barataria Preserve, New Orleans African American Museum, New Orleans Jazz Museum, Ogden Museum of Southern Art, The National WWII Museum
- Event Visits:** Italian-American St. Joseph's Parade in the French Quarter, Super Sunday Mardi Gras Indian Procession, Saints and Sinners Literary Festival
- Institutional Visits:** Global Green Community & Climate Action Center, Xavier University



New Orleans (planned visit)



Mississippi Delta (planned visit)

Number of Participants: 39

Organizers: 6

Dr. Philipp Kneis, Dr. Allison Davis-White Eyes, Dr. Megan Ward (OSU)

PD Dr. Reinhard Isensee (Humboldt)

Dr. Tomasz Basiuk, Dr. Natalia Pamuła (Warsaw)

Student/Assistant Organizers: 8

Maite Josefine Seidel, Hannah Mara Schmitt, Ebrahim Sharifat (Humboldt-Universität zu Berlin);

Matthew Fuller, Jenna Patten, Benjamin Platt (OSU)

Kinga Pomykacz, Karolina Szlaksa (Warsaw University)

Students: 25

(Humboldt: 10, OSU: 5, Warsaw: 10)

Call for Papers

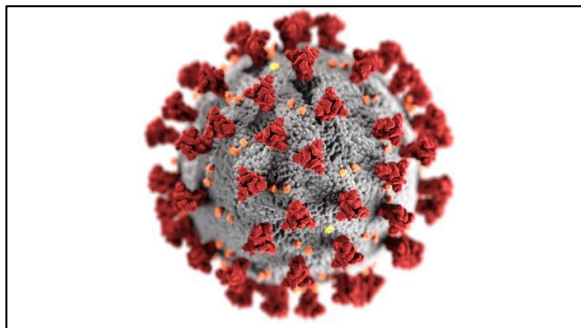
The transatlantic world is built upon the colonial project conducted by European powers. For more than 500 years, European powers have left a lasting impact on the globe. The results of the destruction and transformation of indigenous nations, of the transatlantic slave trade, European immigration, and imperial designs for world domination are still visible today.

Yet the transatlantic world has also seen the rise of the most successful and durable modern democracies, the eventual ending of the slave trade, the transformation of the English, French, Spanish and Portuguese possessions into modern nation states, and the eventual reversal of the worldwide balance of power, which shifted to the United States after two World Wars that left Europe dependent on American help.

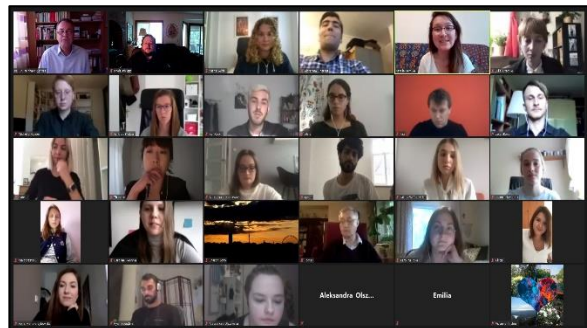
Within the Americas, the colonial legacy is reflected in ongoing discrimination of indigenous nations, African-American and Latina/o/x communities with respect to full participation and recognition of equal partners in American democracy and nationhood. Yet there are also layers of a sometimes surprising and underreported mixture – or *mestizaje* – of various cultures and peoples.

We live in a time where the fiction of the allegedly desirable purity of identity is again gaining undeserved currency. Presumptive racial and cultural boundaries are again essentialized and given dominance over the recognition of the multiple identities characterizing probably every single individual within the Americas.

For the 18th Transatlantic Students Symposium, we are planning to visit the American South, specifically New Orleans and its surroundings, to investigate the unique cultural landscape of former Spanish and French Louisiana. This will include visits to several communities, such as the Houma nation, and former slave plantations. We are also planning to host the concluding students conference at Oregon State University.



Coronavirus 2019 (CDC)



Virtual Student Conference

**19th Symposium (Humboldt / Oregon State / Warsaw); May 7-8, 2021 (Virtual Symposium)
“The Return of Hope: Decolonization, Knowledge Production, and the Politics of Care.”**

Notes on Program Development

Due to the Coronavirus outbreak, symposium travel was not possible, and a virtual conference had to be held instead. This provided an opportunity for more virtual engagement, and to recruit a more global student population, representing a wider perspective on transatlantic issues.

Preparatory Seminar

A preparatory seminar was taught by Dr. Kristina Graff and PD Dr. Reinhard Isensee in Winter Semester 2020/21 at Humboldt University, which incorporated a selection process. Prospective symposium participants on the Humboldt side submitted their proposals and were accepted based on academic merits.

Another seminar was taught by Dr. Philipp Kneis and Dr. Allison Davis-White Eyes in Winter Quarter 2021 at Oregon State University, to prepare the students who answered the call to participate in the symposium.

At Warsaw University, Dr. Tomasz Basiuk prepared the students in Winter 2021.

All classes were coordinated by drawing from the same core syllabus (available on <http://www.trasym.org/trasym19.html>) to ensure that students — despite their different fields — shared the same background. A video conference between all partners was held in February, allowing an exchange of ideas and introductions.

Number of Participants: 48

Organizers: 6

Dr. Philipp Kneis, Dr. Allison Davis-White Eyes (OSU)
Dr. Kristina Graff, PD Dr. Reinhard Isensee (Humboldt)
Dr. Tomasz Basiuk, Dr. Natalia Pamuła (Warsaw)

Student Organizers / Session Moderators: 5

Alina Weiermüller, Carolina Faller Moura, Julia Dutschke, Felicitas Brobeil, (Humboldt-Universität zu Berlin); Tully Turk (OSU)

Students: 42

(Humboldt: 32, OSU: 10)



Bigfoot with mask in Lyons, OR



Homeless crisis during pandemic in Portland, OR

Call for Papers

This is not a hopeful time. Challenges abound: Climate change, political fragmentation, increased demonization of the political other, social strife, cultural and technological changes, and foreign policy challenges, even an increasing uncertainty over the future of democracy. It is easy to despair rather than to be hopeful. But hope is always a hope against hope. It does not arise automatically but needs to be cultivated and built. If we want hope to return, we need to work towards it, to change perspectives, and to create a true politics of care.

Such care needs to build on the awareness of our increasing connectedness in a global society, as the Coronavirus pandemic shows. A new global reality is challenging old established ways of both thinking and governing. Both are intimately connected, for, as the old adage goes, knowledge is power. What you know may make a difference in surviving, adapting to changed circumstances, and preparing yourself for the future. This holds true for individuals just as much as for cultures or nations, and it has been true since the dawn of history.

Throughout history, knowledge production and interpretation were advanced and delayed depending on those who held political power to allow such processes to happen, and more specifically, to happen on their terms. This created the complex layers of entanglement between knowledge and power and resulted in a hegemonic construct becomes coupled with colonialism.

The aim of our 2021 Transatlantic symposium is to examine the interrelationship between the production of knowledge and processes of (de)colonization. Specifically, the symposium aims to interrogate how we decenter or provincialize established master narratives (D. Chakrabarty), as well as terminology and methodology (L. Tuhiwai-Smith) in order to rethink power and positionality, and develop strategies towards a politics of care aimed at fulfilling the kinds democratic and humanistic promises which can transcend the narrow national interests that have challenged our world in the recent years if not decades. For that to happen, we will also need to transcend traditional ways of thinking about the world.

We will examine what is reductively construed as merely “Western” thought despite its global heritage. We will apply multiple critical lenses (such as globalization theory, critical epistemology, trans-national feminism, queer studies, Indigenous and Black sovereignty) which allow us to embark upon a different understanding of knowledge production, particularly knowledge produced under



Mask requirement in Corvallis, OR



Covid awareness signage near Grand Ronde, OR

and for any colonialist project. This critique is aimed to help us work towards fulfilling the liberatory promise of a truly post-colonial, democratic and inclusive world that can stand up to the challenges posed by authoritarianism and power politics today.

But is it even possible to disentangle knowledge and power? How optimistic can we be about that? How is knowledge production intertwined with ‘unconscious’ or informal practices of information gathering? How can we integrate ‘local’ perspectives without constructing the ‘local’ as a fixed entity? How can we define transitions from colonial to postcolonial to non-colonial contexts?

There are schools of thought that believe that this connection between knowledge and power cannot ever be separated, that already the discourse is fraught with power relations (M. Foucault, J. Derrida). Knowledge and cultural values would be relative (following G.F.W. Hegel), rather than absolute and provable (following I. Kant). The result of such thinking would be the acceptance of alternative knowledges and sciences that would compete with each other for an ever more ephemeral truth (A. Sokal, J. Bricmont). The result would be nothing but division, separation, a global lack of communication and understanding, and a world of alternative realities perpetually at war with each other. For if there is no hope for neutral knowledge, for a shared truth and reality, what is there left to talk about? Should we not aim for being able to communicate in a democratic society (J. Habermas, H. Arendt)? If everything is dominated by power, what is there to be done to change it? Is not the point of philosophy to act (K. Marx)?

Such divisions in knowledge have always been useful politically for those seeking to rule by division rather than unity. “Divide and conquer” has been used historically by every group seeking to dominate another. This holds true especially in the fight between those considering themselves civilized, versus those they considered barbarians (Herodotus, L.H. Morgan, F. Engels). Colonization has always been justified by the insistence on the lack of civilized values, of science, of culture by those to be dominated. In order to overcome such historically entrenched political power divisions, the duopoly of civilization versus barbarism thus needs to be overcome. Decolonizing knowledge becomes a central action within those cultures and societies that have been historically oppressed and silenced through policies of erasure, dominance, colonialism, apartheid, genocide, and the Holocaust (H. Bhabha, E. Said, G. Spivak, H. Arendt).



Trump campaign support near Drain, OR

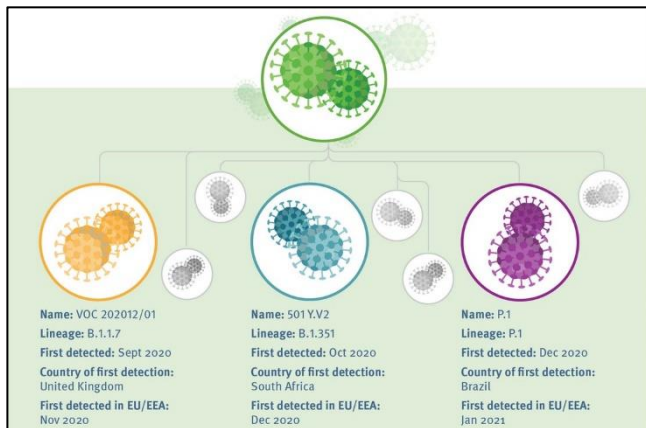


Black Lives Matter support in Portland, OR

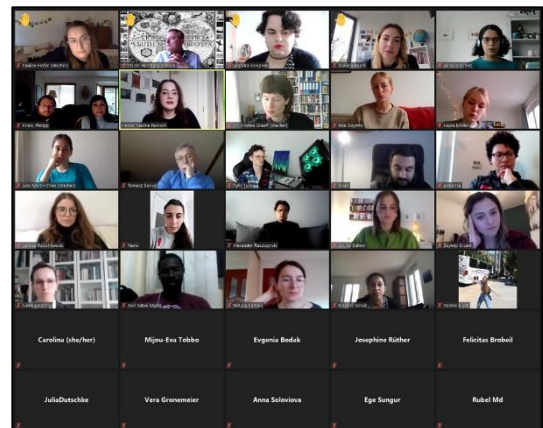
The 19th Transatlantic Students Symposium will thus look at pathways to recover a history of ideas and knowledge that has shed its colonializing gestures of division. The aim is not to create yet another alternative reality, but to uncover the shared human history of knowledge, civilization, and culture. Following Kwame Anthony Appiah’s unyielding impulse to discover the global within the local, we will aim to find a common ground that may allow for a renewed impulse for public policy to succeed in an ever-more interconnected world.

The multiple crises that are challenging every single country on the planet currently, and with it the global order, call for a new politics of care. Most recently, the Coronavirus pandemic has shown that the global and the local need to be considered together, that science cannot be negated without grave consequences, and that attempts to maintain and deepen divisions – whether they be ideological or political – are doomed to fail on a grander scale than ever before.

True decolonization in the transatlantic realm needs to reconsider the traditional sphere of transatlantic relations, and to refocus on the entirety of the Atlantic partners, both in the Northern and the Southern Hemisphere. Newly established video conferencing technologies can serve us well to create an even more inclusive group of young scholars from several continents united in reimagining a future focused on commonality rather than division, divided not by difference but united in hope.



Coronavirus variants in 2020-21 (ECDC)



Virtual Student Conference

**20th Symposium (Humboldt / Oregon State / Warsaw); May 7-8, 2021 (Virtual Symposium)
“Freedom and the Transatlantic Relationship in a Multi-Crisis World.” Virtual/Warsaw/Berlin**

Notes on Program Development

Due to the Coronavirus outbreak, symposium travel was not possible transatlantically, and a hybrid program had to be held instead. This provided an opportunity for more virtual engagement, and to recruit a more global student population, representing a wider perspective on transatlantic issues.

Preparatory Seminar

A preparatory seminar was taught by Dr. Selma Bidlingmaier and Prof. Dr. Martin Klepper in Winter Semester 2021/22 at Humboldt University, which incorporated a selection process. Prospective symposium participants on the Humboldt side submitted their proposals and were accepted based on academic merits.

Another seminar was taught by Dr. Philipp Kneis and Dr. Allison Davis-White Eyes in Winter Quarter 2022 at Oregon State University, to prepare the students who answered the call to participate in the symposium.

At Warsaw University, Prof. Dr. Tomasz Basiuk and Dr. Natalia Pamuła prepared the students in Winter 2022.

All classes were coordinated by drawing from the same core syllabus (available on <http://www.trasym.org/trasym20.html>) to ensure that students — despite their different fields — shared the same background. A video conference between all partners was held in May, following a program for the European participants in Berlin and Warsaw.

Number of Participants: 39

Organizers: 6

Dr. Philipp Kneis, Dr. Allison Davis-White Eyes (OSU)

Dr. Selma Bidlingmaier, Dr. Martin Klepper (Humboldt)

Dr. Tomasz Basiuk, Dr. Natalia Pamuła (Warsaw)

Student Organizers: 1

Thabang Ramokgopa (OSU)

Students: 33

(Humboldt: 19, Warsaw: 9, OSU: 5)



Humboldt University Berlin



University of Warsaw

Call for Papers

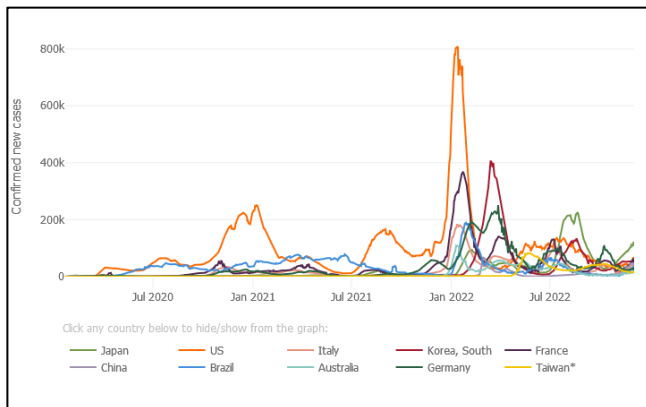
We are living in a multi-crisis world. A global pandemic, climate change, challenges to democracy, the continued legacy of colonialism, increased movements of refugees, as well as the global rise of authoritarian tendencies have been the defining features of the last years.

Additionally, the world has moved away from the unipolar world of the brief post-Cold War period and is becoming more multipolar. For several years now, the United States has increasingly resisted the role of the leading power in the world. The geopolitical landscape is undergoing serious changes, from the rise of China, the reestablishing of the Russian sphere of influence, and the creation of new alliances such as the QUAD (US, UK, Japan and India) and AUKUS (Australia, UK and US).

These developments have also affected the transatlantic relationship. Brexit has led to a crisis of identity within Europe and will continue to affect the ability of the European Union to serve as a democratic role model in the world. The transatlantic partners seem to be drifting apart in their foreign policy. Domestically, strong divisions have appeared throughout the recent years, more seriously in the United States and the United Kingdom than in Europe, although due to Covid, such societal divisions seem to have become a global phenomenon.

The 20th Transatlantic Students Symposium will address some of the crises that we share within the transatlantic world: the different policies and cultural attitudes regarding Covid and the resulting social, political and economic conflicts, as well as repercussions of the pandemic on the movements of refugees as they are calling national immigration policies to task.

The program will be held in cooperation between Oregon State University, Humboldt-University Berlin, the University of Warsaw, and the University of Washington. We will pursue a hybrid format, due to limitations still laid upon us by the Covid crisis. Part of the programming will be held virtually, others on site. In addition, we will partner with a program held by the University of Washington in Rome on the topic of "Unity and Disunity: Comparative Perspectives on the EU and the United States." Students will participate in a virtual conference between all four campuses in Spring 2022 allowing for the sharing of research, perspectives and opportunities for ongoing dialogue in a truly global constellation of ideas.



Daily confirmed new cases (Johns Hopkins)



Warsaw

21st Symposium (Humboldt / Oregon State / Warsaw); March 25-April 2, 2023 (Hybrid) "Transatlantic Space(s): Interstitial Ties between Utopia and Reality." Virtual / New York

Notes on Program Development

In this later phase of the pandemic, we have planned a hybrid program had to be held in New York and virtually. This provided an opportunity for more virtual engagement, and to recruit a more global student population, representing a wider perspective on transatlantic issues.

Call for Papers

"The only way through a crisis of space is to invent a new space"

– Frederic Jameson, *Universal Abandon*

The transatlantic space has always been imagined as holding the possibility of creating a different, maybe even better world. From conceptions of Utopia, a New Atlantis, the State of Nature, the modern remaking of the entire world, to the creation or imagination of actual utopian communities in both North and South America, the contrast between the legacy of the "old" and the promise of the "new" world has remained a major engine for social and political change on both sides of the Atlantic.

While such cultural and social constructions have been extremely productive in promoting and creating change, the nature of that change has affected different communities in oftentimes starkly dissimilar ways. Someone's utopia typically has always come at the price of being someone else's dystopia. This is reflected in the well-known legacies of colonialism, slavery, modernization and political revolutions affecting the entirety of the Americas, Europe and Africa which have become irretrievably interlinked spatially and socially across several centuries.

As Eric Prieto has noted, "space is a fundamental, ineliminable dimension of existence, which manifests itself in every aspect of material, psychological, and social life." In reflecting on space, we might consider not only physical spaces, but also the psychological, political, environmental, social identity, historical and future spaces, and the connections between them, the places - physical and metaphorical - that connect all these different tissues together as they are stitched together in our shared global social fabric.

The 2023 Transatlantic Students Symposium shall therefore examine the interrelationship between space, time, and social life. Imaginaries of space (George Lipsitz) have always undergirded, expressed, supported and sometimes even created social hierarchies. Let's remember that even seemingly innocuous spaces like National Parks were segregated and still define America's identity as a settler colonial state. The title "interstitial spaces" tries to describe a perspective on space, in which one space always stands in relation to other spaces (beyond, around, before or after) - the parks stand in relation to the surrounding industrial spaces, the borderlands stand in relation to the heartlands. Interstices are also intervals of time (such as on your analog watch) - so interstitial spaces also refer to ephemeral or transitional spaces (Marc Augé has called some of them "non-lieux:" non-spaces). Moreover, interstitial spaces can refer to spaces of transition, through which e.g. migrants move when they enter a country, such as Ellis island, Angel Island, and, perhaps, Little Italy, the Lower East Side, and Chinatown; as well as the connections between different and disparate communities, what William Gibson has referred to as "bridge" spaces.

In this respect, the transatlantic space itself is a site of interstitial connections, disconnections and (re)imaginings. Following the framework of Frederic Jameson, space in itself may also serve as new spaces of resistance populated by individuals who seek to break clear of categories of space over categories of time that limit human potential and meaning. In such instances, how does one bridge between time and space, the individual and the collective? In what ways is space a labile and contextual construct, particularly over time? How does this construct affect individual lives,

institutional structures, policy, built and natural environments, as well as psychological and societal states of being?

The symposium will provide a chance for critical reflection and analysis of social and political relations throughout space and time, at the backdrop of the multitude of crises affecting our world today, be they the ongoing global pandemic, the war in Ukraine, climate change, social upheaval, the changing role of the transatlantic relationship, and the increasing efforts to come to face with the legacies of colonialism. We will explore the influence and significance of spaces, the cruelty and affordance of spaces, the liberation and limitations through spaces in society, politics and culture.

The 21st Transatlantic Students Symposium will bring together students and faculty from Oregon State University, Humboldt University Berlin, the University of Warsaw and other partners. Students will be prepared by seminars held at all participating campuses. We are looking forward to a joint field trip in spring of 2023.

3. STATISTICS (2003-2022)

Total Number of Students (incl. Student Organizers) Served:

388 (Humboldt: 187; OSU: 85; Warsaw: 50; Georgetown: 42; Bard: 16; Tübingen: 3; Prague: 2; AUBG: 2; Wrocław: 1)

Some students took part multiple times, the second and/or any further time as student organizer.

Total Number of Faculty Organizers over the Years:

22 (Humboldt: 6; OSU: 8; Georgetown: 5; Warsaw: 2; Bard: 1; AUBG: 1)

Total Number of Student/Assistant Organizers over the Years:

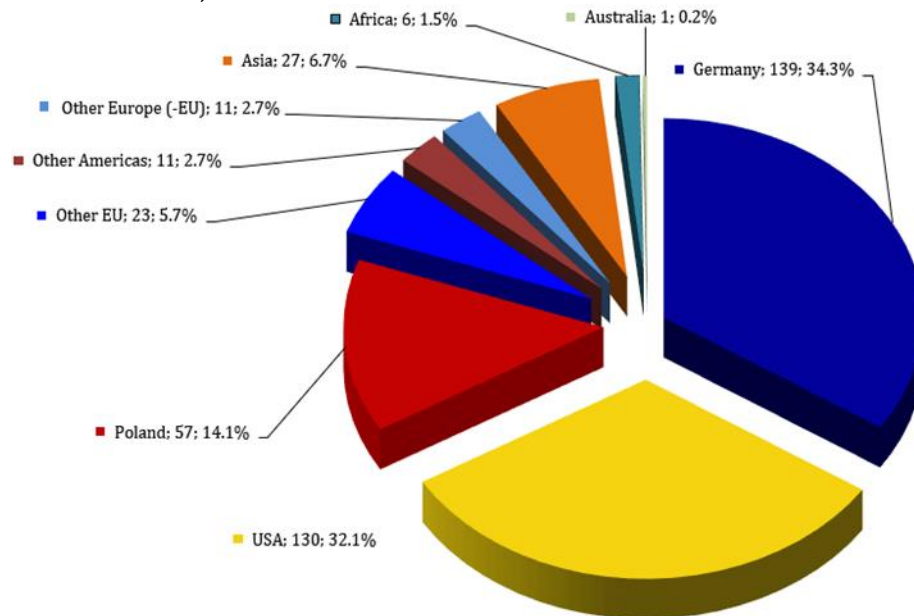
80 (Humboldt: 33; OSU: 28; Warsaw: 12; Bard: 3; Georgetown: 2; Prague, AUBG, Tübingen: 1)

Some student organizers served twice or more times in their function.

Countries of Origin:

Out of **all 405** participants (students, student organizers and faculty; some participating several times), we have had participants **from 45 different countries:**

- 139 Germany
- 130 USA (31 historically underrepresented students)
- 57 Poland
- 7 Turkey
- 4 Brazil, Pakistan
- 3 Bulgaria, China, Croatia, Czech Republic, Mexico, Romania, Ukraine, Viet Nam
- 2 Belarus, Cameroon, Canada, India, Iran, Kosova, Russia, South Africa, Spain
- 1 Armenia, Australia, Bangladesh, Bosnia, Denmark, Egypt, Finland, France, Ireland, Jordan, Kirgistan, Latvia, Nepal, Paraguay, Peru, Portugal, Serbia, Slovakia, South Korea, Sweden, Taiwan, Zambia



4. PARTNERS & SPONSORS

We would like to thank our institutional partners and sponsors for their support:

4.1. Current Institutional Partners

Oregon State University: Political Science Program, Community Diversity Relations, Public Policy Graduate Program, MA English Program, American Studies Program (since 2011)
 Humboldt-Universität zu Berlin: American Studies Program (since 2003)
 University of Warsaw: American Studies Center (since 2012)

4.2. Sponsors and Supporters

- **Humboldt-Universität zu Berlin:**
 International Office (since 2003), Philosophical Faculty (2008, '10, '12, '14, '16, '18), Students Union of the Institute for English and American Studies (2003, '06, '07, '16)
- **Oregon State University:**
 Political Science Program (since 2012), MA English Program (since 2019), Community Diversity Relations (since 2018), Public Policy Graduate Program (2011-18), American Studies Program (2020), History Program (2019), Graduate School (2018), Diversity & Cultural Engagement / Intercultural Student Services (2007 and 2011-2017), Ethnic Studies Department (2007), Community and Diversity Office (2007)
- **Max Kade Foundation** (since 2003)
- **Holiday Land Richter Reisen, Berlin** (since 2005)
- **Embassy of the United States of America, Poland** (since 2016)
- **University of Warsaw** (since 2012)
- **New York University** (2018)
- **OSU Student Sustainability Initiative** (2014)
- **Georgetown University, BMW Center for German and European Studies** (2005-2011)
- **ZEIT-Stiftung Ebelin und Gerd Bucerius** (2005)
- **DAAD / German Academic Exchange Service** (2004)



4.3. Past and Occasional Institutional Partners

- Xavier University of Louisiana (2020)
- New York University (2018)
- University of Wrocław (2017)
- American University in Bulgaria, Blagoevgrad (2015)
- Georgetown University:
 BMW Center for German and European Studies (2005-2011),
 Department of Government (2006-2011),
 International Exchange Program Georgetown / Humboldt (2005-2008)
- European School of Governance, Berlin (2006),
- Univerzita Karlova v Praze (2005),
- The European University, Viadrina (2005)
- Bard College, Annandale-on-Hudson (2003-2004)



5. ACADEMIC PRESENTATIONS AND REFLECTIONS

Starting in 2012, we have begun to actively share reflections about the symposia in academic contexts, in order to contribute to an international discussion and debate over short-term academic exchanges. In the following, some of these presentations will be outlined.

5.1. Presentation at “Merging Practices and Aspirations – Setting the Bar for Global Higher Education in the 21st Century NYU Berlin Colloquium on Global Education,” 1-2 Nov 2012, Berlin

Transnational Spaces and Flows: Experiential International Learning in Theory and Practice

Allison Davis-White Eyes, Director, Diversity & Cultural Engagement, OSU
Dr. Philipp Kneis, Political Science, Master of Public Policy, OSU

Presentation Overview

The presentation elaborated on the overall learning philosophy of the symposia. After a general outline of the symposium structure, experiential learning was introduced as the guiding philosophy of the program. Furthermore, the central learning objectives were debated with practitioners of international student learning and exchanges. See chapter 1 of this report for an overview.

5.2. Presentation at the 2013 NASPA Annual Conference, “Bold Without Boundaries,” March 16-20 2013, Orlando, Florida

Transnational Dialogues: Bridging the Gap between Internationalization and Multicultural Education through International Short-Term Academic Exchanges

Allison Davis-White Eyes, Director, Diversity & Cultural Engagement, Oregon State University
Dr. Reinhard Isensee, American Studies, Humboldt-University, Berlin
Dr. Philipp Kneis, Political Science, Master of Public Policy, Oregon State University
Chrysanthemum Mattison, Oregon State University
Dr. Larry Roper, Vice Provost of Student Affairs, Oregon State University

Presentation Overview

International exchange often focuses on diversity from a narrow lens, lacking a critique of global social justice issues embedded within notions of difference. We explored a unique program developed as a collaboration between European and American university partners seeking to create an interstitial space for experiential student learning that is actively engaged in critical inquiry, critical dialogue, and transformative learning that incorporates themes related to questions relevant to a multicultural society in an international context.

Original Description of the Presentation

There are few colleges or universities who do not embrace the goals of enhancing global intelligence and the forward motion of creating global citizens in a world that is increasingly interdependent and calls upon us to become actively engaged in understanding human cultures (Evans, Olson, Shoenberg, 2003; Hovland, 2009). Although there is an expectation that college campuses will provide such opportunities through programs such as study abroad, there remains an absence of programs that actively engage students in creating their own learning in a trans-disciplinary international setting

focusing on the intersections of current and real issues in politics, cultural change, demographic shifts, religious difference, and new articulations of race and ethnic identity. This omission is particularly evident in the lack of students of color who participate in such programs and add their unique perspectives and experiences to the discourse of international exchange programs (Comp, 2003; Dolby, 2009; Talburt & Stewart, 1999). To address these issues, a partnership was forged between two European universities and one American university to boldly engage students from diverse backgrounds in a way that creates a living and learning laboratory to bridge the gap between internationalization and multicultural education.

Interrogating these current and real challenges allows students to imagine democracy and its relationship to themselves as agents of change, and allows them to locate themselves and the broad social justice issues they are confronting from a context that enhances their understanding of themselves, the other, and the world in which they live. By engaging in a cross-cultural and critical dialogue created by the students themselves, they begin a process of experiential learning that is profoundly shaped by a series of interactions which compels them to think and feel, to articulate and act. As Kevin Hovland argues in *Diversity Digest* (2005, 1),

“global learning must challenge students to gain deep knowledge about the world’s people and problems, explore the legacies that have created the dynamics and tensions that shape the world, and struggle with their own place in that world. Global learning at its best emphasizes the relational nature of students’ identities – identities that are variously shaped by the currents of power and privilege, both within a multicultural U.S. democracy and with an interconnected and unequal world... Global questions require students to connect, integrate, and act.”

This presentation will focus on one such program, the *Transatlantic Students Symposia*, a joint program between Humboldt-University, Berlin, Germany (American Studies Program), Oregon State University (Division of Student Affairs and the Public Policy Graduate Program), and Warsaw University, Poland (American Studies Program). We will build upon the major themes and central components of the program: (1) internationality, (2) interdisciplinarity, (3) collegiality and collaborative learning, (4) diversity, (5) student scholarship and research, and (6) student leadership. Presentation participants will include our European institutional collaborators, academic faculty from Oregon State University, Division of Student Affairs and its affiliate office Diversity & Cultural Engagement, and past student participants and co-organizers of the symposia.

In our presentation, we will discuss the methodology of the symposia, and what effects this has on experiential student learning. Specifically, we will highlight the creation of a diversity-centric space for the exchange of ideas. Diversity, in the sense of the symposium, encompasses the inclusion of, firstly, people from different backgrounds and identities, nationally and internationally, and secondly, ideas and theories which conceptualize diversity, interdisciplinarity, internationality and cosmopolitanism (Brennan, 1997; Appiah, 2005; Benhabib, 2007).

The presenters will also share and discuss findings from the assessment of the program conducted in 2012, which focused on several aspects of the student experience including student participant preparedness for the trips and the academic portions of the program, faculty and student leader helpfulness, the perceived relevance of the activities to the symposium theme, and student learning outcomes in the areas of critical thinking, pluralism, cultural legacies, and collaboration. By evaluating both the academic and the organizational elements of the experience, this assessment aims to provide a benchmark for future symposia and to inform revisions and structural changes to the program in order to continually develop and improve the experience for all participants.

Learning Outcomes

Participants will:

1. Gain new knowledge in how to create supportive intellectual paradigms that work within the intersections of transnational studies and intercultural communication.
2. Increase their knowledge of the role that the Division of Student Affairs has in internationalizing the OSU campus and expanding international opportunities for under-represented students.
3. Recognize the multiple, overlapping dimensions of a student's identity in all its complexity – family background, racial/ethnic or cultural tradition, religious background, and other constructed identities and traditions.
4. Develop strategies for helping students explore their privileged or marginalized identities and develop the capacity to analyze an issue from multiple perspectives.
5. Understand the power of experiential learning through critical and moral reflection and action.

Transnational Dialogues explores innovative strategies in bridging the gap between internationalization and multicultural education, particularly as it relates to issues of diversity, equity and inclusion by boldly moving beyond the boundaries of traditional study abroad programming and infusing the study abroad discourse with one that celebrates diversity and examines pathologies of power and identity. In addition the program will present a call for Student Affairs to explore connections and advance bridge building between multicultural and international programs by advancing notions of diversity and democracy through and shared responsibilities.

Involvement

Time limitations prevent extensive audience participation, but each presenter will provide a case study for participants to react to, and time will be made available for questions and answers at the end of the session.

The discussion will address also the following questions:

- How do we create an informed and culturally sensitive and aware global citizen?
- What format is best to engage issues of difference and pathologies of power that challenge a student's positionality and instill agency?
- How do we engage students in their own learning, in other words what might be a best practice in experiential learning?
- How do we interrogate difference and pathologies of power from a social justice lens?

6. AWARDS

The National Association of Student Affairs Administrators in Higher Education (NASPAA) recognized the symposium as part of its International Education Knowledge Community.

For the 2014 "Best Practices in International Higher Education Awards", the symposium received an "Honorable Mention" in the category of "Global Partnership" in its current configuration.

7. CONTACT INFORMATION



Program Web Site:

<http://www.trasym.org>

Oregon State University:

Dr. Philipp Kneis
Lead Organizer, Transatlantic Students Symposia
Instructor, Political Science

School of Public Policy
315 Bexell Hall
Oregon State University
Corvallis, OR 97331-6206

Phone: +1-541-737-1325

Web: liberalarts.oregonstate.edu/spp/polisci

Mail: Philipp.Kneis@oregonstate.edu

Dr. Allison Davis-White Eyes
Vice President of Diversity, Equity and Inclusion

Office of the President
Fielding Graduate University
2020 De La Vina St.
Santa Barbara, CA 93105

Web: fielding.edu/diversity-equity-and-inclusion-dei/

Mail: adavis-whiteeyes@fielding.edu

Humboldt-Universität zu Berlin:

Prof. Dr. Martin Klepper
Professor, North American Culture and Literature

American Studies Program / Amerikanistik
Humboldt-Universität zu Berlin
Institut für Anglistik und Amerikanistik
Unter den Linden 6
10099 Berlin

Phone: +49-30-2093-70934

Fax: +49-30-2093-2309

Web: <http://www.anagl.hu-berlin.de>

Mail: martin.klepper@hu-berlin.de

Dr. Selma Bidlingmaier
Faculty, North American Culture and Literature

American Studies Program / Amerikanistik
Humboldt-Universität zu Berlin
Institut für Anglistik und Amerikanistik
Unter den Linden 6
10099 Berlin

Web: <http://www.anagl.hu-berlin.de>

Mail: bidlings@hu-berlin.de

Warsaw University:

Prof. Dr. Tomasz Basiuk
Professor for American Studies

American Studies Center /
Ośrodek Studiów Amerykańskich
Uniwersytet Warszawski
Al. Niepodległości 22
02-653 Warszawa

Phone: +48 22- 55-333-20 (or 26)

Fax: +48 22- 55-333-22

Web: <http://www.asc.uw.edu.pl>

Mail: tbasiuk@uw.edu.pl

Dr. Natalia Pamuła
Assistant Professor for American Studies

American Studies Center /
Ośrodek Studiów Amerykańskich
Uniwersytet Warszawski
Al. Niepodległości 22
02-653 Warszawa

Phone: +48 22- 55-333-20 (or 26)

Fax: +48 22- 55-333-22

Web: <http://www.asc.uw.edu.pl>

Mail: nm.pamula@uw.edu.pl