

12TH TRANSATLANTIC STUDENTS SYMPOSIUM
SUSTAINABILITY IN EDUCATION, CULTURE AND POLITICS:
QUESTIONING THE VALIDITY OF NATIONAL NARRATIVES AND POLICIES

NM, AZ, CO, OR; MARCH 21-30, 2014



in cooperation between, and supported by:

OSU, Master of Public Policy, Intercultural Student Services
Humboldt-University Berlin, Germany
University of Warsaw, Poland
Max Kade Foundation
OSU Student Sustainability Initiative



WWW.TRASYM.ORG

CONTENTS

1.	Notes on Program Development.....	3
2.	Preparatory Seminars.....	3
3.	Organizers and Participants.....	3
4.	Program Description / Updated Call for Papers.....	4
5.	Symposium Week Field Trips.....	5
	Friday, March 21th: Travel to Albuquerque.....	5
	Saturday, March 22nd: Acoma.....	6
	Sunday, March 23rd: Chaco Canyon to Gallup.....	8
	Monday, March 24th: Navajo Nation.....	10
	Tuesday, March 25th: Durango to Santa Fe.....	13
	Wednesday, March 26th: Santa Fe.....	14
	Thursday, March 27th: Flight to Oregon.....	16
	Friday, March 28th: Corvallis, Conference at OSU, Day 1.....	16
	Saturday, March 29th: Corvallis, Conference at OSU, Day 2.....	17
	Sunday, March 30th: Departure from Oregon.....	17
6.	Symposium Conference Schedule, Corvallis.....	18
	Friday, March 23rd 2014.....	18
	Saturday, March 24th 2014.....	24
7.	Second Symposium, Humboldt-University, April 18-19, 2014.....	30
8.	Third Social Justice Students Conference, OSU, May 2, 2014.....	31
9.	Further Steps.....	32
10.	Next Symposium.....	32

This report is an addendum and expansion of the main symposium report, located at <http://www.trasym.org/report.html>.

1. NOTES ON PROGRAM DEVELOPMENT

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

Program assessment will continue.

We will include more frequent video conferencing, by relying on Google Hangouts or similar solutions, and also fostering more transatlantic student cooperation before the trip.

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

2. PREPARATORY SEMINARS

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 ISS (Intercultural Students Services) 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.

3. ORGANIZERS AND PARTICIPANTS

Total 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)

4. PROGRAM DESCRIPTION / UPDATED 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 retreat, 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 academic 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.

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 the 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 re-emerging 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.

5. SYMPOSIUM WEEK FIELD TRIPS

TraSym12 Schedule, Part I: NM, AZ, CO, UT



TraSym12 Schedule, Part II: OR

Thu, 03/27-Sun, 03/30

Fri+Sat: Symposium



Friday, March 21th: Travel to Albuquerque

- American Group: Flight to Albuquerque via Salt Lake City
- Polish Group: Flight to Albuquerque via Amsterdam, meet German group at Amsterdam
- German Group: Flight to Albuquerque via Amsterdam, meet Polish group at Amsterdam

Arrival at Fairfield Inn, Albuquerque, in the Evening

Dinner on your own in Albuquerque



Quivira Coalition, near Albuquerque



Saturday, March 22nd: Acoma

09 AM Bus Departs:

10 AM Quivira Coalition

“Founded in 1997 by two conservationists and a rancher, the Quivira Coalition is a non-profit organization based in Santa Fe, New Mexico, dedicated to building economic and ecological resilience on western working landscapes.”

<http://www.quiviracoalition.org/>



Acoma Pueblo



Acoma Pueblo, Descent from Mesa

12 AM Depart for Acoma

01 PM Lunch at Acoma Museum / Visit to Exhibits

02:30 PM Acoma Pueblo Tour

“Acoma Pueblo is a Native American pueblo composed by three villages: Sky City (Old Acoma), Acomita, and McCartys. The Acoma community is one of the oldest

continuously inhabited communities in the United States. The historical land of Acoma Pueblo totaled roughly 5 million acres; now only 10% of this land is in the hands of the community. Today, many Pueblo people still live in Sky City and nearby villages.

The Acoma community has put effort on preserving its rich architecture, culture, religion, language and history. Organizations such as the Acoma Historic Preservation Office are central to this struggle. The Pueblo of Acoma established the Acoma Business Enterprises 25 years ago to help sustain the economic development of Acoma people. Sky City Casino is amongst their enterprises.”

<http://www.puebloofacoma.org/>; <http://www.skycity.com/>

05 PM Arrival at Hotel: Sky City Acoma Casino & Hotel

05:30 PM Presentation: Paul Robinson, Research Director, Southwest Research and Information Center

“Southwest Research and Information Center (SRIC) is a multi-cultural organization working to promote the health of people and communities, protect natural resources, ensure citizen participation, and secure environmental and social justice. SRIC has strived to play a unique role among nonprofit, public-interest organizations active in New Mexico and the Southwest. That role has stressed providing accurate information and analysis that people and community groups can use to influence decisions that directly affect them. The center currently has five research concentrations: 1) Uranium Impact Assessment, 2) Nuclear Waste Safety, 3) Energy and Natural Resources, 4) Mining, and 5) Environmental Information and Education.”

<http://www.sric.org/>



Meeting with Paul Robinson from SRIC

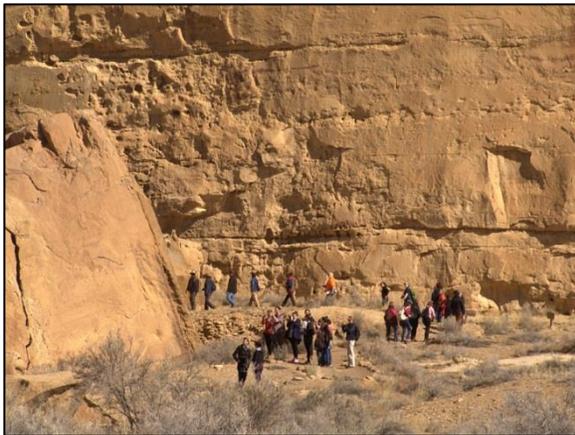


On the Road from Acoma

Sunday, March 23rd: Chaco Canyon to Gallup

7 AM Departure

11 PM Chaco Canyon visit (Pueblo Bonito)



Chaco Culture National Historical Park

“Chaco Canyon is a remote, shallow, ten-mile canyon situated in the northwest corner of New Mexico. Evidence of human presence in the area stretches back to as early as 2900 BC. Roughly AD 850, people in Chaco Canyon began building massive and elaborate stone buildings unlike any that had been built before. Often built along celestial alignments, they included water-collection systems and were linked to outlying communities by an extensive network of roads. However, around AD 1150, the area was abruptly abandoned. It's not completely clear why the people left Chaco Canyon, but prolonged drought is one possible explanation. It was around this time that communities in other places in the region, such as Mesa Verde and the Chuska Mountains, grew in size and importance. When the Spanish arrived in the Southwest in the 1600s, they named the people living there Pueblo - one name for nineteen groups of people speaking four distinct languages. Today, modern Pueblo people all trace their roots to Chaco Canyon, and consider it a sacred place. Chaco

Canyon National Monument was established in 1907. The site became a national historical park in 1980, and was designated a UNESCO World Heritage Site in 1987.”

<https://www.exploratorium.edu/chaco/HTML/canyon.html>;

<http://www.nps.gov/chcu/>



On the Road to Gallup



Church Rock

3:30 PM Church Rock Drive-By

“The Northeast Church Rock Mine is a former uranium mine located in the Pinedale Chapter of the Navajo Nation. Most of the 125-acre mine permit area was held in trust for the Navajo Nation by the United States Government and approximately 40 acres were owned by the United Nuclear Corporation. There is a small community of residents that live immediately next to the mine site on the Navajo reservation, downstream and downwind of the waste piles. The residents graze sheep, cattle and horses, and collect herbs around the area. NECR was operated by UNC from 1967 to 1982 and was the second highest producing mine on the Navajo Nation. On July 16, 1979, the United Nuclear Corporation's Church Rock uranium mill tailings disposal pond breached its dam – causing what is known as the Church Rock uranium mill spill. Radioactive waste flowed into the Puerco River, and contaminants traveled 80 miles downstream onto the Navajo Nation. Local residents, who were mostly Navajos, used the Puerco River for irrigation and livestock and were not immediately aware of the toxic danger. The spill contaminated groundwater and rendered the Puerco unusable by local residents. When the mine was closed, in 1982, several basic closure activities took place. However, through investigations beginning in 2006, US EPA has detected radium contamination above safe levels both on the mine site and in the surrounding areas on the Navajo Reservation immediately downwind and downstream of the mine site. Due to the proximity of the residents to the mine site, this mine was identified as the highest priority for cleanup by US EPA and Navajo Nation EPA of over 500 abandoned uranium mines on the Navajo Nation.”

<http://yosemite.epa.gov/r9/sfund/r9sfdocw.nsf/ViewByEPAID/NNN000906132>

7:30 PM Arrive in Gallup / Super 8 Motel

8:30 PM Student Debrief at Hotel

Monday, March 24th: Navajo Nation

7 AM Departure for Navajo Nation HQ at Window Rock, AZ



Navajo Nation Museum



Navajo Nation Museum



Meeting with Vice President Rex Lee Jim et al.



Navajo Nation Council Chambers



Navajo Nation, Window Rock



Navajo Nation, Code Talker Memorial

“The Navajo Nation extends into the states of Utah , Arizona and New Mexico , covering over 27,000 square miles of unparalleled beauty. Diné Bikéyah, or Navajoland, is larger than 10 of the 50 states in America.

Visitors from around the world are intrigued and mystified when they hear the Navajo language – so, too, were the enemy during World War II. Unknown to many, the Navajo language was used to create a secret code to battle the Japanese. Navajo men were selected to create codes and serve on the front line to overcome and deceive those on the other side of the battlefield. Today, these men are recognized as the famous Navajo Code Talkers, who exemplify the unequalled bravery and patriotism of the Navajo people.”

<http://www.navajo-nsn.gov/history.htm>

8 AM

Navajo Nation Visit

Visit to Museum

Meeting with Navajo Nation Vice President Rex Lee Jim

Further talks on Navajo Nation Government structure and Governance;
Cultural Sustainability: Maintaining Language, Traditions, Values, Religion:

Meeting with Elaine Henderson: Window Rock Peacemaking Program

12 PM

Tour of Navajo Nation Council Chambers and Veterans’ Memorial



Hubbell's Trading Post



Canyon de Chelly, Cliff Dwellings

1 PM

Hubbell's Trading Post

“John Lorenzo Hubbell purchased the trading post in 1878, ten years after Navajos were allowed to return to their homeland from their terrible exile at Bosque Redondo, Ft. Sumner, New Mexico. During the four years spent at Bosque Redondo, Navajos were introduced to many new items. Traders like Hubbell supplied those items once they returned home.

Hubbell had an enduring influence on Navajo rugweaving and silversmithing, for he consistently demanded and promoted excellence in craftsmanship. He built a trading empire that included stage and freight lines as well as several trading posts. At various times, he and his two sons, together or separately, owned 24 trading posts, a wholesale house in Winslow, and other business and ranch properties. Beyond question, he was the foremost Navajo trader of his time.

Hubbell family members operated the trading post until it was sold to the National Park Service in 1967. The trading post is still active, and operated by the non-profit organization, Western National Parks Association for the National Park Service. They continue the trading traditions the Hubbell family started.”

<http://www.nps.gov/hutr/index.htm>



Canyon de Chelly



Monument Valley

3 PM

Visit to Canyon de Chelly

“Millions of years of land uplifts and stream cutting created the colorful sheer cliff walls of Canyon de Chelly. Natural water sources and rich soil provided a variety of resources, including plants and animals that have sustained families for thousands of years. The Ancient Puebloans found the canyons an ideal place to plant crops and raise families. The first settlers built pit houses that were then replaced with more sophisticated homes as more families migrated to the area. More homes were built in alcoves to take advantage of the sunlight and natural protection. People thrived until the mid-1300’s when the Puebloans left the canyons to seek better farmlands.

Descendants of the Puebloans, the Hopi migrated into the canyons to plant fields of corn and orchards of peaches. Although the Hopi left this area to permanently settle on the mesa tops to the west, the Hopi still hold on to many of their traditions that are evident from their homes and kivas.

Related to the Athabaskan people of Northern Canada and Alaska, the Navajo settled the Southwest between the four sacred mountains. The Navajo, or Dine' as they call themselves, continue to raise families and plant crops just as the "Ancient Ones" had. The farms, livestock and hogans of the Dine' are visible from the canyon rims."

<http://www.nps.gov/cach/historyculture/index.htm>

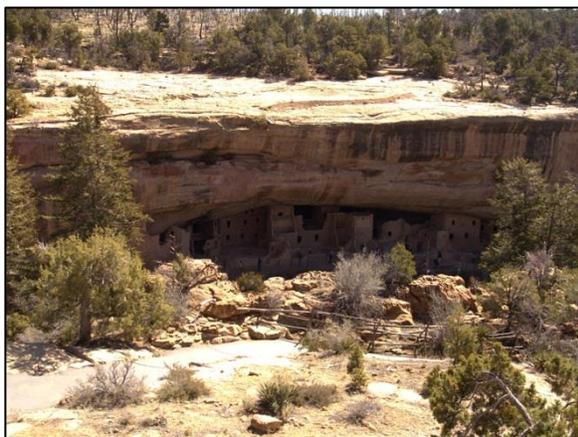
5 PM Visit to Monument Valley (Tse'Bii'Ndzigaii)

"This great valley boasts sandstone masterpieces that tower at heights of 400 to 1,000 feet. framed by scenic clouds casting shadows that graciously roam the desert floor. The angle of the sun accents these graceful formations, providing scenery that is simply spellbinding.

The landscape overwhelms, not just by its beauty but also by its size. The fragile pinnacles of rock are surrounded by miles of mesas and buttes, shrubs, trees and windblown sand, all comprising the magnificent colors of the valley. All of this harmoniously combines to make Monument Valley a truly wondrous experience. Enjoy this beautiful land."

<http://navajonationparks.org/htm/monumentvalley.htm>

10 PM Arrival at Southern Ute Casino, Towaoc, Colorado



Mesa Verde, Spruce Tree House



Meeting with San Juan Citizens Alliance, Durango, CO

Tuesday, March 25th: Durango to Santa Fe

9 AM Depart from hotel

9:30 AM Mesa Verde National Park: Visit to Spruce Tree House Cliff Dwelling

"Mesa Verde, Spanish for green table, offers a spectacular look into the lives of the Ancestral Pueblo people who made it their home for over 700 years, from A.D. 600 to 1300. Today the park protects nearly 5,000 known archeological sites, including 600 cliff dwellings. These sites are some of the most notable and best preserved in the United States."

12 PM Getting Lunch from Zia Taqueria

1 PM Meeting with San Juan Citizens Alliance (environmental group)
“The San Juan Citizens Alliance organizes people to protect our water and air, our lands, and the character of our rural communities in the San Juan Basin. For over twenty-five years, the San Juan Alliance has promoted social and environmental justice and the diversity of the people and natural landscapes in their community. The San Juan Alliance has been successful in developing an immigrant rights center and green businesses and buildings in the area. We will be meeting the group at the Smiley Building, which has undergone a complete green renovation. It now houses local arts, dance, and non-profit organizations.”

<http://www.sanjuancitizens.org/our-mission.php>

2:30 PM Depart for Santa Fe

9 PM Arrival at Courtyard Marriott, Santa Fe, NM

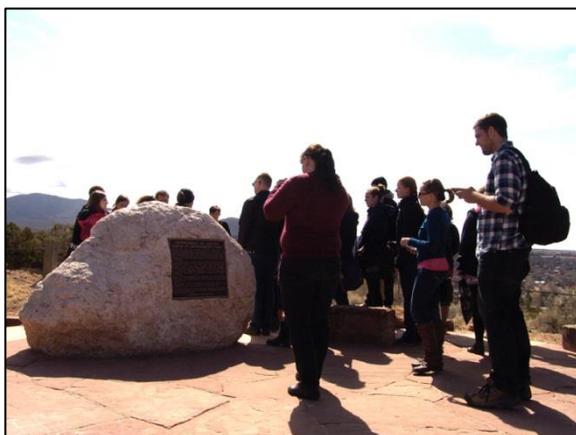
Wednesday, March 26th: Santa Fe

10 AM Bus Departs

10:15 AM Visit to Japanese Internment Memorial Rock

“According to the Department of Justice, from March 1942 to April 1946, the Santa Fe Internment Camp held 4,555 men of Japanese ancestry. After the bombing of Pearl Harbor in December 1941, the US Government arrested and imprisoned thousands of Japanese-American men branding them “dangerous enemy aliens.” Incarcerated without trial, they were forced to leave behind their families along with everything they knew and loved.”

<http://www.newmexicopbs.org/productions/moments-in-time/remembering-the-santa-fe-japanese-internment-camp/>



Japanese Internment Memorial Rock



Georgia O'Keefe Museum



Santa Fe, Loretto Chapel



Santa Fe, Debrief

11:00 AM Visit to Georgia O'Keefe Museum

“One of the most significant artists of the 20th century, Georgia O'Keefe (1887-1986) was devoted to creating imagery that expressed what she called ‘the wide-ness and wonder of the world as I live in it.’ She was a leading member of the Stieglitz Circle artists, headed by Alfred Stieglitz, America’s first advocate of modern art in America. These avant-garde artists began to flourish in New York in the 1910s.”

<http://www.okeeffemuseum.org/about.html>

12 PM Brief reflection session in downtown / Lunch on your own

2:30 PM Loretto Chapel (famous for its staircase; <http://www.lorettochapel.com/>)

6 PM Talk at Georgia O'Keefe Museum:
Breanne Robertson, Visiting Assistant Professor, Department of Art and Art History,
Wesleyan University:
Heritage and Hierarchy in the Art of Hemispheric Defense

7:30 PM Departure

8:30 PM Arrival at Fairfield Inn Airport Hotel, Albuquerque, NM



Santa Fe Cathedral



Museum of Contemporary Native Arts, Opposite Cathedral

Thursday, March 27th: Flight to Oregon

Flight: Albuquerque, NM to Portland, OR

Drive from Portland, OR to Corvallis, OR

Hotel: Corvallis Super 8

Friday, March 28th: Corvallis, Conference at OSU, Day 1

9:30 AM Vans Depart from Corvallis Super 8 to SAGE Garden

9:45 AM SAGE Garden

“The Corvallis Environmental Center’s mission is to educate, engage and inspire people to create a healthy, sustainable community.

The Corvallis Environmental Center is a key player in the creation of a sustainable community – one in which the environment, the economy and social systems are connected in a way that meets the needs of present generations without compromising the ability of future generations to meet their own needs. As a result of these efforts, the concepts of sustainability will be widely understood and practiced by individuals and organizations, and Corvallis will be known for its commitment to an ecologically sound future.”

<http://www.corvallisenvironmentalcenter.org/about-us/our-vision-and-guiding-principles/>

10:45 AM Return to Hotel

12 PM Lunch in Memorial Union Journey Room

1 PM Symposium Begins in Memorial Union Journey Room

5 PM Symposium Day 1 Ends/Free Time



Symposium, Day 1



Symposium, Day 2

Saturday, March 29th: Corvallis, Conference at OSU, Day 2

7:40 AM Vans Depart from Corvallis Super 8 to Bexell Hall

8 AM Symposium Day 2

12 PM Symposium Ends/Lunch in Gilkey Hall

1 PM Voluntary Field Trip to Yaquina Head State Park on the coast

“Yaquina Head Outstanding Natural Area extends out from the Oregon coast, one mile into the Pacific Ocean. Standing 93 feet tall at the westernmost point of the basalt headland, the lighthouse has been a bright beacon of the night, guiding ships and their supplies along the west coast since the light was first lit on August 20, 1873.

The offshore islands are a year-round refuge for harbor seals and a spring-summer home for thousands of nesting seabirds. Gray whales can be spotted during their annual migrations to Mexico (late fall-early winter) and Alaska (late winter-early spring). During the summer months some gray whales take the opportunity to feed in the shallow waters around the headland.

Cobble Beach is compiled of millions of round basalt rocks that produce an applause-like sound as the waves roll in. When the tide is low a vibrant ocean floor is revealed—pools of colorful animals including orange sea stars, purple sea urchins, and giant green anemones.”

<http://www.blm.gov/or/resources/recreation/yaquina/index.php>

8 PM Dinner at Fireworks Restaurant



Yaquina Head Tide Pools



Newport, Nye Beach

Sunday, March 30th: Departure from Oregon

8 AM Vans Depart for PDX

6. SYMPOSIUM CONFERENCE SCHEDULE, CORVALLIS

Friday, March 23rd 2014

1 PM *Opening Remarks of Conference*

**Elba Moise,
Oregon State University, Public Health Program / Anthropology Program**

Bio: Elba Moise was born in Houston, Texas and raised by her Salvadorian and Haitian family. She is fluent in the Spanish language and conversational in French and Haitian Kreyol. She graduated as a McNair Scholar with a Bachelors of Arts in Psychology from St. Edward's University in Austin, TX. At present, Elba is in her final year of graduate study at Oregon State University (OSU) pursuing a dual master's degree in Public Health & Medical Anthropology and a Graduate Certificate in College and University Teaching. Elba currently works as the Women's Advancement and Gender Equity Graduate Assistant within the Office of Equity and Inclusion at OSU. She also serves as the International Health Club President on campus and as a National Student Advisory Council member for the American Association for University Women (AAUW).

**Mariana Amorim,
Oregon State University, Public Policy Graduate Program**

Bio: I am Brazilian and I completed my undergraduate studies in Business at Federal University of Pernambuco. During this period, I dedicated myself to research in projects related to social movements, landless movement, cultural organization, meanings of work, and eco-feminism; I was also a volunteer in organizations that worked with oppressed women, theater of the oppressed, micro-credit, and social activism in Brazil. My country, and more specifically my state, suffers from high rates of violence against women, and this is one of the reasons I want to focus on gender and equality policies during the MPP program.

**Christina Rechenberger,
Humboldt-University Berlin, American Studies Program:**

Bio: Christina Rechenberger received her bachelor's degree in English/American Studies and German Studies at Ruhr-University Bochum. Her B.A thesis dealt with media representations of Muslim women in the British press after September 11, 2001. She is currently enrolled in the MA American Studies program at Humboldt-Universität zu Berlin. Christina has been part of the Transatlantic Student Symposium since 2012 and is currently one of Humboldt's student organizers. Her main research interests include U.S. politics, film, and intersectionalities between gender, class and race.

1:15 PM **First Session – Environmental Sustainability**

Silvia Sedláčková,

Humboldt-University Berlin, American Studies Program:

“Men, women, children, animals - are plants the next to gain their rights?”

Bio: Originally Silvia comes from Slovakia and is a graduate of the Comenius University in Bratislava where she studied translation and interpreting in English and German. Because she wrote both her Bachelor as well as Master theses on topics from American literature (the B.A. thesis concerned the question of faith in works of Robinson Jeffers and T.S. Eliot and her M.A. thesis explored the situation of modern men through the lens of Saul Bellow’s characters), she wanted to widen her knowledge in this field what she now does in her first year of the M.A. American Studies program at Humboldt Universität zu Berlin.

Abstract: Have you ever reckoned a plant being endowed with sentience, memory, intelligence, or the ability to communicate? Plants are usually perceived as mere automata. But what if plants had all the qualities listed above? Would that entitle them to their own rights? Plants are the most important source of nourishment, oxygen and a basic material for production. Even these pragmatic reasons would be sufficient enough to call for a more substantial protection. But I think that the reasons should be not only pragmatic, but also ontological. Plants should not be passive objects of our appropriation, but should have the right to exist to their own end and to be treated in an ethical way.

Leon Fritz,

Humboldt-University Berlin, American Studies Program:

“Sustainability At Risk: The Bay Area's Struggle With A Future ‘Big One’”

Bio: I am Leon and 24 years old. During my A-level I went to live in California for a year where I attended High School. When I was back in Germany I decided to study English/American Studies and Sociology and I moved to Jena for my Bachelor Studies which I finished there in 2013. Then I moved to Berlin to enrol in the American Studies Master's Program at the Humboldt University and I just finished my first semester there. My academic interests are Gender and Diversity Studies, Cultural Studies and American Literature, especially Blank Fictions of the 1980s and early 1990s and Gothic Novels. In my free time I love to meet friends, watch movies, read and go out. Also, I love to travel.

Abstract: In my presentation I am going to talk about the San Francisco Bay Area's struggle with a future major earthquake. I chose this metropolitan area because it is a global main hub for business, trade, technology, science and travel and the more damage a future “Big One” will cause, the more this will have a negative effect on a global scale. I will also include local issues such as road/bridge work and retrofits as well as public transport in order to decrease traffic density during construction work.

**Stefanie Pinkert,
Humboldt-University Berlin, American Studies Program:
“Ecocide – On the Verge of Environmental Collapse”**

Bio: Stefanie Pinkert, 26, received her bachelor’s degree in English and American Studies from Chemnitz University of Technology in 2012, and is currently enrolled in the American Studies program at Humboldt University Berlin. Her research interests include film studies, U.S. cultural history and environmental protection. A semester abroad at California State University in Fullerton generated her interest in California cultures.

Abstract: Diverse ecosystems around the world are extensively exploited and destroyed: deforestation in South America, oil sands exploitation in Canada, and extinction of species such as the Black Rhinoceros in West Africa. This presentation illustrates the effects of ecocide and introduces solutions for preserving ecosystems. Ideas from Charles Eisenstein’s Sacred Economics will be addressed, and the draft of the Law of Ecocide provides the basis for an international legal framework.

2:15 PM:*Intermission*

2:30 PM*Second Session – Sustainability in Education*

**Brittany V . Gaustad,
Oregon State University, Public Policy Graduate Program:
"Theories of Education, Democracy and the Environment"**

Bio: I was born in La Crosse, and raised in Onalaska, Wisconsin. I completed my B.S. in Psychology with a Child Youth Care minor at the University of Wisconsin-La Crosse. As an undergraduate, I founded and led a student group, S.P.E.A.K., that focused on community outreach and local environmental issues. I interned at Bluff Country Family Resources, a center that supports families afflicted with domestic abuse. In particular, I worked with the Child Programs Coordinator to organize educational activities and provide family support services. I also worked as an environmental educator in Colorado. I am interested in environmental education and theories of education.

Abstract: Theories of education are explored, contrasting the current public education system in the United States with themes for education reform that have emerged consistently in the literature. Place-based, multicultural, and humanity-centered experiential education as well as their implications for democracy and society will also be discussed.

**Lauren Visconti,
Oregon State University, Anthropology Program:
"The Anthropology of Student Mobility:
International Students as Educational Migrants in the United States"**

Bio: Born and raised in the Northeast, I made my way to Eugene, Oregon in early 2000s where I studied Anthropology, Psychology, and Art History. This is where I had my first introduction to teaching – a discussion section for Women and Gender Studies as well as social science tutoring. I then moved to Hiroshima, Japan and onto Seoul, South Korea where I taught English and worked on a gender inclusivity project to promote women to choose diverse majors in higher education. I moved back to the United States and ended up in San Francisco where I taught English language learners from many countries while simultaneously earning my first M.A degree. My research was titled, "Adaptive Pedagogies in a Global Locality: The Economic Crisis and the Classroom", examining the shift of a multicultural classroom resulting in a bicultural classroom. Lauren is continuing my work with international students, focusing on student mobility through the lens of migration.

Abstract: In a global educational landscape, international students in the U.S are projected to reach one million next year. Increasingly large number of young men and women are transforming their identities within the context of global mobility, seeing themselves as neither tourists nor immigrants, but occupying an entirely new cultural space. This space is best characterized by liminality and precariousness – concepts often associated with migration. The principal method of data collection is a multi-sited ethnography in four U.S. regions, consisting of twenty-four in-depth interviews, four focus groups, and participant observation. Additionally, return migration is underdeveloped yet critical dimension to understanding the varied nuances of cultural capital acquired and diverse outcomes of the U.S higher educational system. South Korean and Saudi Arabian students, two of the top five sending countries, are highly cognizant and reflexive about their mobility in the larger global system and yet, the literature is devoid of their perspective. The purpose of this study seeks the student voice, bringing the lived experience into the larger picture of international migration.

**Kathleen Pilz,
Humboldt-University Berlin, American Studies Program:
"The Humboldtian Ideals in Contradiction to the Bologna Process"**

Bio: I am currently in the first semester of the M.A. Program in American Studies at the Humboldt-Universität zu Berlin. In 2009 I moved from Northern Germany to Berlin to start my studies. In October 2013 I received my bachelor's degree in American Studies with a minor in business administration. My B.A. thesis deals with the figurative representation of the American identity crisis after 9/11 in Jonathan Safran Foer's novel *Extremely Loud and Incredibly Close*. During my bachelor studies I

spent a semester abroad in Northfield, Minnesota. My research interests include American literature, American history, and educational systems.

Abstract: In the 19th century Wilhelm and Alexander von Humboldt established educational ideals which shaped the German educational system ever since. While these ideals call for a humanistic education which would teach general knowledge in different fields instead of specializing too much too early, it contradicts the Bologna system introduced to the German university system in the 21st century. This leads to the question how sustainable the new Bachelor's/Master's system can be since it is not in compliance with the Humboldtian ideals which have defined Germany as a stable nation of "poets" and "thinkers" for so long. Or looking at it from the other perspective: can the Humboldtian ideals be sustained within the new Bologna system? In order to approach these questions, I will analyze a specific curriculum of studies in a German university.

3:30 PM: *Intermission*

3:45 PM: *Third Session – Discovering and Questioning Identities and National Narratives*

**Eva Ruskamp,
Humboldt-University Berlin, American Studies Program:
"Imaging the Nation – Sustainable Narratives of the Nation State"**

Bio: I received my B.A. degree in English and American Studies and Sociology from the Albert-Ludwigs-University Freiburg in 2013. During my Undergraduates I spent a year abroad at the University of Oregon in Eugene, USA, partially sponsored by a Fulbright Scholarship, and another semester abroad with the European Exchange Program ERASMUS in Brest, France. In fall 2013 I was accepted into the M.A. Program for American Studies by the Humboldt-University and moved to Berlin, where I work for the German Council on Foreign Affairs and enjoy the city's rich cultural life.

Abstract: "Nation-ness," Benedict Anderson argues in *Imagined Communities*, "is the most universally legitimate value in the political life of our time". The Nation State, however is not only a political concept, its narrative is also culturally and socially constructed. This narrative has proven not only to be successful through decades of inter-nation conflict but to be also sustainable in times of prolonged peace. In order to maintain the nation state the narrative has to be adapted to changing circumstances and challenges. Both the United States and Germany can be seen as having such narratives, which also happen to be closely connected since World War II. Their narratives, however, are very different from one another and face different challenges in the 21st century. I will use the transatlantic perspective, especially recent speeches by Barack Obama and Joachim Gauck, as a starting point for an analysis of each nation's attempt to redefine its identity and role in the new globalized framework of our century.

**Sharece Bunn,
Oregon State University, College Student Services Administration Program:
“American Study Abroad: Forming a National Identity”**

Bio: Sharece Michelle Bunn is a first year student in the College Students Services Administration program at Oregon State University. Sharece’s area of specialization is international education and identity development. After completing the CSSA program, Sharece hopes to work in education abroad and develop programming that will better prepare students for studying outside of the United States. Sharece has a passion for international education and spent a semester studying abroad in England after which she moved to Ukraine to teach English with the Peace Corps. Currently, Sharece serves as a Graduate Teaching Assistant at the Academic Success Center where she teaches ALS 116, the academic success course that encourages her to constantly improve her own studies and methods for motivation. When she’s not doing school stuff, Sharece enjoys escaping to coffee shops where she likes to write, listen to music, and read young adult dystopian novels.

Abstract: White U. S. students struggle to share their American culture and identity when they participate in study abroad programs. As White Americans, these students have never had to deconstruct their race or culture. Cultural hegemony allows them to experience their privileged identities without investing time to reflect on or develop their national identity. The events of 9/11 caused a paradigm shift; American students were expected to be able to speak about their nation’s culture, politics, and identity. Study abroad programs should develop pre-trip programming to help students investigate their culture and identity so the students will be prepared for interactions abroad.

**Esther Kim,
Oregon State University, College Student Services Administration Program:
“Cultural Sustainability: Asian Cultural Centers at Predominantly White Institutions”**

Bio: Esther Kim is a first-year graduate student in the College Student Services Administration program at Oregon State University. Her current research examines the support of cultural centers through programming for Asian American students at predominantly White institutions. Her research interests include student engagement and involvement, identity development, and student retention. Esther has a bachelor’s degree in International Studies with an emphasis in Nonprofit Management from the University of Oregon. Esther is involved with NASPA and NODA. She is originally from Portland, OR, and enjoys the culture and lifestyle the Pacific Northwest has to offer.

Abstract: Due to the lack of scholarship focusing on Asian American students in higher education, this specific racial student group is marginalized to fit into the social construction of the “model minority” myth and various stereotypes (Wong & Halgin, 2006). The increase of population of Asian American students at

predominantly White institutions denotes the importance of establishing and supporting programs and services that allow students to reflect on their racial identity development (Kodama, McEwan, Liang, & Lee, 2002). Examining racial identity development through a critical race theory framework is critical to apply best practices and recommendations for student affairs professionals and administrators. This research is looking at the critical issue through a higher education perspective.

4:45-5 PM: Closing of Day 1

**Sophie Bennetzen,
Humboldt-University Berlin, American Studies Program**

Bio: Sophie, 28, originally from Copenhagen, Denmark, is currently an MA student at the American Studies department at Humboldt University. She received her BA in English and Media Science from University of Copenhagen, Denmark in 2011. She is currently writing her master's thesis about memory and narrative structures in African-American cookbooks. Her research interests include - but are not limited to - Film Studies, Visual Culture, US Politics, and American History. Sophie is one of the organizers this year and will therefore not be presenting.

Saturday, March 24th 2014

8:00 AM: Day 2 Opening Remarks

**DJ Zissen,
Oregon State University, College Student Services Administration Program:**

Bio: DJ Zissen is currently a second year student in the College Student Services Administration program at Oregon State University. DJ's area of specialization is entitled Social Identity Development and he has a strong interest in supporting students on who identify on the LGBT (Lesbian, Gay, Bisexual, and Transgender) Spectrum. DJ is currently completing his Master's thesis, entitled: "Policies and Practices of L.G.B.T.Q. Friendly Institutions to Support Students who are Attracted to More than One Gender." DJ received my Bachelor of Science in Human Development and Family Sciences with a focus on Human Services, and a minor in Sociology with a Crime and Justice Focus.

**Carolin Kubanke,
Humboldt-University Berlin, American Studies Program:**

Bio: Carolin Kubanke, 24, is a second-year graduate student at the American Studies Department at Humboldt-Universität zu Berlin. In 2008/2009 she spent a year working as an au pair in Atlanta, Georgia which sparked her interest in American history, culture and literature. She received her B.A. from Humboldt University in 2012, majoring in American Studies and minoring in Cultural Anthropology. Carolin's main research interests include U.S. politics and the representation of

minorities in American media. Since 2012 Carolin has been working as a Regional Leader at an exchange agency in Berlin.

8:15 AM: Fourth Session - The Concept of Sustainability in Relation to Indigenous Peoples

Charlotte Eisenblätter,

Humboldt-University Berlin, American Studies Program:

“Questioning the Legal Relationship Between Governments of Native American Tribes and the Federal Government of the US Today”

Bio: My name is Charlotte Eisenblätter and I am an MA student at Humboldt University. After graduating in English and American studies, I decided to focus on American studies in Berlin. Here, I took part in a very thought-provoking course on contemporary political and cultural struggles of Native Americans in the US. This course showed me the significance of collective rights for indigenous peoples today, and I would like to share this experience during the symposium.

Abstract: Recognized Native American tribes are positioned today in a unique place in the legal and judicial system of the United States: They constitute extra constitutional nations that are officially described as 'domestic dependent nations'. Thus, the Supreme Court takes an important role in the solution of legal claims issued by tribes. I want to argue that this special status has had disadvantages for tribal communities and that self-government could be a tool to enhance the communities' sustainability.

Isa Stadler,

Humboldt-University Berlin, American Studies Program:

“What About the Seventh Generation? Envisioning the Integration of Native American Traditional Ecological Knowledge into Ecological Education”

Bio: During my Bachelor's program, my research was mainly focused on postcolonial studies and literatures, representations of the self and the other as well as third spaces (Bhabha, Spivak, Said etc.). Since starting the MA American Studies program at Humboldt University in Berlin, I have developed a growing interest in differing systems of knowledge acquisition and transmission, particularly indigenous knowledge and education.

Abstract: As formal education systems have disrupted many aspects of indigenous knowledge and ways of learning and replaced them with abstract knowledge and academic ways of learning, there is a grave risk that much knowledge is being lost and, along with it, valuable knowledge about ways of living sustainably. At the same time environmental crises cause growing interest at national and international levels in the role that indigenous knowledge could play in participatory approaches to development and education. This work will examine the possible role traditional ecological knowledge can play in today's education and look at the difficulties that might occur when envisioning inclusive approaches. It will be argued that the

inclusion of traditional knowledge in formal schools can promote Native American participation and empowerment in education.

McKenna, Julia,

Oregon State University, Public Policy Graduate Program:

"Shifting the Discussion About Cultural Sustainability: Two-Spirit Activism and Critiques"

Bio: Julia McKenna graduated from The Pennsylvania State University with honors in psychology and a minor in Spanish in 2010. She served as an AmeriCorps member/ residential child care worker at the Stepping Stone Transitional Living Program in State College, PA for 2.5 years, which motivated her to study public policy. She is currently leading a project with the OSU Policy Analysis Laboratory (OPAL) assessing the needs of LGBTQ+ homeless young adults, which will culminate in a report and presentation for Community Outreach, Inc. based on results from surveys and focus groups. After completing her Master of Public Policy at OSU, Julia plans to work in policy development and research involving LGBTQ+ rights, homelessness/housing, and youth and young adults.

Abstract: Two-spirit activism is a form of cultural sustainability that puts women and two-spirit people at the center of decolonization and revitalization of native culture. The directly linked experience of subjugation of non-heteronormative identities as well as female leadership due to colonization (ongoing and historically) puts two-spirit identities and activism as a direct counternarrative and opposition to heteropatriarchy and settler colonialism (Miranda 2010). This direct link can be illustrated in historical and contemporary analysis as well as in connection to ongoing activism within Native communities. This analysis points to the ongoing activities to counteract colonial violence, in all of its forms, and affirm the central location of gender and sexuality as both a site of intentional acts of colonization as well as a site of reclamation, autonomy, and colonial resistance.

9:15 AM *Intermission*

9:30 AM *Fifth Session – Negotiating Theory and Praxis*

Patrícia Martins Marcos,

Oregon State University, Public Policy Graduate Program:

"Trouble in the Republic of Science"

Bio: Patrícia have BA in History from the Universidade Nova of Lisbon. After working for the Contemporary History Institute at the Universidade Nova on a project that focused on the institutional ties the Portuguese dictatorship maintained with international institutions between 1945 and 1974, I moved to Denmark to pursue a Masters of Public Administration that specialized in EU Studies at Roskilde University. Overall, I lived in Copenhagen for five years, and four of which I spent with the wonderful and cooperative colleagues at the EU Affairs team at Ramboll Management. We did a lot of public policy and program evaluation in a multitude of

different areas for the European Commission, and on occasion, the Parliament as well. Having felt the need to further specialize, I decided to take up the challenge of moving again and applied for a Fulbright scholarship that would allow me to pursue my interest in science policy, and study how science, society in politics intersect. At this moment, I am specifically engaged in studying philosophy and history of science, and acquire a better knowledge of how dominant epistemologies within the sciences frame scientific viewpoints and in particular conceptions of absolute objectivity and causality that underlie the process of lawmaking in science.

Abstract: Europe is undergoing a crisis that many deem as financial, but that is only the surface of it. Under the auspices of the all-encompassing “crisis” decisions that compromise core democratic ideas are being validated by a ‘state of emergency’ attitude. This very modus operandi counter, via a dogmatic rhetoric of rational utilitarianism set by economic and financial imperatives, core European values. Simultaneously, manifestations of political extremism such as the neo-Nazi Golden Dawn Party in Greece emerge. Taking from a high-modernist logic, the spirit of scientism and technocracy that informs the current policies tend to, not only to devalue, but also to banish politics and replace it with the innate legitimacy of objective expert scientific knowledge. Here opens a space for reflection about the possibility of purely “positive analyses” of policies that not only concern the entirety of a political community, but also intersect fundamentally with its ethos and modus vivendi – thus questioning the tradeoff between the modernist idea of inbuilt progress by the power of reason, and considerations for the values of legitimacy, solidarity and civic participation.

Stan Baranski,
University of Warsaw, American Studies Program:
“The Zeitgeist Movement”

Bio: Born in Kraków, I graduated college there: American Studies at Jagiellonian University. During my BA I spent one semester in Leipzig studying at Institut für Amerikanistik. Right now I've finished my MA program at UW, currently working on my thesis (subject: sustainability and American cities.) Most of my academic interests lay in the field of American Studies, as well as urban studies, sustainability, social change and socioeconomic systems. I'm a traveler, cyclist, climber, coffee lover and environmental freak. I was one of the founders of bike polo in my hometown and have worked towards spreading the word on the niche sport, the biggest achievement being the organization of the European Championship 2013.

Abstract: The Symposium will be first time for me coming to USA for academic reasons, which I am excited about. I am representing UW as an organizer, and will give a talk on sustainability in the doings and teachings of The Zeitgeist Movement. TZM has been calling for sustainability since its formation in 2008. I believe there is a lot to learn from the Movement, and it poses a great opportunity for the people around the world to acknowledge the threats we are facing in this century.

**Juri Horst,
Humboldt-University Berlin, American Studies Program:
“Corporate Sustainability”**

Bio: I was born in Freiburg im Breisgau, one of the “greenest” towns in Germany. I finished my Bachelor degree in American Studies and Music and Media Studies last year with a thesis on Tom Waits and the paradoxical depiction of his character as a bum who is nevertheless successful. During my studies I was mostly interested in the narration of outsiders and the appeal of such tales as well as the construction of these “outsider identities” in popular culture.

Abstract: The term “Sustainability” has developed an enormous appeal and is often ascribed in order to tag something as inherently good for the environment and essential for the future of humanity. Using the term “Sustainability” as a marketing tool has become common for international industry in order to “greenwash” their business. It is essential to develop methods that allow to distinguish between claims for Sustainability that further corporate interest and authentic claims for Sustainability.

10:30am - 10:45am: Intermission

10:45am - 11:45am: Sixth Session – Cultural Performances of Sustainability

**Recalde-Ovelar, Celina,
Humboldt-University Berlin, American Studies Program:
“The Recycled Orchestra from Cateura: Linking Art and Sustainability”**

Bio: Celina, 24, comes from Paraguay (South America) and is currently in her first year of the M.A. program in American Studies at the Humboldt University of Berlin (HU). She grew up between Asunción (Paraguay) and Geneva (Switzerland) and attended schools in both cities. After obtaining her French school-leaving certificate in Asunción, she decided to spend one semester at the University of Lyon II, in France. In 2010 she moved to Berlin, where she finished her studies obtaining a B.A. in English and French at the HU. Her Bachelor thesis explored feminism in Henry James’s short story Daisy Miller. Celina had the opportunity to work as an intern in a German start-up in Berlin where she was responsible for creating content for its blog in French, as well as translating its website in several other languages. This professional experience developed her passion for writing and encouraged her to manage her own blogs in Spanish and French. Her research interests, namely culture and art, are treated on her blog.

Abstract: This research aims to analyze the interrelations between art and sustainability, by exploring how a community adopts sustainable values and practices. As a case study for this research, we will use the project of the Recycled Orchestra that was launched in Paraguay in 2006. This initiative allows children from a disadvantaged Paraguayan community to learn how to play music using instruments made

out of trash. Thus, as it combines art and recycling, we argue that this project can be inscribed in the theoretical concept of sustainable art, introduced by Fowkes. Taking this into consideration, art inscribes itself within the narrative of sustainability and can be used as a powerful educational tool that creates social change.

**Królikowski, Sebastian,
University of Warsaw, American Studies Program:
“Jan Klata’s Esthetic. Sustainability in the Theater”**

Bio: My name is Sebastian Królikowski and I’m 27 years old. I am MA student at the American Studies Center of University of Warsaw. I graduated from Halina and Jan Machulski’s Acting School. I have a bachelor’s degree in Journalism and Social Communication from University of Social Sciences and Humanities in Warsaw.

Abstract: The subject of my presentations is “Jan Klata’s esthetic. Sustainability in the theater.” Jan Klata is one of the most important theater director in Poland. He uses elements of video-clips, comic books or sitcoms even in performances based on classical plays of Aeschylus, Shakespeare or Schiller. Although, his works are kind of “pop theater” they concern serious social and political problems. Ecology is of them and it is present in some of his performances. Because in the era of the Internet and mass culture theater is getting less popular, Klata’s esthetic is the way to sustain the theater.

**Olga Korytowska,
University of Warsaw, American Studies Program:
“Bio-punk ‘Utopias’: Preaching Sustainability Through Speculative Fiction”**

Bio: My name is Olga and I am in my last semester of American Studies at the University of Warsaw. Right now I am working on my master’s thesis about surrogate motherhood in the United States and its representations in popular culture. Before that I did a BA in Philosophy and one in English Studies, during which I also studied for a year at the University of Seville. My research interests include feminist studies and American literature.

Abstract: Margaret Atwood’s MaddAddam Trilogy. Speculation fiction (or more narrowly science fiction) has long been recognized as a powerful tool of social critique. In my presentation I examine its potential for influencing the ways we think about environment and sustainability. The basis for my analysis is Margaret Atwood’s bio-punk trilogy (Oryx and Crake, The Year of the Flood and MaddAddam). I will argue that it is precisely the mixing of dystopian and utopian scenarios that conveys the lesson of sustainability.

11:45am - 12 PM *Symposium Closing Remarks*

**Rebecca Arce,
Oregon State University, Public Policy Graduate Program**

Bio: I am originally from California, but have lived all over the West Coast. I also spent 5 years in Missouri where I earned a Bachelors in General Studies. I studied English, Women's Studies, Environmental Studies and Political Science because I could not decide what I wanted to be when I grew up. Now I research integration and immigration policy, using a comparative lens in the Master of Public Policy Program. I am also a mom to a witty and charming little boy. Social justice and a curiosity for the world and the people in it have contributed to my educational journey.

7. SECOND SYMPOSIUM, HUMBOLDT-UNIVERSITY, APRIL 18-19, 2014

At Humboldt-University Berlin, a selection of participants from the preparatory seminar had to be undertaken for the symposium trip. 21 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 included reflections by those who were able to attend.

8. THIRD SOCIAL JUSTICE STUDENTS CONFERENCE, OSU, MAY 2, 2014

10:30 Opening

10:45 – 12 PM Session 1

Reflections from the 2014 Students Symposium

12:00 – 1 PM Session 2: Lunch Discussion

Social Justice Education: Putting Theory Into Practice
In cooperation with an sponsored by the
Healthy Masculinities conference.

1:30 – 3 PM Session 3

Patrícia Martins Marcos (Public Policy):
“Trouble in the Republic of Science”

Linda Richards (History of Science):
“Rocks and Reactors:
An Atomic Interpretation of Human Rights, 1941-1979”

Julia McKenna (Public Policy):
“Homeless LGBTQ+ Youth: An Overview”

3:15 – 4:45 PM Session 4

Marianna Amorim (Public Policy):
“Procedural Justice Policies For The Domestic Violence
Specialized Courts In Recife, Brazil:
Mapping Challenges And Finding Opportunities”

Lauren Visconti (Anthropology):
“Student Mobility:
The Liminal Space of Educational Migrants”

Rebecca Arce (Public Policy):
“Integration Policy and Migrants Population: A Case Study
of Latino Immigrants in the US and Roma Immigrants in the UK”

4:45 – 5 PM Closing Reflections

This conference has been organized in cooperation between:

Intercultural Student Services, Public Policy Graduate Program, History Program



9. FURTHER STEPS

- There will be an assessment undertaken based on text journals undertaken during the trip and interviews conducted after the symposium. This process will probably continue through summer.
- We will also conduct a final reflection towards the end of Spring Term at OSU to collect feedback for possible improvements of the program for the next symposium.

10. NEXT SYMPOSIUM

Preparations are underway for the 13th Transatlantic Students Symposium, taking place in Bulgaria, Macedonia, Greece and Germany, probably from March 21–29.

The topic will be:

“Crisis of Mission: Transatlantic (Mis)Understandings of European Integration”

There are already student organizer volunteers from participating units and universities.