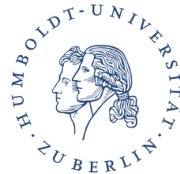


14TH TRANSATLANTIC STUDENTS SYMPOSIUM

THE POLITICS AND CULTURE OF RESILIENCE: ADAPTING TO A CHANGING ENVIRONMENT

CALIFORNIA AND OREGON; MARCH 18-27, 2016



in cooperation between, and supported by:

OSU, Public Policy Graduate Program, Diversity & Cultural Engagement

Humboldt-University Berlin, Germany

University of Warsaw, Poland

Max Kade Foundation

Embassy of the United States of America in Poland



WWW.TRASYM.ORG

CONTENTS

1.	NOTES ON PROGRAM DEVELOPMENT.....	2
2.	PREPARATORY SEMINARS.....	2
3.	ORGANIZERS AND PARTICIPANTS.....	3
4.	PROGRAM DESCRIPTION / CALL FOR PAPERS	3
5.	SYMPOSIUM WEEK FIELD TRIPS	5
	Friday, March 18 th : Arrival in San Diego.....	5
	Saturday, March 19 th : San Diego	5
	Sunday, March 20 th : San Diego to Palm Springs	7
	Monday, March 21 st : Palm Springs.....	8
	Tuesday, March 22 nd : Palm Springs to Los Angeles.....	9
	Wednesday, March 23 rd : Los Angeles	10
	Thursday, March 24 th : Los Angeles to Oregon	12
	Friday, March 25 th : Transatlantic Symposium Conference.....	13
	Saturday, March 26 th : Oregon Coast	14
	Sunday, March 27 th : Departure of European Groups	14
6.	SYMPOSIUM CONFERENCE SCHEDULE, OREGON STATE UNIVERSITY, CORVALLIS, OREGON.....	15
	Faculty:.....	15
	Student Organizers:.....	16
	Friday, March 25th 2016	18
	Saturday, March 26rd 2016 at Hatfield Marine Science Center, Newport, Oregon	26
7.	SECOND SYMPOSIUM, HUMBOLDT-UNIVERSITY, MAY 13-14, 2016	26
8.	“SOCIAL JUSTICE AND MOBILITY.” 5TH SOCIAL JUSTICE CONFERENCE , OREGON STATE UNIVERSITY, MAY 6, 2016 (PART OF HOLOCAUST MEMORIAL WEEK).....	26
9.	NEXT SYMPOSIUM.....	27

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 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.

2. PREPARATORY SEMINARS

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 <http://www.trasym.org/trasym14.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.

The classes prepared students on the following issues:

- Introduction to the topic of resilience – texts by Judith Rodin and others
- resilience and nature – texts by Bruno Latour, Jared Diamond, and others
- resilience and society – texts on Foucault and Biopower
- resilience and culture – concepts of cultural memory (Jan Assman), invention of traditions (Eric Hobsbawm) and survivance (Gerald Vizenor), and others
- resilience, politics and identity – texts by Anthony Appiah, Jeremy Rifkin and others

It also allowed students to brainstorm and practice their presentations for the conference.

3. ORGANIZERS AND PARTICIPANTS

Number of Participants: 29

Organizers: 7

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 University Berlin)

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

Students: 17

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

4. PROGRAM DESCRIPTION / 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 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.

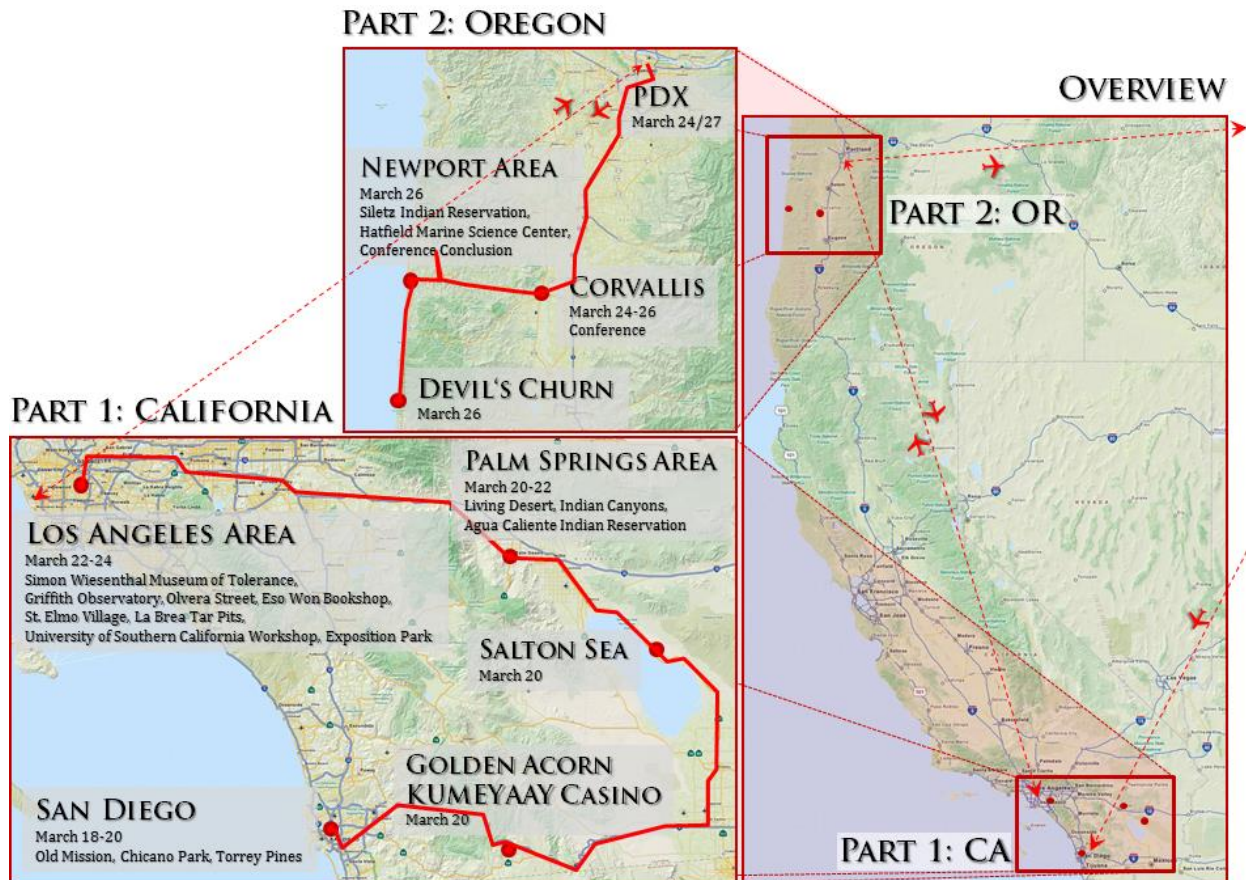
- 2) Diversity: One of the core findings of resilience studies is the importance of diversity, both in terms of biodiversity (from a perspective of environmental policy) and in the acknowledge-ment and embracing of the diversity of human cultures and individuals (from a social policy point of view). 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.

5. SYMPOSIUM WEEK FIELD TRIPS

Field trips were chosen to align with and speak to the various meanings of the concept of resilience, in ecological, cultural, and educational meanings. We also had to strike a balance between indoor meetings and experiential outdoor activities. The “frontloading” of basic background information and theory to the joint preparatory class usually allows for a more experiential character of the symposium week.

Field trips led to sites of historical and cultural relevance, with a focus on the survivance (Vizenor’s concept of surviv[al+endur]ance) of minority groups, on ecological refuges and disaster sites, and also on some recreation to allow for group bonding activities, especially in the beginning.



Friday, March 18th: Arrival in San Diego

American Group: Flight to LAX, Tour Bus to San Diego; European Groups: Flight to San Diego

Saturday, March 19th: San Diego

The visit to the Old Mission Basilica San Diego de Alcalá provided an illustration to the history of Californian colonization, and contemporary attitudes to American Indian Removal.



Old Mission



San Diego, Chicano Mural Restoration Park



San Diego, Torrey Pines Natural Reserve



Subsequently, the group visited Chicano Mural Restoration Park, an area of San Diego in which artists reclaimed Highway underpasses and illustrated them with depictions from Chicano culture. This was followed by a hike at Torrey Pines Nature Reserve, an area protecting a rare indigenous conifer is still surviving. After this, everyone had a chance to enjoy the beach.

Sunday, March 20th: San Diego to Palm Springs

We departed from San Diego, stopping briefly at the Golden Acorn Casino of the Kumeyaay nation. We proceeded to the Salton Sea, a lake severely polluted with agricultural runoff water, which doubles as a nature refuge and a recreation area. We continued towards Palm Springs, visiting the Living Desert museum, a botanical garden and zoo that provides a good illustration about the native plants and wildlife, but also includes installations about historical indigenous cultures in the area.



Golden Acorn Casino (Campo Kumeyaay Nation)



Salton Sea



The Living Desert



Monday, March 21st: Palm Springs

The Agua Caliente Tribe of Cahuilla Indians maintains a nature site called “Indian Canyons”, which allows access to a palm tree oasis and adjacent hiking opportunities. We were given an introduction about the history of the canyon and the Cahuilla people, to traditional practices and ways of life. Afterwards, we met with a representative of the Agua Caliente tribe who talked with us about contemporary policy issues, US-Indian relations, and about the Agua Caliente tribe today, its relationships with neighbors such as the Torres Martinez tribe situated at the Salton Sea, which we had visited earlier. We touched upon questions of Native identity, water policy, land use, and education.



Indian Canyons & Agua Caliente Reservation of Coahuilla Indians

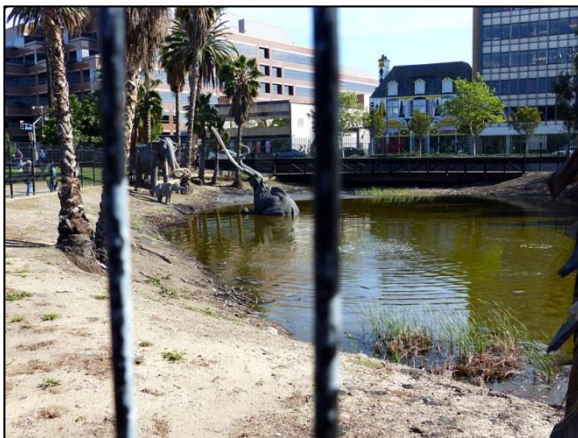
Tuesday, March 22nd: Palm Springs to Los Angeles

We left Palm Springs in the early morning headed for Los Angeles. Our visit began with a tour of the Simon Wiesenthal Museum of Tolerance. This connected with our visits in previous years to sites of remembrance for genocide, and also with our visits to marginalized communities.

Subsequently, we visited the La Brea Tar Pits and the related exhibits, which document the natural history of the area, the extinct mammals caught in the pit, but also traditional indigenous practices of using the tar from the pits in their toolmaking and daily life.



Los Angeles, Simon Wiesenthal Museum of Tolerance



La Brea Tar Pits

Wednesday, March 23rd: Los Angeles

Wednesday started with a visit at the Eso Won Bookstore, which specializes in African-American literature, culture and history and has been a cornerstone of the African-American community in the area. We had a discussion about community and gentrification.

For lunch, students were able to visit Olvera Street in the old Pueblo de Nuestra Señora la Reina de los Ángeles – L.A.'s historical center.



Eso Won Bookstore



Olvera Street: El Pueblo de Nuestra Señora la Reina de los Ángeles



After lunch, students attended an art workshop at St. Elmo Village, an African-American community center that promotes ways of improving local communities through instruction in art and culture. This was accompanied by discussions about community viability and diversity. The students were able to take the artwork back home.

The day closed with a visit to Griffith Park Observatory, which included a Tesla Coil Demonstration, and – much anticipated by the European students – a brief visit to Sunset Boulevard.



Art Workshop at St. Elmo Village

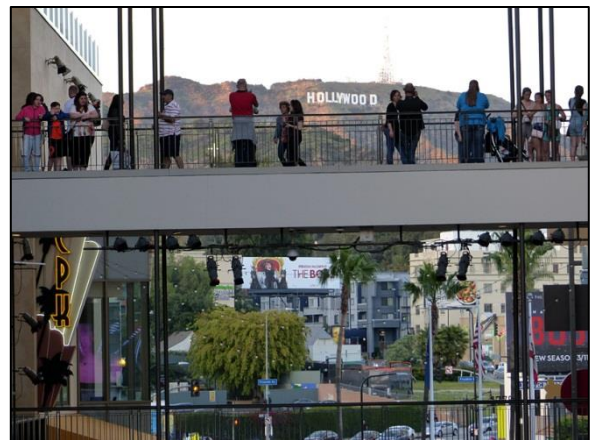


Griffith Park Observatory





Hollywood Boulevard



Thursday, March 24th: Los Angeles to Oregon

Our last day in California began with a workshop at the University of Southern California with American Studies Professor John Carlos Rowe .

John Carlos Rowe is one of the nation's foremost Americanists, and he has been largely responsible for helping spearhead the "new American studies" as well as the rise of international American studies programs across the globe. He has published widely on Henry James, the intersections of nineteenth-century American literature and postmodern theory and U.S. imperialism.

Our discussion centered on issues of transnationalism and community resilience, and provided a good opportunity for a preliminary summary reflection on our field trips in California.

Before heading for the airport, the group had a chance to visit to Exposition Park, where students explored several of the different museums, most of all the Museum of Natural History and the Space Museum.

Upon landing in Portland, we traveled to Corvallis for the remainder of the program.



University of Southern California, Workshop with John Carlos Rowe



Exposition Park



LAX

Friday, March 25th: Transatlantic Symposium Conference

The 14th Transatlantic Students Symposium conference took place in the new Asian-Pacific Cultural Center at Oregon State University. The detailed program is located below.



Symposium Conference



Saturday, March 26th: Oregon Coast

On our final day, we visited the Confederated Tribes of Siletz Indians for a presentation by Robert Kentta on the topic of Cultural preservation, restoration and resilience. After a lunch break in Newport, we held our Concluding Discussion at the Hatfield Marine Science Center, summarizing major themes and learning outcomes of both the field trip and the discussions. Before returning to Corvallis, we visited Devil's Churn Nature Site on the Oregon Coast.

Sunday, March 27th: Departure of European Groups



Confederated Tribes of the Siletz Indian Reservation



Symposium Conference, Concluding Discussion



Hatfield Marine Sciences Center



Devil's Churn



6. SYMPOSIUM CONFERENCE SCHEDULE, OREGON STATE UNIVERSITY, CORVALLIS, OREGON

Faculty:

Prof. Tomasz Basiuk, Uniwersytet Warszawski, American Studies Program:

Bio: Tomasz Basiuk holds a doctoral degree in English from the University of Warsaw and a post-doc degree from the University of Gdańsk. Author of *Exposures. American Gay Men's Life Writing since Stonewall* (2013) and a book on the novelist William Gaddis (in Polish, 2003). Co-editor of several volumes in queer studies and in American Studies. Co-founder of the electronic queer studies journal *InterAlia*. He teaches in the American Studies program at the University of Warsaw.

Dr. Allison Davis-White Eyes, Oregon State University, Diversity & Cultural Engagement:

Bio: Allison Davis-White Eyes holds a B.A., M.A. from U.C.L.A and a Ph.D. from Oregon State University and currently serves as the Director of Diversity & Cultural Engagement. In addition, she serves as affiliate faculty in the School of Public Policy and as adjunct faculty in the School of Language, Culture and Society with a research emphasis in post-colonial cosmopolitanism and mobilities of culture and identity. Dr. Davis-White Eyes has held positions in higher education for over 20 years and has created research partnerships and collaborations between Oregon State University, Tribal communities and international universities--designed to enhance the student experience, and to provide opportunities for experiential learning that critically explore narratives of difference and representation.

Kali Furman, Oregon State University, Diversity & Cultural Engagement:

Bio: Kali Furman is the Coordinator for Social Change Leadership Programs, sponsored by Diversity & Cultural Engagement and Student Involvement & Leadership at Oregon State University. Kali earned her bachelor's degree in History with minors in English and Gender Studies at Boise State University and her Master of Arts in Women, Gender, and Sexuality Studies at Oregon State University. Additionally, she has recently completed a Graduate Certificate in College and University Teaching and has experience teaching Women, Gender, and Sexuality Studies at the community college and university level. Kali has worked professionally in Student Affairs for five years with experience in student support services, cultural resource center management, as well as diversity and social justice education.

PD Dr. Reinhard Isensee, Humboldt-Universität zu Berlin, American Studies Program:

Bio: PD Dr. Isensee teaches in the American Studies Program at Humboldt-Universität zu Berlin. After completing his Ph.D. on 19th century American literature he pursued a postdoctoral research project on 20th century American Adolescent Literature (Habilitation in 2002). With a particular interest in

transatlantic and transnational topics, he has more recently focused in his research on (visual) media with a special emphasis on the cultural work of digital media. He has published extensively in the field of American literature on American Naturalism and on 20th century young adult literature, as well as in Cultural Studies on multicultural education, cultural identity formation, as well as digital media. His current research work encompasses the contemporary American adolescent novel, the cultural and social history and present models of transatlantic, transnational and global education as well as the impact of digital media on the production and distribution of knowledge in American culture. He has frequently held long-term as well as short-term guest professorships at universities and colleges in the United States and in Europe.

Dr. Philipp Kneis,

Oregon State University, Public Policy Graduate Program:

Bio: Philipp Kneis holds an M.A. in American Studies and History from Humboldt-Universität zu Berlin, and a Ph.D in American Studies from the University of Potsdam. He is one of the founding members of the Transatlantic Students Symposia. He currently serves as the Assistant Director of the Public Policy Graduate Program at OSU, and also teaches in Political Science. His main research interests pertain to intersections of culture and politics in the US and the European Union.

Student Organizers:

Daryl Adkins,

Oregon State University, Women, Gender and Sexuality Studies Program:

Bio: Daryl Adkins is a second year M.A. student and graduate teaching assistant studying in the Women, Gender, and Sexuality Studies program at Oregon State University. Her research interests include: Afro-Caribbean diasporas, Black feminism, queer theory, settler colonialism, natural hair politics and #blacklivesmatter resistance projects. Upon graduating with her M.A. degree, Daryl plans on working with community-based organizations to improve access to resources for marginalized and underrepresented communities. In the near future, she plans on applying to doctorate programs in Cultural Studies and/or American Studies programs

Nathan Davis,

Oregon State University, Master of Public Policy Program:

Bio: I was born and raised in Lewistown, Illinois a small farm town in the Illinois River Valley. I graduated in May 2014 with a Bachelor of Science in Political Science with minors in Economics and Sociology. During my undergrad years, I worked with rural towns and villages on community development projects through my job with a local planning commission. I began to see that rural communities face unique policy problems because of their size and location. My work with the Sierra Club on their Beyond Coal Campaign taught me the importance of sustainability in economic development. Further work with rural communities showed me that though some leaders valued sustainable development, many community leaders and citizens valued development regardless of the environmental cost. My interest in learning how to develop rural communities sustainably is what led me to the OSU Public Policy program.

Leon Fritz,

Humboldt-Universität zu Berlin, American Studies Program:

Bio: Leon Fritz holds a B.A. in English and American Studies and Sociology from Friedrich-Schiller University Jena in central Germany and is currently enrolled in the American Studies M.A. program at Humboldt University Berlin. There, he also works as a student assistant at the Department of American Studies. Before finally obtaining his M.A. degree in Berlin he is planning to work as a teaching assistant in the U.S. for ten months. His academic interests include Gender and Diversity Studies, Literary Studies, especially regarding Gothic novels and blank fictions of the 1980's and 1990's, Film Studies and TV Serials.

Venera Kozueva ,

Humboldt-Universität zu Berlin, American Studies Program:

Bio: Venera is originally from Kyrgyzstan. She received her Bachelor's degree in English Studies and Germanic Linguistics from Humboldt University of Berlin in Germany. Her research interests have been Utopian Ideologies and Dystopianism in contemporary English literature. Currently, she is enrolled in the Master's program *American Studies* at the Humboldt University, and her academic focus is American visual cultures and mediality.

Franziska Schulze,

Humboldt-Universität zu Berlin, American Studies Program:

Bio: Franziska is a second-year student in the Masters program "American Studies" at the Humboldt University of Berlin. She attained her Bachelor's degree in English and American studies with a minor in political science at the University of Stuttgart in 2014. Her Bachelor thesis focused on Jewish American literature, cultural memory and historiographic metafiction. During her undergraduate studies she spent a semester at the University of Helsinki. She was enrolled in the program of North American Studies, which concentrated on the American urban experience. Her academic interests revolve around cultural memory and how literature contributes to its formation. Also she is interested in social justice, gender and minority representations in literature.

Natalia Ogórek,

Uniwersytet Warszawski, American Studies Program:

Bio: see below, Session II

Friday, March 25th 2016

9 AM *Opening Remarks of Conference*

9:15 *Session I: Resilience against Oppression*

Jordan Hensley,

Oregon State University, Master of Public Policy Program:

“The Self & Othering - An Exploration of Schizophrenia and Resilience”

Bio: Jordan Hensley is a first year MPP student at Oregon State University. Originally from Camas, Washington, he completed his undergraduate work at the University of Idaho in political science. Prior to attending OSU, he has managed political campaigns, worked in city government, and most recently completed a year as a VISTA Americorps member at Portland YouthBuilders, an alternative high school in SE Portland. In his spare time, Jordan enjoys singing karaoke, running, musical theatre, and American football.

Abstract: This paper discusses the linkage between schizophrenia and resilience; specifically how schizophrenia as a disorder is resilient to easy understanding and how those affected continue to maintain a sense of self as well as a sense of “normalcy” in their lives. In the face of misunderstanding and stigma, it is important to break down the misconceptions surrounding schizophrenia and to push for more research on this little understood condition.

Agata Klichowska,

Uniwersytet Warszawski, American Studies Program:

“The Power to Make Live and Let Die: Eugenics Movement and Resilience”

Bio: Agata Klichowska is a second year master’s student at the American Studies Center and at the Institute of Applied Linguistics. Her main research interest is in critical theory, independent cinema, and contemporary music . She is writing her MA thesis on Fluxus and performance studies.

Abstract: The purpose of my presentation is to examine the American eugenics movement as the form of bio-power. As Foucault states, biopower is “no longer the right of death,” but the power to make live and let die. Eugenics was ideology that encouraged the reproduction of individuals considered as “fit” and discouraged the reproduction of individuals considered “unfit”. I will argue that the eugenics movement was building its resilience through the idea of racial hygiene, heredity theory, sterilization laws, anti-immigration laws, as well as the appropriation of the female body. Although formal eugenics movement came to an end, certain eugenics ideas remained embedded in American society. However, I will also discuss medical, ethical, sociological, and cultural criticism of eugenics. I will demonstrate that social movements, such as the feminist movement, Civil Rights movement, LGBT liberation movement, and the disability rights movement were building resilience to the discriminatory practices of eugenics.

Sione Filimoehala,

Oregon State University, Master of Public Policy Program:

“Deliberating for Resilience: Using Restorative Methods to Address Power Differentials”

Bio: I am a Willamette Valley native, and I studied Philosophy and Political Science at OSU as an undergrad. I am interested in policy related to students in at-risk populations at K-12 settings. During my undergraduate studies, I became involved with the philosophy lab Phronesis (the Aristotelian term for engaged philosophy). Our primary experiment was to run a class on peace and social justice for students at the local alternative high school program, with our aims to allow the students to engage with the various local decision makers (the mayor of Corvallis, the Chief of Police, local community organizers) in an attempt to peel back the veil of power, hoping to reducing feelings of disenfranchisement from the community.

Abstract: The building of cultural resilience of Black neighborhoods in the US is subservient to the power relations these neighborhoods find themselves placed within. Keeping this in mind, we will examine the Restorative Listening Project (RLP) in Portland, OR, and its attempt to build cultural resilience within the Alberta neighborhood of Portland. The RLP, which is build upon models of deliberative democracy and restorative justice, can give us an insight into the sorts of resilience models that arise out of these arrangements when such an unequal distribution of power is present.

Erna Andersson,

Humboldt-Universität zu Berlin, American Studies Program:

“Christianity as the Factor of Resilience in American Prisoner of War Narratives”

Bio: Erna Andersson received her bachelor’s degree in American Studies with a minor in Gender Studies from Humboldt-Universität zu Berlin, where she is currently pursuing an M.A. in American Studies. She likes comic books, mythology, and intersectional analyses of pop culture.

Abstract: This presentation aims to investigate how Christian faith aided Mrs. Mary Rowlandson and Admiral Jeremiah Denton in enduring the time they spent as prisoners of war. Rowlandson was held captive for eleven weeks during King Metacom’s War in 1676, and Denton was a prisoner for over seven years in the Vietnam War. Even though these two Americans lived 300 years apart, their narratives bear similarities in terms of how they utilized their faith as a way to make sense of their captivity. For both Rowlandson and Denton, Christianity was the factor of their resilience, which is, in several instances, explicitly stated in their autobiographical texts. Factors of race and gender will also be discussed, as Christianized ideas of racism and gender expectations permeate both narratives.

10:30 *Session II: Resilience in Identity*

Jakob Wittman,

Humboldt-Universität zu Berlin, American Studies Program:

“Fight For Identity: The Resilience of Native American Languages”

Bio: Jakob Wittmann, 25, received his Bachelor's degree at the Ludwig Maximilian University of Munich in English Studies and Communication Science. He developed a special interested in sociolinguistics and wrote his final thesis on the metaphor of 'war' in British sports journalism. Currently, he is enrolled in the Master's program American Studies at the Humboldt University of Berlin.

Abstract: Language and social identity are closely intertwined. However, many Native American languages are among the most endangered on our planet. One of them is Siletz Dee-ni, once widely spoken in parts of what is now Oregon. Its fight for viability is exemplary for a worldwide struggle for linguistic and cultural diversity. By instancing indigenous speech communities, I will consider the question of what makes a language resilient and, furthermore, discuss its significance regarding cultural resilience.

Natalia Ogórek,

Uniwersytet Warszawski, American Studies Program:

“Personal and Communal Resilience in the Film ‘Extremely Loud and Incredibly Close’”

Bio: Natalia Ogórek received her B.A. degree in American Studies Center at the University of Warsaw in 2014 and is currently pursuing her master’s there. She is writing her M.A. thesis on horror films from the 1970s and their remakes from the 2000s, and how they engage American politics and culture of the particular period. Her interests are: popular music, Classic Hollywood cinema, digital culture, and postmodern literature. Since November 2015 she is an associate editor of *The Wasp*, American Studies Center students’ journal, which she has established with two of her colleagues.

Abstract: In my presentation I will discuss a parable of personal and communal resilience in the 2011 film *Extremely Loud and Incredibly Close*. My focus will be the teenage character of Oskar Schell, who, traumatized by the loss of his father, sets out on a journey around New York City to ask about a key he believes will lead him to his father’s last message. In this narrative, resilience is linked to overcoming loss and trauma through connecting one’s pain with the similar experience of other people.

Aleksandra Barciszewska

Uniwersytet Warszawski, American Studies Program:

“Vampires’ Resilience in *True Blood* as an Allegory for the Self-organizing of LGBTQ People”

Bio: Aleksandra Barciszewska: received her B.A. degree in American Studies Center (University of Warsaw), and out of immense love for the faculty she decided to follow this particular academic path, therefore she is currently pursuing her master’s there. Her M.A. thesis focuses on vampires in American popular culture, and how they present social and cultural anxieties. In November 2015, with additional help she gave birth to a little insect called *The Wasp* – American Studies Center students’ magazine which one day will rule the world. For now, she’s the editor-in-chief of *The Wasp* and that’s how she imagines her future. Yet, there might be one (small) possible change: she wouldn’t mind if running *The Wasp* changed into running *New Yorker*.

Abstract: In the presentation I examine the dynamics between American mainstream heteronormative society and its sexual minorities as they are allegorized in the HBO’s TV series *True Blood* (2008 – 2014). The show metaphorically presents sexual minorities as vampires. Their interaction with the societal mainstream (with the show’s humans) suggests many parallels with the Civil Rights Movement and with the subsequent LGBTQ movement which the former movement inspired. *True Blood* presents the concept of “resilience” from several angles, demonstrating the minority’s assimilationist and separatist strategies on the one hand, and the mainstream response that may be likened to immunological resilience of the social and political body on the other.

11:45 *Session III: Nationalism and Resilience*

Lucia Immerfall,

Humboldt-Universität zu Berlin, American Studies Program:

“The Resilience of Gun Rights in the United States: Ideological Origins and their Impact on Today's Political Discussions”

Bio: As a child I lived in Chapel Hill, North Carolina for almost three years and went to kindergarten and school there. I suppose that this is where the foundation for my interest in American Studies was laid. I studied primary school teaching at the University of Regensburg. During my undergraduate studies I spent one year in Wolverhampton, England. After having been accepted for the M.A. American Studies program at the Humboldt University, I moved from the South of Germany to Berlin. I am interested in Native American studies, film studies but also in current events in the US.

Abstract: For Germans it is often incomprehensible why guns are so popular in the US, as our media again and again present us with pictures of horrible mass shootings. Since 1969, more Americans have been killed through gunfire in the United States than through all American wars ever fought. Nevertheless, an increasing number of Americans is in favor gun rights. So why do gun rights prove to be so resilient in the US? In my presentation I will try to tackle this question by looking at historically rooted ideological convictions as sources of support of guns and conduct a case study concerning the arguments for Campus Carry.

Greta Sophie Fortwengel,

Humboldt-Universität zu Berlin, American Studies Program:

“The Resilience of the National Identity”

Bio: My name is Greta, I am 25 years old and in my first Masters semester at Humboldt University, studying American Studies. Before coming to HU, I studied American Studies and Social and Economic History at Georg-August-Universität in Goettingen. I completed my Bachelors with a thesis on the display of gender roles in three film adaptations of the fairytale Cinderella. In my free time, I enjoy travelling and spending time with my friends in Berlin and around the world.

Abstract: In my presentation, I will discuss the resilience of national identity in the European Union. While some people argue that national identities are less and less important, as countries and their citizens identify with the European Union as collective phenomenon (e.g. Rifkin), I will argue that the national identity of EU countries has proven to be remarkably resilient. I will develop this argument based on information from France and Hungary, where we witness strong right-wing political parties tapping into national identities and patriotism. The European Dream is thus more a dream and less a reality.

Danielle Billeaud,

Humboldt-Universität zu Berlin, American Studies Program:

“The Second Amendment as Nationalistic Symbol of Resilience in the Rise of Domestic Terrorism”

Bio: After completing her B.A. in English and Art History at WWU in Muenster, Germany, Danielle returned to Texas to pursue freelance writing and worked in Press and Cultural Relations at the

German Consulate in Houston for the last three years. As a writer passionate about gender, race and social equality as well as environmental movements, she has begun the M.A. program in North American studies at Humboldt Uni to further her understanding of the cultural and socioeconomic history of her birth country.

Abstract: The rise of domestic right-wing Christian terrorism is ever-increasing; yet deliberate discourse and government intervention are lacking as focus on foreign Islamic terrorism disseminates. These white-supremacist groups appropriate the Second Amendment as a nationalistic symbol to resist the changing dynamic of America's socio-economic, cultural and national identity. This research aims to underline the dichotomy between the mythical American Dream, which preserves the neoliberal structures and the ahistorical political rhetoric, and that of actual policy change (i.e. gun reform and economic restructuring), as the threat of white-male-dominated violence undermines racial, gender and social equality within the U.S.

Julian Horodyski,

Uniwersytet Warszawski, American Studies Program:

"Indian vs. Postindian: Some Reflections on Gerald Vizenor's Discussion of 'Manifest Manners' and 'Survivance'"

Bio: Julian Horodyski has now been studying American studies for five years. His BA dealt with the controversy over the relationship between Raymond Carver and his editor, Gordon Lish. In his MA he wishes to widen the scope and discover how authenticity is achieved in both film and literature. Other than that he enjoys spending his time out in the country, playing the drums, riding his bike and taking pictures, all at the same time.

Abstract: My presentation for the Symposium is organized around some established representations (and misrepresentations) of Native American culture in the United States. Gerald Vizenor's book "Manifest Manners – Postindian Warriors of Survivance" and his vision of postcolonial cultural hegemony, which he calls "manifest manners," is one of the groundwork for this presentation. The notion of resilience in the author's approach becomes a rather more dramatic term, namely "survivance," a combination of survival and resistance in the face of all-obliterating manners.

12:30 *Lunch Break*

2:00 *Session IV: Community Resilience*

Albina Smaji,

Humboldt-Universität zu Berlin, American Studies Program:

"A Study of Albanian Cultural Resilience in the Context of the Kosovo Crisis"

Bio: Albina Smajli, 25, is a first-year graduate student at the American Studies Department at Humboldt-Universität zu Berlin. She received her B.A. from the University of Bonn in 2015 with a major in English Studies and a minor in Teaching German as a Foreign Language. In her previous studies Albina has focused upon cultural identity formation in the context of multi-ethnic societies with a particular focus on the representation of minorities in post-colonial discourse. Since January 2016 Albina has been working as a research officer for a collaborative project between the foundation

Berlin-Hohenschönhausen Memorial and the Albanian Ministry of Culture that seeks to establish an institution of remembrance of Albania's former communist regime.

Abstract: Whilst many studies of cultural resilience to date have focused upon the subordination of indigenous groups by former imperial powers, less attention has been placed upon the resilience of non-indigenous, culturally marginalized ethnic groups within post-industrialized nations. The contested polity of Kosovo and associated crisis provide an excellent case study of cultural resilience in the context of ethnic marginalization. As such, this study seeks to investigate the resilience of Albanian culture in the context of an ethnically and culturally divided population that is attempting to forge a collective national identity against a backdrop of interventions by international institutions such as the UN and EU and major state actors including the U.S., Britain and Russia.

Sarah Boege,

**Oregon State University, Master of Public Policy Program:
"Cultural Resilience: Maya in Guatemala"**

Bio: My name is Sarah Boege and I'm originally from Chandler, Arizona. I graduated from Arizona State University with a BA in Sustainability, a BA in Spanish Linguistics, and a certificate in Latin American Studies. In my senior year of undergrad I became really interested in the impact policy could have on sustainable development issues. This is why I choose to pursue a Masters of Public Policy at Oregon State University. I am interested in social, environmental, and international policy with a focus on Latin America. I will be interning this summer in Guatemala with a sustainable development NGO.

Abstract: This paper and presentation will explore the resilience, survival, cultural memory, and historical trauma of the Maya people of Guatemala. Despite a long history of conflict, colonization, and genocide, the Maya endure. Many scholars believe that the legal separation by the Spanish colonists, which resulted in isolated Maya communities, is a large part of how Maya have been able to retain so much of their distinct cultures. In the current postwar era there are many questions of how to bring more economic opportunities to Maya communities to help improve quality of life without forcing assimilation or any cultural sacrifices,

Warda Ajaz,

**Oregon State University, Ph.D. in Public Policy Program:
"Building Community Resilience by Promoting Decentralized Energy Systems"**

Bio: I am a Fulbright Scholar from Pakistan. I joined the PhD Public Policy program at OSU in Fall 2015, with an aim of focusing my research on energy and environmental policy. I am an Environmental Engineering graduate from the National University of Sciences and Technology (NUST), Pakistan, with a Master's degree in Energy Systems Engineering from the same. For my master's research, I looked at the possibility of renewable energy micro financing for increasing energy access in rural communities of Pakistan. I am enjoying my time at the Oregon State University and look forward to utilizing this life-changing opportunity in the best possible ways.

Abstract: In the twenty-first century, one of the utmost requirements for sustainable development and poverty reduction is energy access. Yet, more than 1.3 billion people around the world do not have access to electricity. The lack of energy access makes the communities vulnerable by restricting

economic development opportunities, and negatively affecting health and education sector. One way of transforming this vulnerability to resilience is by promoting decentralized energy systems that are more resilient to natural disasters and less capital intensive. In this context, this paper explores how we can promote decentralized energy systems to build community resilience, especially in developing countries.

Stuty Maskey,

Oregon State University, Ph.D. in Public Policy Program:

“Role of Local Communities in Adaptation and Resilience Building”

Bio: Before starting PhD at OSU, I worked for a national forestry program in Nepal. I designed and implemented programs to create forestry based jobs and worked with various stakeholders including local and national government agencies, local communities, the private sector, NGOs, and international donor agencies. I returned to academia because I experienced several challenges as a development practitioner and I wanted more insights on those issues. I am interested in natural resource management policies and collaborative governance approach and the ways it can foster development in low-income countries. I like to travel, meet new people and gather new insights.

Abstract: Nepal’s ‘community forestry’ model has gained global recognition as an example of participatory resource management model. Currently over 18,000 registered community groups manage over 28% of the total national forests in the country. This paper examines the role of local communities in adaptation and resilience building. It highlights that strengthening of local institutions, micro level collaborative governance, social and economic empowerment processes at the grassroots level is positively related to biodiversity conservation and community resiliency. The paper explores if the local successes in building resilient institutions and governance model can be replicated at the policy level.

3:15 *Session V: Cultural Resilience in Education*

Aisha Said,

Humboldt-Universität zu Berlin, American Studies Program:

“Academic and Educational Resilience among African American Students”

Bio: I am a 22 year old Egyptian who has lived in Cairo, Egypt until I graduated from a German high school. At school I learned Arabic, German and English and developed a great interest in languages, especially the English language, as well as culture and literature. This is when I decided to study abroad and received a Bachelor’s Degree in English & American Studies and General & Theoretical Linguistics at Potsdam University in Germany. Currently earning a Master’s degree in American Studies allows me to pursue my interest while enjoying an academic and social multicultural life at the Humboldt University Berlin.

Abstract: I am passionately interested in education and educational systems around the world. In my research I highlight academic and educational resilience of minority students, taking the example of African American students. I will particularly focus on resilient students within a high-school context in the United States. My presentation encompasses key factors of academic and educational resilience as well as the definition of an academically resilient student and his/her characteristics.

Lisa Wrage,

Humboldt-Universität zu Berlin, American Studies Program:

“Resilience – A Key Component for Success of First-Generation Students in Higher Education”

Bio: My name is Lisa and I am 25 years old. I am enrolled in the American Studies Master’s Program at Humboldt University. Before I came to Berlin, I lived in Hamburg for four years and received my Bachelor of Arts in English/American Studies with a minor in law at the University of Hamburg. In 2007/2008 I spent a year in South Dakota as an exchange student and this year has also sparked my interest in American Studies.

Abstract: In my presentation I am going to focus on first generation students in higher education and how resilience helps them to finish their studies successfully and to be the first ones in their families to hold a college degree. I would like to compare what kind of obstacles American and German first generation students are facing, how they are coping with it and to what extent social class has an influence on this process.

Chance White Eyes,

University of Oregon, Ph.D. in Critical and Sociocultural Studies in Education:

“Indigenous Student Success in Higher Education”

Bio: My name is Chance White Eyes, I am an enrolled member of the Oneida tribe of Wisconsin and am currently in my fifth year at the University of Oregon's doctoral program Critical and Socio Cultural Studies in Education. I have worked as both an academic advisor/retention specialist and admissions counselor/recruiter for Native Americans at this institution as well.

Abstract: This presentation will examine Native American students attending traditionally non-Native institutions, if these students use institutional support structures, personnel, family, community, and or tribal support to prepare and succeed in post-secondary education. There exist many definitions of success, however for the purposes of today, we will define it as a combination of increased college admission and graduation rates, development of a college-going identity integrated with a strong sense of cultural identity as a Native American. This definition will help us understand why Native Americans use support structures that non-Native majority students may not use with the same effect.

4:30 *Closing Remarks*

Saturday, March 26rd 2016
at Hatfield Marine Science Center, Newport, Oregon

2 PM *Concluding Discussion*

7. SECOND SYMPOSIUM, HUMBOLDT-UNIVERSITY, MAY 13-14, 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.

8. “SOCIAL JUSTICE AND MOBILITY.” 5TH SOCIAL JUSTICE CONFERENCE , OREGON STATE UNIVERSITY, MAY 6, 2016 (PART OF HOLOCAUST MEMORIAL WEEK)

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.

Draft Program:

9–10:20 AM: Session 1

Sione Filimoehala:

Democratic Deliberation: Overcoming Power Differentials in the Deliberative Process

Jordan Hensley:

The Self & Othering: An Exploration of Schizophrenia and Resilience

10:30–11:20 AM: Session 2

Experiential Learning Reflections,

Transatlantic Students Symposium and Alternative Spring Break

12:15–1:55 PM: Session 3

Suha Hassen:

Investigating the Use of Sexual and Gender-Based Violence Against Yazidi Women as a Weapon of War and a Tool of Genocide by ISIS

Jasmin Vogel:

Immigrants in Saudi Arabia

Sarah Boege:

Cultural Resilience: The Maya in Guatemala

Lauren Grant, Emilee Hunt: Institutional Betrayal:

Exposing Inconsistencies Between Federal Sexual Assault Prevention Policies and University Action

2:10–3:50 PM: Session 4

Chris Foertsch:

Challenges of Educational Migration for Eastern Indonesian Students in Java

LeAnn Adam:

The Politics of Memory Concerning Cecil John Rhodes: Legacies of Injustice and the Rhodes Scholarship in an Era of College Campus Activism

Luhui Whitebear:

**Native American Education (TBC)*

Rachel Cushman-White Eyes:

**Native American Education (TBC)*

4–5 PM: Session 5

Charlene Martinez, DCE, Adam Horowitz, U.S. Department of Arts and Culture:

Cultural Democracy

9. NEXT SYMPOSIUM

Preparations are underway for the 15th Transatlantic Students Symposium, taking place in Croatia, Bosnia and Hercegovina, Slovenia and Poland.

The tentative topic is as follows:

“Returning to the Nation? Challenges to Democracy and Supranationality in the 21st Century”

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