Texas A&M University
PROPOSAL TO TEACH COURSES OUTSIDE THE U.S. DURING
SUMMER 2013

Submit the complete proposal and required attachments (see checklist) to the Study Abroad Program Policy Committee (SAPPC) member of your college by May 1, 2012. A list of the SAPPC members can be found at: Study Abroad Program Policy Committee

A final review of all program proposals is done by the Study Abroad Program Policy Committee (SAPPC). However, a study abroad program approved by the appropriate department head(s), SAPPC representative(s), and dean(s) is considered an approved program. Such courses taught through the College Station campus would be eligible for a Study Abroad Enhancement Fund (SAEF) supplement if they meet all requirements. Modifications to proposed courses or programs may be requested throughout the review process.

The Texas Higher Education Coordinating Board (THECB) is mandated by law to certify courses taught abroad. For more information, please see: THECB - Study Abroad - Frequently Asked Questions

PROGRAM FACULTY

Faculty of Record for the course(s) taught overseas:

Name*: Stefanie Harris Department: INTS

Phone: 845-2113 Mailstop: 4215 Email: stefanieharris@tamu.edu

*If placeholder, the final name should be submitted by February 1 for a summer departure. Failure to meet this deadline may result in ineligibility for Study Abroad Enhancement Funding. For Fall and Spring semesters, the final name should be submitted no later than one semester prior to the semester of departure.

Other Texas A&M faculty members teaching in this program (add additional lines as needed):

Name: __________________________________________ Department: __________________________

Phone: __________________ Mailstop: __________ Email: ________________________________

See Guidelines for information regarding non-Texas A&M faculty members teaching/guest lecturing in such courses abroad.

PROGRAM GENERAL INFORMATION

Program Name: Germany Culture and Civilization

Dates: 05/23/13-07/05/13 (MM/DD/YY), approximate U.S. departure and return dates as listed on your attached Preliminary Itinerary.

Country(ies) Germany

If you plan to use a Texas A&M University location abroad, indicate which one and include a note acknowledging availability from one of the following:

___ Santa Chiara Facility in Italy (Sharon Jones, stachiara@gmail.com)
___ Soltech Center for Education & Research in Costa Rica (Eugenio Gonzalez, Director, egonzalez.soltech.center@tamu.edu)
___ Texas A&M University Qatar (Todd Kent, Assistant Dean for Academic Affairs, todd.kent@qatar.tamu.edu)
COURSE(S) TO BE TAUGHT OVERSEAS

Please include any course cross-listing information, if applicable.

<table>
<thead>
<tr>
<th>Course Prefix</th>
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<th>Course Title</th>
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<tbody>
<tr>
<td>GERM</td>
<td>321</td>
<td>German Culture and Civilization I</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>45</td>
<td>Faculty Teaching this course</td>
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</tr>
</tbody>
</table>

Add additional courses if necessary

PROPOSAL NARRATIVE

Describe the rationale for teaching the course(s) at this location(s). Be specific as this information is documented for the Texas Higher Education Coordinating Board as part of the process to teach these courses outside the U.S.)

Please include:
- the academic objectives for the course(s) and how the international location enhances the academic objectives;
- the anticipated or documented academic or career benefits to Texas A&M students
- how specific course content is better taught in the destination abroad as opposed to in Texas.
- whether there is any planned enrollment in an institution other than Texas A&M, either U.S. or foreign

By the time students have made it through four semesters of language study, their skills plateau and usually can only improve with an immersion experience in the native milieu. The program in Germany therefore allows the student to achieve a degree of proficiency and comfort with the language that he/she cannot otherwise achieve. Likewise, teaching the courses in German culture and civilization in Germany allows the students to visit directly the places under discussion. (The syllabi detail these excursions and visits.) The course objective is an interactive investigation of the history of German culture and ideas, whereby the monuments, churches, museums, and cities we visit become stages for the history, politics, literature and art that we study. Excursions are woven into the two courses in a systematic fashion. When we learn about the Reformation and the role of the printing press, for example, we visit the Gutenberg Museum in Mainz, where we are able to trace how the new medium was used and then continue to where the Diet of Worms met to excommunicate Martin Luther. The resources of the city of Bonn help us to understand the political culture of the early Federal Republic. Our capstone excursion to Berlin permits us to revisit some of the movements and ideas studied in the first half of the course and to present the modern capital of unified Germany. Studying on location imparts to the participants a multi-faceted picture of contemporary Germany and its position in the European Union and allows students to develop a true sense of place regarding the ideas they study.

Language and cross-cultural immersion are essential features of the German summer abroad program and are in line with...
the university’s stated goals of internationalizing the curriculum. Six weeks of intensive culture instruction in the target language in a German setting combined with the host-family living accommodations is a highly effective means of gaining both linguistic and cultural competency. Texas A&M has cooperated with AIB, a non-profit educational facility, for over 20 years. In that time AIB has expanded its programmatic cooperation with Texas A&M, providing support services to faculty-led programs in five different Colleges. The city of Bonn with its rich cultural and political heritage as well as its central location in Europe provides an ideal launching pad, both for immersion into German culture and history and for exposure to the broadening role of the European Union. The Bonn/Cologne metropolitan area offers students the opportunity to engage with the diverse, multi-cultural, and multiethnic culture that constitutes contemporary German.

Beginning in 2011, we have teamed with AIB to make it easier for students who desire and/or require more time abroad to add an optional internship program to the end of this 6-week faculty led program. The Bonn/Cologne metro area offers the possibility for internships in private industry, government, the non-profit sector, and international NGOs. Students have the option of following up the faculty-led study abroad program with the internship which helps them gain invaluable professional experience in an international setting.

Are there any known risks associated with the academic program you are planning abroad? ___Yes X No (Please identify the risks and describe how they will be addressed)

How will you document students’ progress on the following TAMU Student Learning Outcome (for undergraduates): “Demonstrate social, cultural, and global competence”? ___survey X reflective papers ___journal X presentations ___debriefing sessions ___other – please describe

More information about all the University Learning Outcomes for Undergraduates and Graduates may be found at Learning Outcomes.

Is there any additional information you would like to include about your program? (If so please describe it here or attach other documents to this proposal)

SIGNATURE PAGE

All signatures below are required.

Faculty Signature: (add additional signature lines if needed) As a faculty member leading this study abroad program, I agree to:
1. Attend a university briefing session hosted by the Dean of Faculties.
2. Provide pre-departure programming that is coordinated with the Study Abroad Programs Office.
3. Comply with working fund and all other regulatory guidelines as explained in the pre-departure sessions for faculty leaders.
4. Be listed by my department as faculty of record for the classes taught abroad.

Faculty Signature: ___________________________ Date: 5/1/2012

Funding: The following is/are responsible for the faculty member’s salary for this study abroad program (select all appropriate):

(Duplicate lines as needed for additional colleges/departments)

College – College Dean Approval

Signature: ___________________________
Summer proposals, is this proposal requesting cost share funds for faculty salary through SAEF?

Yes  No

Academic Department Approval: (Duplicate this box if collaborating faculty are from different departments):

My signature below indicates that:
1. The proposed course(s) to be taught outside the U.S. meet all departmental standards.
2. I will assign a workload percentage on faculty workload reports to the faculty member(s) in my department who teach this/these courses.
3. Final faculty name(s) for the program and a location-specific syllabus per course will be provided to the Study Abroad Programs office no later than one semester prior to departure, except for summer programs, where the deadline is February 1.

Department Head Name:  
(Please print name)  
Signature:  
Department:  
Date:  3 May 2012

College Approval (Duplicate this box if collaborating faculty are from different colleges.)

SAPPC representative:  
(Please print name)  
Signature:  
Date:  5/7/12

My signature below indicates college authorization of the proposed course(s) to be taught outside the U.S., which I attest meet(s) all college standards.

College Dean Name:  
(Please print name)  
Signature:  
College:  
Date:  

"State law requires that you be informed of the following: (1) you are entitled to request to be informed about the information about yourself collected by use of this form (with a few exceptions as provided by law); (2) you are entitled to receive and review that information; and (3) you are entitled to have the information corrected at no charge to you."

PROPOSAL CHECKLIST:

☑ Complete all sections of the application form, including signatures.

☐ Include a draft syllabus for each proposed course to be taught abroad, including 485, 491, or other individualized courses.

☑ Include a preliminary itinerary for the program, including any planned courses, field experiences and other activities during the course or pre/post departure from the U.S.

☐ The signature of the dean(s) will be obtained by your college SAPPC representative(s).

☑ Include a CV (no longer than two pages) for each faculty member.

☐ Include a brief statement of availability from our contacts at the Santa Chiara facility, the Solits Center for Research and Education, or Texas A&M University, Qatar.
An original of the signed proposal and supporting documents should be submitted to your college SAPPC representative by May 1, 2012.

For questions about proposing an international educational experience, contact your college SAPPC representative or the Study Abroad Programs Office at:

Study Abroad Programs Office
MS 3262, Bizzell Hall West, 1st floor
phone: 979-845-0544, Email: studyabroad@tamu.edu
studyabroad.tamu.edu
GERM 321: German Culture and Civilization  
From the Teutonic Tribes to the Enlightenment

Dr. Stefanie Harris  
e-mail: stefanieharris@tamu.edu  
TAMU  
office: Academic 229C  
phone: 979-845-2124  
Bonn/Germany  
office: AIB, Adenauerallee 7  
phone: 0228.33883925

Objective  
The objective of this course is to use the rich history of the Rhineland to bring alive the cultural traditions from the Romans through the Holy Roman Empire to the Classical revival in the early 19th century. By visiting the major Roman Empire capital in Trier, Charlemagne’s seat of government, cathedral, and grave in Aachen, the Gothic cathedral in Cologne, the Gutenberg Museum in Mainz, the Cathedral in Worms, and more, the rich history of pre-modern Germany will take on far greater significance than it possibly could in a college classroom.

Readings and Field trips  
In order to fully appreciate the many site visits on our schedule, you are expected to keep up with our relatively heavy reading schedule. All reading will be found in Hagen Schulze's *Kleine deutsche Geschichte* or on-line.

Language of the course  
This study abroad experience is a unique opportunity for you to immerse yourself in the German language and German culture. You are expected to use as much German as possible in interactions with me, AIB staff, and your classmates, both inside and outside of the classroom. Your language use will be a component of your participation grade (see below).

Attendance  
Attendance in class and on all program excursions is mandatory (except for weekend excursions that have been identified as optional). On days we are in the classroom, we will meet at AIB, Adenauerallee 7. You will be provided a detailed schedule with departure times/places on days that we have field trips. Plan on arriving at the departure area at least 10 minutes before the scheduled departure. We will usually travel by bus or train, and depart from AIB or the Hauptbahnhof. The train/bus will depart promptly at the scheduled departure time and will not wait for you.

For each unexcused absence, your final course grade will be penalized 5%. Please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for current policy on university-excused absences.

Academic Integrity  
"An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

Americans with Disabilities Act (ADA) Policy Statement  
The *Americans with Disabilities Act (ADA)* is a federal anti-discrimination statute providing comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637).
Assignments

Presentations (15%):
Each student is expected to prepare one introductory presentation, either on one of the classroom topics or on one of the sites we will visit. The presentation should be no longer than 15 minutes and should contextualize the site within the readings for class. Presentations must be conducted in German.

Site visit reports (3 unique reports of sites visited May 23-June 12) (60%):
During the program we will go on numerous excursions and site visits. Each site visit report should focus on one of the program field trips. Describe the nature of the site visit, the role of the site in German history/politics/culture (drawing from course readings and lectures), and 1-2 aspects that you found particularly compelling about the site. Reports must be written in German and should be at least 650 words in length. Reports may be submitted on a rolling basis; however, all reports for GERM 321 must be submitted by June 13. Reports may be submitted in hard copy (hand-written or printed) or electronically as a pdf file (addressed to: stefanieharris@tamu.edu).

Participation (25%):
You are expected to complete assigned reading for class meetings and excursions, and to participate in class discussions, class activities, and field trips. Class participation will be graded weekly using the following rubric:
A 100-90%: Student comes to class or excursion prepared, bringing proper materials, arriving on time and staying the full length of the class. Student is attentive and frequently volunteers to participate. Student is actively involved in all class activities and stays on task in group work and on group tours. Student speaks exclusively in German, except to ask for clarification or necessary vocabulary.
B 89-80%: Student is usually prepared. Student is mostly attentive, participates in all activities and volunteers from time to time. Student asks pertinent questions. Student mainly speaks in German but with unnecessary lapses into English.
C 79-70%: Student frequently shows evidence of being unprepared. Student may arrive late or leave early. Student volunteers only infrequently and may ask questions that would not be necessary had the student prepared for class more thoroughly. Student may not stay on task in group work and on group tours. Student speaks very little German.
D 69-60%: Student is unprepared and/or inattentive. Student rarely volunteers and demonstrates lack of involvement in class activities, including group tours. Student frequently off task in group work and may ask unnecessary or inappropriate questions. Student speaks almost no German.
F 50-0%: Student exhibits lack of concern for the class. His or her behavior may have a negative effect on the class. Student makes no attempt to speak in German.

Grading:
The grades will be distributed based on the following percentages:
Presentation 15%
Writing Assignments 60%
Seminar Participation 25%

Grading scale:
90-100% A
80-89% B
70-79% C
60-69% D
0-50% F
Course Plan

R 5/23  Departure from US
F 5/24  Arrival in Bonn; airport pickup and transfer to host families
Sa 5/25  Welcome and program introduction
          Tour of Bonn
Su 5/26  Field trip: Eifel (Kloster Maria Lach; Schloss Bürresheim; Monreal)

* Our focus this week is on the pre-history of Germany, including the Germanic tribes and the Romans; the reign of
  Charlemagne; and the early Middle Ages.

Readings and viewings include:
Hagen Schulze, Kleine deutsche Geschichte, Kapitel 1
http://www.arte.tv/de/geschichte-gesellschaft/Germanen-und-Wikingera/Programm/1631346.html
http://www.ibl.uni-bremen.de/lehre/frei/user/ag20/index.html
http://www.ib.hu-berlin.de/748Ehab/arnl/Start.html Das Hildebrandslied

M 5/27  The Germanic Tribes and the Romans (classroom);
          Field trip: Römisch-Germanisches Museum, Cologne
T 5/28  Field trip: Trier
W 5/29  The Holy Roman Empire and Carolingian Renaissance (classroom)
R 5/30  Field trip: Aachen, capital of the Holy Roman Empire under Charlemagne
F 5/31  Medieval art
          Field trip: Cathedral Schwarz-Rheindorf; Schütgen Museum, Cologne
          evening: Welcome Party!
Sa 6/1  Free day
Su 6/2  Free day

* Our focus this week is on the Middle Ages in Germany through the Reformation; the Thirty Years War; and the
  rise of German cultural nationalism in Weimar.

Readings and viewings include:
Hagen Schulze, Kleine deutsche Geschichte, Kapitel 2-3
http://www.zdf.de/ZDFde/inhalt/1/0,1872,2106049,00.html?dr=1
http://www.pohlw.de/literatur/epochen/ma.htm
http://www.pinselpark.de/geschichte/spezif/literatur/epochen/1600_barock.html
http://www.teachsam.de/deutsch/d_literatur/d_litgesch/barock/ltge_barock_1.htm
http://www.uni-potsdam.de/w/philosophie/texte/kant/aufklaer.htm
Selections from Das Nibelungenlied

M 6/3  Introduction to Middle High German and the Rhineland in the Middle Ages (classroom)
T 6/4  End of the Middle Ages; invention of the printing press; rise of the Reformation.
          Field trip: Mainz, Gutenberg Museum; Worms, Cathedral (Diet of 1521 during which Martin
          Luther was banished)
W 6/5   Rise of German Enlightenment (classroom)
R 6/6   Aesthetic decadence of Baroque and Rococo styles
        Field trip: Schloss Augustusburg; Walraff-Richartz Museum, Cologne
F 6/7   Field trip: Rhine River cruise
Sa 6/8  Free day
Su 6/9  Free day

* Our focus this week is on the Vormärz and Revolution of 1848.

Readings and viewings include:
Hagen Schulze, *Kleine deutsche Geschichte*, Kapitel 4-5, 7-10
Selected poems from Heine and Goethe.
http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=9&language=german [Vom Vormärz bis zur Preußischen Vorherrschaft]

M 6/10  German Enlightenment. Historical and literary context of Heine/Goethe. (classroom)
T 6/11  Field trip: Düsseldorf, Heine Museum
W 6/12  Field trip: Frankfurt, Focus on 1848. Goethe-Haus and Goethe-Museum

End of German 321
GERM 322: German Culture and Civilization  
From the Rise of Nationalisms to the Present.

<table>
<thead>
<tr>
<th>Dr. Stefanie Harris</th>
<th>TAMU</th>
<th>e-mail: <a href="mailto:stefanieharris@tamu.edu">stefanieharris@tamu.edu</a></th>
<th>Bonn, Germany</th>
</tr>
</thead>
</table>

**Objective**
Utilizing both the cultural resources of the current capital of the Federal Republic, Berlin, and its former capital, Bonn, we will trace the rise of modern Germany from the mid-19th century nationalist movements to the present.

**Readings and Field trips**
In order to fully appreciate the many site visits on our schedule, you are expected to keep up with our relatively heavy reading schedule. All reading will be found in Hagen Schulze's *Kleine deutsche Geschichte* or on-line.

**Language of the course**
This study abroad experience is a unique opportunity for you to immerse yourself in the German language and German culture. You are expected to use as much German as possible in interactions with me, AIB staff, and your classmates, both inside and outside of the classroom. Your language use will be a component of your participation grade (see below).

**Attendance**
Attendance in class and on all program excursions is mandatory (except for weekend excursions that have been identified as optional). On days we are in the classroom, we will meet at AIB, Adenauerallee 7. You will be provided a detailed schedule with departure times/places on days that we have field trips. Plan on arriving at the departure area at least 10 minutes before the scheduled departure. We will usually travel by bus or train, and depart from AIB or the Hauptbahnhof. The train/bus will depart promptly at the scheduled departure time and will not wait for you.

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Site visit reports (3 unique reports of sites visited June 13-July 2) (60%):
During the program we will go on numerous excursions and site visits. Each site visit report should focus on one of the program field trips. Describe the nature of the site visit, the role of the site in German history/politics/culture (drawing from course readings and lectures), and 1-2 aspects that you found particularly compelling about the site. Reports must be written in German and should be at least 650 words in length. Reports may be submitted on a rolling basis; however, all reports for GERM 322 must be submitted by July 4. Reports may be submitted in hard copy (hand-written or printed) or electronically as a pdf file (addressed to: stefanicharris@tamu.edu).

Participation (25%):
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Writing Assignments 60%
Seminar Participation 25%

Grading scale:
90-100% A
80-89% B
70-79% C
60-69% D
0-50% F
Course Plan

* Our focus this week is on the founding of the Reich, WWI, and the Weimar Republic.

Readings and viewings include:
http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=10 [Reichsgründung; Bismarcks Deutschland]
http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=11 [Das Wilhelminische Kaiserreich und der Erste Weltkrieg]
http://www.dhm.de/lemo/home.html [Kaiserreich; 1. Weltkrieg; Weimarer Republik]

R 6/13 Founding of the Reich; WWI; and the Weimar Republic (classroom)
F 6/14 Free day
Sa 6/15 Free day
Su 6/16 Free day

* Our focus this week is on WWII; founding of Federal Republic in Bonn (1949) and post-war economic miracle; divided Germany; and modern German art.

Readings and viewings include:
Hagen Schulze, Kleine deutsche Geschichte, Kapitel 11-13
http://www.dhm.de/lemo/home.html [NS-Regime; II. Weltkrieg; Nachkriegsjahre; Geteiltes Deutschland]
http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=13 [Deutschland unter der Herrschaft des Nationalsozialismus]
http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=14 [Die Besatzungszeit und die Entstehung zweier Staaten]

M 6/17 WWII (classroom)
Field trip: Dondach tour, Cologne
T 6/18 Field trip: Bike tour to Remagen
W 6/19 1945-1949; Founding of the Federal Republic in Bonn in 1949; "Economic Miracle" (classroom)
R 6/20 The Cold War and Divided Germany (classroom)
Dokumentationsstätte Regierungsbunker, Ahrweiler
F 6/21 Field trip: Max Ernst Museum, Brühl; and Museum Ludwig, Cologne
Dada, Surrealism, German Abstract Expressionism
Sa 6/22 Free day
Su 6/23 Free day

* Our focus this week is on the GDR; legacies of the German past; migration to Germany; and the Wende.

Readings and viewings include:
Hagen Schulze, Kleine deutsche Geschichte, Kapitel 14
http://www.chronik-der-mauer.de/
http://www.dhm.de/lemo/home.html [Deutsche Einheit; Gegenwart]
http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=16 [Ein Deutschland in Europa]
M 6/24  GDR (classroom)
T 6/25  Field trip: Haus der Geschichte/Museum for Modern German History, Bonn
W 6/26  Migration to Germany, 1955 to present (classroom)
R 6/27  From Bonn to Berlin: Germany After 1990 (classroom)
evening: Farewell party at AIB
F 6/28  Free day (prepare for departure from Bonn)

* Our last week will be spent traveling to Eisenach and Erfurt, Dresden, and Berlin.

Sa 6/29  Eisenach and Erfurt
  Tour of the Wartburg, the place where Martin Luther lived in hiding from 1521-1522 while he
translated the Bible into German. Afterwards we will visit the birthplace of Johann Sebastian
Bach, the foremost Baroque composer in Germany. We end the day with a tour of Erfurt, an
important crossroads of medieval Germany.

Su 6/30  Dresden
  German Baroque period; destruction of the city by fire bombing in February, 1945;
  restoration efforts.

M 7/1  Berlin
  Deutsches Historisches Museum (DHM), 19th and 20th century collection.
  Divided Berlin: Berlin Wall, Allied Museum.
T 7/2  Berlin
  German Parliament
W 7/3  Berlin
  Sachsenhausen
R 7/4  Berlin
  Neue Nationalgallerie
F 7/5  Departure for US
<table>
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<th>Date</th>
<th>Location/Activity</th>
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<tr>
<td>5/23</td>
<td>Departure U.S.</td>
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<tr>
<td>5/24</td>
<td>Arrival Bonn/Germany</td>
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<tr>
<td>5/26</td>
<td>Eifel region (Maria Lach Monastery; Bürresheim Castle; town of Monreal)</td>
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<tr>
<td>5/27</td>
<td>Cologne (Roman-Germanic Museum)</td>
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<tr>
<td>5/28</td>
<td>Trier</td>
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<td>5/30</td>
<td>Aachen</td>
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<td>5/31</td>
<td>Cologne (Schütgen Museum)</td>
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<td>6/4</td>
<td>Mainz; Worms</td>
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<tr>
<td>6/6</td>
<td>Brühl (Augustusburg Castle); Cologne (Walraff-Richartz Museum)</td>
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<tr>
<td>6/7</td>
<td>Rhine River cruise</td>
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<td>6/11</td>
<td>Düsseldorf</td>
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<tr>
<td>6/12</td>
<td>Frankfurt</td>
</tr>
<tr>
<td>6/17</td>
<td>Cologne (Cathedral)</td>
</tr>
<tr>
<td>6/18</td>
<td>Bike tour to Remagen</td>
</tr>
<tr>
<td>6/20</td>
<td>Ahrweiler (former West German government bunker)</td>
</tr>
<tr>
<td>6/21</td>
<td>Brühl (Max Ernst Museum); Cologne (Ludwig Museum)</td>
</tr>
<tr>
<td>6/29</td>
<td>Eisenach; Erfurt</td>
</tr>
<tr>
<td>6/30</td>
<td>Dresden</td>
</tr>
<tr>
<td>7/1-4</td>
<td>Berlin</td>
</tr>
<tr>
<td>7/5</td>
<td>Departure Germany; arrival U.S.</td>
</tr>
</tbody>
</table>
STEFANIE HARRIS

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Texas A&M University
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MAJOR PROFESSIONAL INTERESTS

Twentieth- and twenty-first century German literature; German modernism; post-war literature; German film; photography; aesthetics and politics; interdisciplinary approaches to literature and media; literary theory; media politics; twentieth-century Anglo-American literature.

EDUCATION

Ph.D. Comparative Literature, Emory University. December 1999.


EMPLOYMENT

Associate Professor of German and Film Studies, Texas A&M University. 2011-present.
Assistant Head and Director of Academic Programs, Department of European and Cultural Languages and Literatures. 2011-present.

Assistant Professor of German, Texas A&M University. 2008-2011.
Assistant Professor of German and Comparative Literary Studies, Northwestern University. 1999-2008.

SELECTED PUBLICATIONS

Books:

Journal articles:
“Calling the Nation: Karl Hartl’s F.P.I antwortet nicht (1932),” South Central Review. Forthcoming, 2012. [Refereed]


“Exposures: Rilke, Photography and the City,” New German Critique 99 (Fall 2006): 121-49. [Refereed]

“Imag(in)ing the Past: The Family Album in Marcel Beyer’s Spione,” Gegenwartsliteratur 4 (2005): 162-84. [Refereed]


Chapters in books:

AREAS OF UNDERGRADUATE and GRADUATE TEACHING

German 20th and 21st century novel, short stories, and poetry; German film; surveys of German literature; German drama; German language; twentieth-century European culture; twentieth-century Anglo-American literature; aesthetics and politics; literature and photography; literature and new media; literary theory; media theory.

COURSES TAUGHT (TAMU)

GERM 201, Intermediate German I
GERM 202, Intermediate German II
GERM 305, German Literary Expression
GERM 310(W), Composition
GERM 315(W), Literary Investigations: German Short Fiction
GERM 321, German Culture and Civilization I (study abroad)
GERM 322, German Culture and Civilization II (study abroad)
GERM 332, German Literary Expression II
GERM 362, The Weimar Republic: Literature and Culture
GERM/FILM/EURO 435, German Film
GERM 485, Literatur der Großstadt
GERM 485, Culture and Society in the Weimar Republic

SERVICE

Department Committees and Service (TAMU)
Assistant Head and Director of Undergraduate Programs, 2011-present.
Administrative Committee, 2011-present.
Annual Review Committee, 2012-present.
Search Committee, Assistant Professor of German, 2012.
Search Committee, Assistant Professor of Arabic, 2011-2012.
Classroom Labs Coordinator, 2011-present.
SECC Unit Coordinator, 2011.
Web site coordinator, Department of European and Classical Languages and Cultures, 2009-present.
Search Committee, Assistant Professor of Italian. 2008-2009.

College of Liberal Arts (TAMU)
University Instruction Committee, 2011-present.
Ad-Hoc Committee to Examine Change in Academic Program Structure. Fall 2010.
Liberal Arts Council. Fall 2008.

University Service (TAMU)

April 2012