A PROPOSAL

to the

TEXAS HIGHER EDUCATION COORDINATING BOARD

to authorize a

Doctor of Philosophy Degree

in

EUROPEAN STUDIES

Presented by

The College of Liberal Arts
Texas A&M University

May 21, 2007
(revised August 29, 2007)
SUBSTANTIVE DEGREE PROGRAM REQUEST

Name of Institution: Texas A&M University

Name of Proposed Program: Doctor of Philosophy Degree in European Studies

Coordinating Board Program Inventory with Texas CIP Code Designation: .05.0106.0001

Name of Program on Student Diplomas: Texas A&M University Doctor of Philosophy in European Studies

Name of Program on Student Transcripts: Doctor of Philosophy in European Studies Texas A&M University

Administrative Units Responsible for the Program: The Department of European and Classical Languages and Cultures in the College of Liberal Arts at Texas A&M University

Proposed Date for Implementation of the Program: September 2008

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Signatures:

__________________________________________________________________________  Texas A&M University
Chief Executive Officer  Date

__________________________________________________________________________  Texas A&M University System
Chief Executive Officer  Date

Governing Board approval date: _____________________________________________
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PROPOSAL FOR Ph.D. IN EUROPEAN STUDIES
TEXAS A&M UNIVERSITY, COLLEGE STATION

EXECUTIVE SUMMARY

In an age of ever increasing economic and political globalization and intercultural exchange, the Department of European and Classical Languages and Cultures is uniquely positioned to contribute to Texas A&M University’s 2020 Vision and its mission of internationalization by establishing the state’s only doctoral program in European Studies. The proposed Ph.D. program in European Studies will prepare Texas A&M University students for careers in higher education, international affairs, international business, and foreign service through a rigorous interdisciplinary program involving training in literary and cultural studies, history, politics, philosophy, and international affairs. It will also attract to Texas A&M University international students and scholars in European Studies.

The proposed doctoral program will be the first of its kind not only in the State of Texas but in the United States. Master’s programs in European Studies already exist at such Research I universities as the University of North Carolina, but no university offers a doctorate in the field. The program will be unique too in that it will: (1) provide interdisciplinary training in European Studies involving numerous disciplines and languages, and (2) require students who complete the program to have a master’s degree in a complementary discipline, such as English, comparative literature, history, political science, and philosophy. This rigorous course of study will give graduates more than one area of specialization and instill in them a comprehensive view of the study of modern Europe.

Texas A&M University is uniquely positioned to launch a Ph.D. in European Studies in that it houses the only European Union Center of Excellence in the State. The European Union Center of Excellence will enhance students’ contacts with the European Union as well as with the European nations comprising it. The European Union Center will also offer research and exchange possibilities for doctoral students in European Studies.

As opposed to traditional language and literature graduate degrees, which generally provide students with expertise in only one national language and culture (French, German, Russian, Spanish, etc.), the proposed program in European Studies will provide students with fluency, teaching competence, and research expertise in one European language and one non-language-specific field. This will enhance their career opportunities upon graduation: for example, teaching in Liberal Arts colleges and junior colleges in Texas, the United States, and Europe. In a period when the United States is
increasingly in need of competent and informed diplomats, the program will also prepare students for government service. Finally, because of its interdisciplinary and multinational approach, the doctoral program will help prepare students for successful careers in international business.

Students admitted into the program will be funded for research, teaching, and international research experience abroad. Students will have the opportunity to teach one or more European languages, according to their expertise. Because of the intense and complex nature of the program and the requirement that students work closely with faculty members in the Department, the program will accept only five students in each of its first five years.

The research and teaching credentials of the faculty of the Department of European and Classical Languages and Cultures confirm that they are strongly—indeed, uniquely—qualified to launch a doctorate in European Studies. The faculty publish nationally and internationally and have lectured in distinguished venues in Europe and throughout the world. They have also won numerous national research prizes and grants as well as Fulbright Visiting teaching positions. Faculty in the Department have also served as visiting professors at international universities, including the Sorbonne in Paris. Three faculty members have earned distinguished research awards from the College of Liberal Arts. The Department also boasts outstanding teachers in language and literature at the undergraduate and graduate level. Eight faculty have earned distinguished teaching awards, including four at the University level. The teaching expertise of the faculty covers all areas of language and literary studies as well as film studies, European cultural history, intellectual history, critical theory, and aesthetics.
Texas A&M University
Department of European and Classical Languages

Ph.D. Program in European Studies

I. PROGRAM ADMINISTRATION

A. Describe how the program would be administered.

1. Indicate name and title of person(s) who would be responsible for curriculum development and ongoing review.

Charles Johnson
Dean, College of Liberal Arts
Texas A&M University

2. Describe responsibilities for student advisement and supervision.

Upon admission to the Ph.D. program, each student will be advised by the departmental Director of Graduate Studies. Before completion of the first eighteen (18) hours, the student will, in consultation with the Department Head, designate one graduate faculty member to serve as chair of the Ph.D. Advisory Committee, who will select, in consultation with the student, the other members of that committee. The chair of the student’s Ph.D. committee will be the primary responsible party for subsequent advisement, in consultation with the Director of Graduate Studies.

3. If the program would be administered by more than one administrative unit, what factors make this desirable?

Not applicable.

B. If a non-academic administrative unit, e.g., “institute” or “center,” would be involved in administering the program, describe the relationships.

No non-academic units will be involved in the administration of the program.

C. If a new organizational unit would be created or an existing organizational entity modified as a result of this program, identify and describe the anticipated result.

No new organizational unit would be created, nor would an existing entity be
II. PROGRAM DESCRIPTION

A. Educational Objectives

1. Describe the educational objectives of the program.

The goal of the interdisciplinary doctoral program in European Studies is to prepare students for careers in higher education, foreign service, and nongovernmental organizations in an international setting. Students completing the program will be able to teach in at least one non-English European language and will have a broad background in transnational literary and cultural studies. In addition, since students will have a field of expertise of their choosing beyond European Studies by taking significant coursework outside the department, this will result in a number of graduates becoming well suited also for careers in governmental and private sector service.

The University of Texas at Austin has excellent, nationally prominent programs in each of the languages that will constitute our program (Classics, French, German, Italian, Russian, and Spanish\(^1\)), as well as a Comparative Literature doctoral program that demands reading knowledge in at least two foreign languages. But neither the University of Texas nor any other degree-granting institution in the State offers a doctoral program in which the degree candidate must be qualified, as a prerequisite for completing the degree, to teach in another field in the humanities or social sciences. The proposed program’s requirement of an area of competency outside foreign languages and cultures further differentiates its profile from other graduate programs in the State and on a national level.

The proposed doctoral program will help meet significant needs in the State of Texas. One of the clearest advantages that the program will provide is a pool of qualified faculty to staff the State’s growing higher educational needs. Students coming from the program will have flexibility in teaching and research expertise, which will well serve the State’s private and public institutions as they seek to accommodate a growing and increasingly diverse population. Graduates from the program will also be able to compete successfully for jobs in smaller, private colleges or community and junior colleges where faculty members are often required to be able to teach in more than one subject matter. Moreover, given the

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\(^1\) Since September 1, 2004, all Spanish courses at the graduate and undergraduate level at Texas A&M have been taught in the newly created Department of Hispanic Studies. The proposed doctoral program in European Studies expects, however, to offer a graduate seminar in Spanish Culture (EURO 670), taught by Hispanic Studies faculty and open to doctoral students in both Departments. See further below, II.C.1.A-F.
conditions of expanding globalization, it would be difficult to overestimate the necessity of a curriculum that takes as its object of study the culture of the largest single economy in the world, namely the European Union.

The doctoral program in European Studies will allow the Department to spring to the forefront of a trend among target peer institutions such as the University of Wisconsin, the University of North Carolina, and the University of California, Irvine, all of whom have highly regarded master’s programs but have yet to offer a doctorate specifically in European Studies. The growth of such programs, and the recent development of the European Union Studies Association, reflect how many universities across the country are rethinking their traditional national language and literature programs to account for political, economic, and cultural developments in modern Europe.

While it is anticipated that a significant number of this program’s graduates will choose careers in higher education, this degree has also been crafted for those students interested in an education that will prepare them for work in governmental and nongovernmental agencies, international treaty organizations, and the private sector. Students interested in employment outside of academia will be expected to complete a set of concentrated electives, which may consist of graduate coursework in political science, economics, business, or public policy. Working relationships with programs throughout the university will be established to facilitate graduate student movement among the various programs.

The current faculty in the Department of European and Classical Languages and Cultures are well suited for this undertaking. Consisting of nineteen tenured and tenure-track faculty members with significant publication records, the Department conducts research that stretches beyond the borders of traditional national languages and literatures. Members of the faculty have been recipients of university, regional and national research awards, and are frequently cited for their dedication to and innovation in teaching (seven faculty are past recipients of distinguished teaching awards from Texas A&M University’s Association of Former Students). A graduate program in European Studies will provide an excellent forum to deploy the faculty’s expertise in a way to best benefit the University, the State, and the region.

In order to establish a sound reputation, assure proper funding and achieve adequate placement of our graduates, the program will be kept relatively modest. An average of five students will be admitted annually, thereby ensuring that proper attention will be given to the placement of these students upon completion of their degrees.

2. If the program design includes multiple curricula (concentrations, emphases, options, specializations, tracks, etc.), describe the educational objectives of each.
Not applicable.

B. Admission standards for the program.

1. State admission requirements for the program. (If there are different categories of admission, e.g., unconditional, probationary, etc., describe each.)

Admission to the doctoral program will be predicated on several factors: (1) a completed baccalaureate degree in a related area, such as history, philosophy, political science, or European language (Classics, French, German, Italian, Russian, or Spanish), with a minimum grade point average of 3.2; (2) either (a) a completed master’s degree in a supporting field or European language (as defined in II.C.1.F. below), or (b) admission to a master’s program in a supporting field at Texas A&M University; (3) submission of scores for the Graduate Record Examination (GRE); (4) at least three letters of recommendation; (5) the student’s goals and career interests as stated on the application form; and (6) the availability of faculty members who are qualified to direct the student’s program of study.

An admissions committee will be established to oversee the admission of any graduate student to the program; it will consist of the Director of Graduate Studies and three graduate faculty. This committee will meet as needed to discuss each applicant to the doctoral program and to recommend admission to the Office of Graduate Studies.

C. Degree Requirements

1. In tabular form, indicate the semester credit hours [SCH] requirements in each of the following categories applicable to the proposed program; include the total SCH requirement for the degree.

The Ph.D. in European Studies will require a minimum of sixty-four (64) semester credit hours (SCH) beyond the master’s degree, or a minimum of ninety-four (94) SCH beyond the baccalaureate degree.

The curriculum will consist of three courses (9 SCH) in the European Tradition, three courses (9 SCH) in European National Cultures, and two courses (6 SCH) in European Transnational Issues, for a total of 8 courses (24 SCH) in European Studies. Of the National Cultures courses, one must be in the culture of the student’s chosen language (Classics [Greek and/or Latin], French, German, Italian, Russian, or Spanish); two must be in a different culture. All students will participate in a Proseminar (1 SCH) during their first semester in the program.

In addition, students with an M.A. in a supporting field (see below) will complete four Reading courses (12 SCH) in their chosen language; students with an M.A. in a
language will complete four courses (12 SCH) in one supporting field. All students will complete at least eighteen (18) SCH of dissertation research and nine (9) SCH of electives, which may be in the form of additional dissertation research, but should form a coherent plan of studies, to be determined in consultation with the student’s Advisory Committee and the Director of Graduate Studies.

A. Courses in European Studies 

I. European Tradition, take: 

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SCH</th>
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<tbody>
<tr>
<td>EURO 601</td>
<td>The Formation of the Republic of Letters</td>
<td>3</td>
</tr>
<tr>
<td>EURO 602</td>
<td>The Rise of Modern Nation States</td>
<td>3</td>
</tr>
<tr>
<td>EURO 603</td>
<td>Nationalism and European Integration</td>
<td>3</td>
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II. National Cultures, choose from: 

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SCH</th>
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</thead>
<tbody>
<tr>
<td>EURO 610</td>
<td>Seminar in Classical Culture</td>
<td>3</td>
</tr>
<tr>
<td>EURO 620</td>
<td>Seminar in French Culture</td>
<td>3</td>
</tr>
<tr>
<td>EURO 630</td>
<td>Seminar in German Culture</td>
<td>3</td>
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<tr>
<td>EURO 640</td>
<td>Seminar in Russian Culture</td>
<td>3</td>
</tr>
<tr>
<td>EURO 650</td>
<td>Seminar in Italian Culture</td>
<td>3</td>
</tr>
<tr>
<td>EURO 670</td>
<td>Seminar in Spanish Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

III. Transnational Issues, choose from: 

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SCH</th>
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<tbody>
<tr>
<td>EURO 604</td>
<td>European Avantgardes</td>
<td>3</td>
</tr>
<tr>
<td>EURO 605</td>
<td>European Cinema</td>
<td>3</td>
</tr>
<tr>
<td>EURO 606</td>
<td>History and Memory in Modern Europe</td>
<td>3</td>
</tr>
<tr>
<td>EURO 607</td>
<td>Europe and Its Margins</td>
<td>3</td>
</tr>
<tr>
<td>EURO 608</td>
<td>European Drama</td>
<td>3</td>
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B. Four Readings Courses in Original Language (with M.A. in Supporting Field) 

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SCH</th>
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</thead>
<tbody>
<tr>
<td>CLAS/FREN/GERM/ITAL/RUSS 692</td>
<td>Readings</td>
<td>3</td>
</tr>
</tbody>
</table>

or select from HISP 600-689 

—or—

Four Courses in Supporting Field (with M.A. in Supporting Language) 12 SCH

Courses in, for example, Comparative Literature, English, Economics, Hispanic Studies, History, Philosophy, Political Science, and Sociology as determined in consultation with the Advisory Committee and the Director of Graduate Studies.
C. **Proseminar**  
EURO 681  Proseminar  

1 SCH

D. **Dissertation**  
EURO 691  Research  

18 SCH

E. **Electives**  

9 SCH

__________________________________________________________________________

**Total SCH for Ph.D.**  

64 SCH

F. **Master’s Degree in a Supporting Field** (e.g., Comparative Literature, Economics, English, Hispanic Studies, History, Philosophy, Political Science, or Sociology) or **Language** (Classics [Greek and/or Latin], French, German, Italian, Russian, or Spanish)

All students will be expected to have a master’s degree in addition to the doctoral field of study. This master’s degree will be in either a supporting field (e.g., history, philosophy, or political science) or a European language (Classics [Greek and/or Latin], French, German, Italian, Russian, or Spanish\(^2\)). For the supporting field option and the European language option in Spanish, students holding a baccalaureate degree must qualify for, and gain admission into, the appropriate master’s program at Texas A&M University. Students already holding a master’s in a supporting field or a European language may be admitted directly to the doctoral program. Coursework completed for the master’s degree is not eligible for credit towards the Ph.D. The requirement of a supporting master’s degree follows the successful model of the doctoral program in Philosophy at Texas A&M (see 2006-2007 graduate catalog, pp. 149 and 415).

3. **Identify and describe special requirements for the program, e.g., clinics, field experience, internships, practicum, thesis, etc.**

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\(^2\) Since September 1, 2004, all Spanish courses at the graduate and undergraduate level at Texas A&M have been taught in the newly created Department of Hispanic Studies. The proposed doctoral program in European Studies expects, however, to offer a graduate seminar in Spanish Culture (EURO 670), taught by Hispanic Studies faculty and open to doctoral students in both Departments.
All students will be strongly encouraged to spend one semester studying abroad in the country of their chosen language. Upon passing the preliminary examination to be given in accordance with university rules (see Texas A&M 2006-07 graduate catalog, pp. 153-155), all students will be required to write a doctoral dissertation.

D. Curriculum

1. Identify by prefix, number, title, and description (including prerequisites) of courses to be required or elected in the proposed program.

Syllabi for the proposed courses are attached in Appendix D.


The beginnings of European culture in ancient Greece, its development into a Europe-wide civilization under the Roman Empire, and its survival as a common, Latin-based culture in the Middle Ages and Renaissance; deals with literature, the arts, and politics.


The process by which the traditional, Latin-based common culture of Europe is supplemented and supplanted by vernacular cultures tied to the rise of nation states, from the Baroque through the Enlightenment and Romanticism to the nineteenth century; deals with literature, the arts, and politics.

EURO 603. Nationalism and European Integration. (3-0). Credit 3.

From the breakdown of civilization in the twentieth century to the determination, difficulties, and potential of reconstituting a common European culture in the post-national era; deals with literature, the arts, politics, film, press, and new media.

EURO 604. European Avantgarde. (3-0). Credit 3.

An interdisciplinary examination of modernist currents in art, culture, and politics.

EURO 605. European Cinema. (3-0). Credit 3.

An examination of the development of cinematic culture in Europe from the Lumière brothers’ invention of the cinematograph, to the development of national film cultures, to current trends in transnational filmic coproduction.

EURO 606. History and Memory in Modern Europe. (3-0). Credit 3.
Explores artistic, cultural, and political representations of fundamental experiences in the shaping of Modern Europe, such as the Holocaust, the Nazi occupation of Europe, and Soviet prison camps of the GULag.

**EURO 607. Europe and Its Margins. (3-0). Credit 3.**

Explores the interaction between European and neighboring cultures, such as those of North and Central Asia, the Middle East, North Africa, and the Atlantic in history.

**EURO 608. European Drama. (3-0). Credit 3.**

Examines literary, social, and historical aspects of dramatic literature and performance in the context of different European cultures.

**EURO 610. Seminar in Classical Culture. (3-0). Credit 3.**

Topics in Greek and Roman culture and civilization; readings in English. May be repeated for credit.

**EURO 620. Seminar in French Culture. (3-0). Credit 3.**

Topics in French culture and civilization; readings in English. May be repeated for credit.

**EURO 630. Seminar in German Culture. (3-0). Credit 3.**

Topics in German culture and civilization; readings in English. May be repeated for credit.

**EURO 640. Seminar in Russian Culture. (3-0). Credit 3.**

Topics in Russian culture and civilization; readings in English. May be repeated for credit.

**EURO 650. Seminar in Italian Culture. (3-0). Credit 3.**

Topics in Italian culture and civilization; readings in English. May be repeated for credit.

**EURO 670. Seminar in Spanish Culture. (3-0). Credit 3.**

Topics in Spanish culture and civilization; readings in English. May be repeated for credit.

Student and faculty presentation of research fields, current issues, and research methods.

EURO 685. Directed Studies. Credit 1-4 each semester.

Individual problems of research or scholarly activity not pertaining to thesis or dissertation, or selected instruction not covered by other courses. Final documentation of directed study is required. Prerequisite: approval of department head.

EURO 689. Special Topics in . . . . Credit 1-4.

Selected topics in an identified area of European Studies. May be repeated for credit.

EURO 691. Research. Credit 1 or more each semester.

Thesis or dissertation research. Credit given only upon acceptance of completed thesis or dissertation.

CLAS 692. Readings. Credit 3 each semester.

Readings in Greek or Latin literary texts in the original language.

FREN 692. Readings. Credit 3 each semester.

Readings in French literary texts in the original language.

GERM 692. Readings. Credit 3 each semester.

Readings in German literary texts in the original language.

ITAL 692. Readings. Credit 3 each semester.

Readings in Italian literary texts in the original language.

RUSS 692. Readings. Credit 3 each semester.

Readings in Russian literary texts in the original language.
3. **Provide a semester-by-semester projection for offering the required and prescribed courses during the first five years.**

*Note:* CLAS/FREN/GERM/ITAL/RUSS 692 (Readings) will be offered on an on-demand basis, as determined by students’ chosen languages (i.e., in some semesters all five language courses may be offered, if there are students needing each language readings course; in other semesters, one to four courses). These courses will be taught by faculty in rotation, and will not count towards each individual faculty member’s course load.

**Year 1**

08C: EURO 601 The Formation of the Republic of Letters
EURO 620 Seminar in French Culture
EURO 681 Proseminar
CLAS/FREN/GERM/ITAL/RUSS 692 Readings

09A: EURO 604 European Avantgardes
EURO 610 Seminar in Classical Culture
CLAS/FREN/GERM/ITAL/RUSS 692 Readings

**Year 2**

09C: EURO 602 The Rise of Modern Nation States
EURO 630 Seminar in German Culture
EURO 681 Proseminar
CLAS/FREN/GERM/ITAL/RUSS 692 Readings

10A: EURO 603 Nationalism and European Integration
EURO 605 European Cinema
CLAS/FREN/GERM/ITAL/RUSS 692 Readings

**Year 3**

10C: EURO 601 The Formation of the Republic of Letters
EURO 606 History and Memory in Modern Europe
EURO 640 Seminar in Russian Culture
EURO 681 Proseminar
CLAS/FREN/GERM/ITAL/RUSS 692 Readings

11A: EURO 607 Europe and Its Margins
EURO 620 Seminar in French Culture
EURO 650 Seminar in Italian Culture
CLAS/FREN/GERM/ITAL/RUSS 692 Readings

**Year 4**

11C: EURO 602 The Rise of Modern Nation States
EURO 608 European Drama  
EURO 610 Seminar in Classical Culture  
EURO 681 Proseminar  
CLAS/FREN/GERM/ITAL/RUSS 692 Readings

12A:
EURO 603 Nationalism and European Integration  
EURO 604 European Avantgardes  
EURO 630 Seminar in German Culture  
CLAS/FREN/GERM/ITAL/RUSS 692 Readings

Year 5
12C: EURO 601 The Formation of the Republic of Letters  
EURO 605 European Cinema  
EURO 620 Seminar in French Culture  
EURO 681 Proseminar  
CLAS/FREN/GERM/ITAL/RUSS 692 Readings

13A: EURO 606 History and Memory in Modern Europe  
EURO 640 Seminar in Russian Culture  
EURO 650 Seminar in Italian Culture  
CLAS/FREN/GERM/ITAL/RUSS 692 Readings

4. Describe arrangements that would serve non-traditional students, e.g., non-traditionally scheduled classes, delivery of instruction by telecommunications and/or off-campus instruction sites, library services, student advisement, etc., if applicable.

Most graduate classes will be taught in late afternoon and evening hours (4:00-9:00 p.m.) and would thus serve nontraditional students. In addition, it is anticipated that some courses will be taught through TTVN.

5. If the general education/core curriculum component of the proposed program differs from that required for all or most other undergraduate programs at the institution, indicate how and why.

Not applicable.

E. Supporting fields

1. Identify existing degree programs and non-degree supporting fields that would complement the proposed program; describe the relationship of each to the proposed program.
The doctoral program is conceived as one in which each student will do work in at least one European language and in comparative cultural studies within the Department of European and Classical Languages and Cultures, while earning a master’s degree in an allied field outside the Department. Students will be expected to select a master’s program that complements their professional interests. The following options are especially relevant:

College of Liberal Arts:
- M.A. in Comparative Literature
- M.A. in English
- M.S. in Economics
- M.A. in Hispanic Studies
- M.A. in History
- M.A. in Philosophy
- M.S. in Political Science
- M.S. in Sociology

Bush School of Government and Public Service:
- Master’s Program in International Affairs

2. If the existing programs or supporting fields would require updating or expansion because of the new program, explain how and why.

No updating or expansion will be required.

F. Effect on existing programs

1. Describe how existing courses would be affected by enrollments generated in the proposed program, including, but not limited to, the potential need for additional sections or increased class size, faculty, library resources, equipment, supplies, and/or space.

Because the number of new admissions each year is intended to be relatively modest (five), and because students entering with a baccalaureate degree will be spread among several fairly large graduate programs in other departments for work in their supporting field master’s degree, the effect of this new doctoral program on existing graduate courses will be minimal. Some classes will pick up one or two students, but no additional sections outside the Department of European and Classical Languages and Cultures will be necessary. Existing faculty size and space, except for those in the Department, will be sufficient.

There will be a need, by the fifth year of the program, for 10 FTE for financial support of Graduate Teaching Assistants (GATs), that is, funding for twenty (20)
graduate students over the first five years of the program. These new GATs will teach first-year beginning language classes, once they begin the second year of their studies. This will free up the graduate faculty to meet the staffing needs for teaching graduate classes and for expanding current offerings in upper-division undergraduate courses.

Library resources in support of the program are adequate. Aggressive acquisition campaigns, however, are currently in progress by Evans Library and will further enhance the program. (See 7.B below and Appendix C.)

Existing space allocated to the Department of European and Classical Languages will be adequate for the first one or two years of the program. Thereafter, additional office space will be needed for graduate teaching assistants. Classroom space itself will not pose a great problem, since graduate courses will be offered in the late afternoon or during the evening, a time when classroom facilities are underutilized.

2. For a graduate program, describe how related undergraduate programs would be affected by enrollments in the proposed program, including changes anticipated in the rank and/or credentials of faculty teaching in the undergraduate program, and use of graduate Teaching Assistants, Graduate Assistants, Assistant Instructors, etc., and their credentials. Provide evidence that faculty (full-time, part-time, or GATs) in the proposed program, or who would replace current faculty reassigned to the proposed program, would meet Southern Association minimum standards for credentials and experience.

On the undergraduate level, the doctoral program will expand access to undergraduate courses by eventually supporting twenty (20) graduate assistant teaching students. These GATs will normally teach first-year language classes. Allowing for faculty teaching graduate courses and some GATs teaching intermediate language courses, this will result in up to eight (8) additional classes being offered during the academic year, many of them taught by faculty at the upper-division level. At an average size of twenty-five (25) seats per class, this will translate potentially into 200 more seats and an additional 600 SCH each year.

Standards set by the Southern Association of Colleges and Schools require that an instructor of record for an undergraduate class must hold a master’s degree, or have completed at least 18 graduate SCH in the teaching discipline, or possess some special expertise that compensates for the lack of such a degree; also, that at least twenty-five percent of a discipline’s course hours in the undergraduate major must be taught by faculty with the terminal degree, namely a doctorate. This standard is currently maintained by the Department of European and Classical Languages, and will remain so under the proposed doctoral program.

G. Accreditation
1. If there is a professional program accreditation procedure in this field, attach current standards.

There is no professional program accreditation procedure for the field of European Studies.

2. State intention regarding accreditation.

Not applicable.

III. EVALUATION

A. Describe procedures for evaluation of the program and its effectiveness in the first five years of the program, including admission and retention rates, program outcomes assessments, placement of graduates, changes of job market need/demand, ex-student/graduate survey, and other procedures. How would evaluations be carried out?

The Texas A&M University System carries out external evaluations of all of its academic programs on a regular basis, in accordance with the guidelines established by the Southern Association of Colleges and Schools. These evaluations are comprehensive, addressing the scholarly strengths and weaknesses of the faculty, the quality of teaching at all levels, the adequacy of curricula and degree programs, the quality of the students, and the adequacy of the unit’s facilities and support services. Once the doctoral program in European Studies is underway, a thorough outside review will be conducted once every eight years.

The Department will conduct annual self-studies by keeping track of the placement of graduates into the academy and into the public and private sectors; admission and retention rates; comparison of the program with doctoral programs at peer institutions in terms of admissions, number of graduates, placement rates, and attrition rates; reviews of curricular offerings; and the publications in professional journals and presses by graduates of the program.

IV. PROGRAM NEED/DEMAND

A. Identify similar programs at:

1. Texas public and independent universities

Currently the only Texas public institution that has a program in European Studies
is the University of Texas, Austin. That program focuses primarily on an undergraduate and interdisciplinary baccalaureate in European Studies which includes language studies and study abroad or internship abroad programs. As for graduate programs, only one, the University of Texas’s Center for European Studies, which aims at enhancing its existing doctoral portfolio program in interdisciplinary European Studies, is relevant. That portfolio program, however, is essentially an add-on to doctorates in specific disciplines, for example, history.

2. Out-of-state institutions, if the proposed program would be unique in Texas.

On the national level, the University of North Carolina, Chapel Hill, has a graduate program in European Studies at the master’s level. This program (the EURO-Transatlantic Master’s Program) is a fourteen-month intensive curriculum in comparative United States-European Union politics, policies, and society. The program sponsors faculty and graduate student exchanges and implements a program of graduate training on both sides of the Atlantic with instruction in the language of the host institution. It is conducted in concert with the University of Washington, Seattle and with six European universities. Students may receive the master’s degree from any of the participating universities in Europe or from the University of North Carolina.

The University of Michigan does not have a doctorate in European studies per se but it does offer a new graduate seminar on the European Union and Global Transformation with invited guest lecturers. The goal of the course is to expose students to major research questions currently being done in the social sciences and on the study of the European Union. The seminar features speakers from other universities that have European Studies centers including the University of Pittsburgh, the University of Florida, the International University of Bremen (Germany), and the University of California, Berkeley.

Apart from these programs there are no graduate programs in European Studies on the national level.

B. Describe justification for the proposed program in terms of the following, as applicable:

1. Local, regional, state, national, and international needs.

The European Union (hereafter, the EU) with its twenty-five member countries and 450 million people is positioned to become the world’s largest economy. The emergence of the EU as a more independent political and economic power after the fall of the Iron Curtain, and the subsequent changes in global power structures,
render it imperative for leading academic institutions in the U.S. to make Europe the focus of academic study. The EU countries will remain the most important allies and trade partners of the United States in the foreseeable future. Closer investigation of the EU, of its continued development, and of its relations across the Atlantic is therefore in the vital interest of the United States.

The proposed program will yield equally important results for the State of Texas. Texas is more dependent on foreign trade than any other state; it is ranked first among states in terms of export revenues, and second on a per capita basis. Exports during 2003 alone totaled more than $98.8 billion.

The EU plays an important role for the economy in the State of Texas in the following ways:\(^3\)

- Texas is the second largest exporter, after California and tied with New York, to the EU;
- the EU is the second-largest export market for Texas, after Mexico;
- the EU invests $67.3 billion in the State of Texas, more than in any other state, and constituting 60 percent of foreign investment in Texas (data for 2001);
- the EU is the most important foreign investor in Texas (data for 2001);
- EU investments supported in 2001 an estimated 248,100 jobs in Texas;
- exports to the EU supported in 2002 an estimated 78,300 jobs in Texas.

By highlighting an interdisciplinary course of study and by offering degree plans that are not limited by traditional disciplinary boundaries, the doctoral program in European Studies will also respond to political and private sector demands for integrated studies that include both academic study and professional training.

2. The long-range academic plan of the institution.

According to the TAMU Vision 2020 document, one of the highest priorities of Texas A&M University is to increase internationalization of its faculty, students, and programs over the next decade or so. This doctoral program will contribute greatly to that mission, not only through the increased internationalization of our own faculty and students, but in encouraging exchanges of faculty and students with European universities and institutions. It is anticipated that the program will encourage the presence of international scholars on this campus. It is also expected that through TTVN technology scholars from prestigious European universities and

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\(^3\) Data derived from: *Proposal for a Center for European Studies at the University of Texas.*

Austin, TX, 6 May 2004.
institutes will interact regularly with students and even help teach doctoral courses and conduct seminars. Both the undergraduate language programs and the International Studies Program at Texas A&M are growing in terms of enrollment, and we anticipate that the top students in these programs will be viable candidates for the doctoral program. Given that the University encourages increased enrollments of international graduate students, the program will contribute in this area as well.

3. **Demand from prospective students.**

Students currently living in the area who wish to pursue graduate degrees in European languages and cultures have no local options. Moreover, at this point, Texas A&M must send its most successful master’s students in Comparative Literature to other programs, even when they express an interest in remaining at Texas A&M.

4. **Job market needs.**

The Modern Language Association’s job listings, which appear four times a year, have shown an increase in the past decade in the number of calls for job candidates who have a teaching expertise or capability in more than one discipline. The traditional language and literature programs currently available rarely prepare doctoral students to fill such positions. This is a market niche that our candidates will be able to fill, both in Texas and nationally.

5. **Educational and cultural needs of the community.**

A vibrant doctoral program in European Studies will add to the growing stature of the Humanities at Texas A&M and in the community. Lectures, conferences, film series, and symposia will be available to all members in the academic and local communities. This, in turn, will add to the scholarly and intellectual environment for students, faculty, and community. The program will benefit from, and add much to, the activities of the European Union Center and the George Bush School of Government and Public Service, both through jointly sponsored events and shared intellectual and scholarly concerns.
V. PROGRAM POTENTIAL

A. Estimate the cumulative headcount and full time equivalent (FTE) enrollment for each of the first five years (majors only, considering expected attrition and graduation) and indicate the number expected to be new to the institution each year.

By the end of the fifth year, an enrollment of twenty (20) full-time Ph.D. students is projected. (There is of course a potential for part-time students; these students would be local and regional high school teachers working on an advanced degree.) Each year, the Department will admit five doctoral students. Once the program is underway, it is anticipated that the number of students accepted into the program will be equivalent to the number graduated each year after the fifth year.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Attrition*</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Graduated*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2†</td>
<td>3</td>
</tr>
<tr>
<td>Returning</td>
<td>0</td>
<td>5</td>
<td>9</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Total Enrolled</td>
<td>5</td>
<td>10</td>
<td>14</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

*The attrition and graduation are seen as occurring during or at the end of that academic year.
†The students graduating are assumed to have entered the program with a master’s degree.

B. Explain assumptions used in making these estimates.

The estimates of attritions and graduates are based on the faculty’s experience with the graduate programs in Spanish when they taught in the former Department of Modern and Classical Languages (disbanded in 2004).
VI. RESOURCES

A. Personnel

1. Describe any personnel additions or changes in the past three years made in anticipation of the program.

Since the inception of the Department of European and Classical Languages and Cultures two years ago, and in anticipations of a Ph.D. in European Studies, the Department has added positions in European National Cultures where additional courses and personnel are needed. Specifically, the undergraduate Italian program was strengthened in order to prepare a strong Italian component of the Ph.D. Program. One full time tenure-track faculty member and one three-quarters time lecturer in Italian were hired. It is anticipated that the lecturer will become full-time in 2007-2008.

In the 2006-2007 academic year, the Department is hiring for a tenure-track position in the French Enlightenment. This faculty member will serve a vital area in the curriculum, specifically the history of the European tradition—Voltaire, Rousseau, Montesquieu, and Diderot, as well the French Revolution and its European legacy. This position will also complement the recent acquisition of the Dawson French Collection by Sterling Evans Library.

2. Indicate for the first five years the cumulative number of FTE personnel who would be involved in delivery of the program in each of the following categories:

a. released time for administration and other services

0.25 FTE released time for the Director of Graduate Studies.

The course loads of the graduate faculty will remain the same, namely 2-2. Each graduate course will count as equivalent to an undergraduate course; no reductions will be given for offering a graduate course. In addition, every faculty member will be expected to offer a reading course in a rotation with the other graduate faculty; this course will count as an overload.
b. full-time faculty

- 6 Full Professors [1.375 FTE]
- 10 Associate Professors [2.5 FTE]
- 4 Assistant Professors [1.0 FTE]
- 3 Senior Lecturers [0.75 FTE]
- 4 Lecturers [0.688 FTE]
- 2 Assistant Lecturers [0.438 FTE]

These figures include the French Enlightenment position (Assistant Professor, 0.25 FTE) to be hired in AY 2006-07, and reflect faculty ranks as of Fall 2006.

c. part-time faculty

Not applicable.

d. graduate student assistants

10.0 FTE

This figure represents the 10.0 FTE for new doctoral student GAT positions (twenty [20] altogether) by the fifth year of the program.

e. clerical and support staff

0.25 FTE

f. others, specify.

Work study undergraduate students who supply clerical support to the Staff Assistant and the Administrative Secretary and who work in the Language Laboratory.

Number of Personnel and FTEs Involved in Delivery of Program for the First Cohort

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of Personnel</th>
<th>FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Full-Time Graduate Faculty</td>
<td>20</td>
<td>4.875</td>
</tr>
<tr>
<td>Graduate Student Assistants</td>
<td>20 by 5th year</td>
<td>10.0</td>
</tr>
<tr>
<td>Clerical Staff</td>
<td>1</td>
<td>0.25</td>
</tr>
</tbody>
</table>
3. List current faculty members, indicating highest earned degree/institution, field of study, current teaching and research assignments, and anticipated contribution to the program. Specify course(s) each faculty member would teach.

Bracher, Nathan (Ph.D., University of Texas, Austin): Professor of French. Fields: French politics, society, and culture from the 1930s to the present. Current assignments: French literature; French culture and civilization; French language. Anticipated contributions: French culture, French cinema, history and memory in modern Europe.

Ciccolella, Federica (Ph.D., Università di Torino, Italy, and Ph.D., Columbia University): Assistant Professor of Classics. Fields: ancient Greek and Byzantine literature; Byzantium and the Italian Renaissance; reception of antiquity. Current assignments: Italian language; Italian literature; Greek and Latin language and literature. Anticipated contributions: readings courses in Italian and Greek and Latin; Italian culture; history of Europe, especially the Renaissance.

Cooke, Brett (Ph.D., University of California, Berkeley): Professor of Russian. Fields: Russian language, literature and artistic culture (all media, all periods); Polish language. Current assignments: science fiction literature and political film, Russian language, Russian literature. Anticipated contributions: biopoetics; Russian literature and artistic culture; Russian language.

Cooke, Olga M. (Ph.D., University of London): Associate Professor of Russian. Fields: the novels of Andrei Belyi; Russian Symbolism; the twentieth-century Russian novel; GULag studies; the works of Evgenia Ginzburg and other authors of concentration camp literature. Current assignments: Russian language; Russian literature; film; the European avant-garde. Anticipated contribution: all levels of the Russian language; Russian culture; Russian literature; the European avant-garde; European film and propaganda.

Garrison, Elise P. (Ph.D., Stanford University): Associate Professor of Classics. Fields: Greek and Latin; Greek and Roman culture, including mythology, gender, religion, drama, literature, athletics, epic and history. Current assignments: Greek and Latin language; ancient cultural studies. Anticipated contributions: the classical tradition; Greek and Latin reading courses.

Golsan, Richard J. (Ph.D., The University of North Carolina): Professor of French. Fields: French cinema; French culture and society; French civilization. Anticipated contributions: the history and memory of World War II in France and
in Western Europe; Fascism and its legacy in European politics and culture; twentieth-century European nationalism; French intellectual history.

Hawthorne, Melanie (Ph.D., University of Michigan): Professor of French. Fields: nineteenth-century French literature; women writers; decadence; gender theory; the French novel. Current assignments: women’s studies courses; French language and literature. Anticipated contributions: French civilization; French literature; French language.

Kallendorf, Craig (Ph.D., The University of North Carolina): Professor of Classics and Comparative Literature. Fields: reception history; Renaissance literature; classics and post-classical studies; rhetoric. Current assignments: Greek and Roman literature; Greek and Latin languages; world literature; history of the book. Anticipated contributions: classical culture; Renaissance and early modern Europe; Greek and Latin language.

Konrad, Christoph F. (Ph.D., The University of North Carolina): Associate Professor of Classics. Fields: Greek and Roman history and historiography; Roman government, law, and religion; Latin epigraphy. Current assignments: Greek language and literature; Latin language and literature; Greek and Roman history. Anticipated contribution: classical culture and institutions (government, law, religion); ancient Europe and its margins.

Laane, Tiiu (Ph.D., Harvard University): Associate Professor of German. Fields: eighteenth- and nineteenth-century German literature; nineteenth-century German women writers; feminist theory. Current assignments: German language; German culture and literature. Anticipated contributions: modern European culture; German and European nationalism; German language.

Larson, Ruth (Ph.D., Yale University): Associate Professor of French. Fields: representations of women and feminine education in early modern literature and on the classical and contemporary representations of women in French literature; French language. Current assignments: French language; French literature, from early modern times through the twentieth century. Anticipated contributions: French reading classes; French civilization and culture; rise of modern Europe.

Marchesini, Manuela (Ph.D., Stanford University): Assistant Professor of Italian. Fields: modern Italian literature; Italian culture; intellectual history of Italy. Current assignments: Italian language; Italian culture. Anticipated contributions: Italian culture; Italian readings courses; intellectual history of Europe.

Oberhelman, Steven M. (Ph.D., University of Minnesota): Professor of
Classics. Fields: Greek and Roman literature and civilization; medieval Greek dream texts; ancient medicine; ancient rhetoric; prehistoric archaeology. Current Assignments: Greek and Latin language; classical civilization. Anticipated contributions: Greek and Latin reading courses; the classical tradition; medieval Europe.

Powell, Larson (Ph.D., Columbia University): Assistant Professor of German. Fields: German culture; German language. Current assignments: twentieth-century German literature; relations between the arts, film, and media theory; German language. Anticipated contributions: European avantgardes; German civilization; contemporary German culture.

Rich, Elisabeth (Ph.D., University of Michigan): Associate Professor of Russian. Fields: Russian theater and drama. Current assignments: Russian language; Russian literature. Anticipated contributions: Russian readings courses; Russian culture.

Schoolcraft, Ralph (Ph.D., Emory University): Associate Professor of French. Fields: modern French literature; French culture. Current assignments: French literature; French civilization; French literature. Anticipated contributions: post-war literature; European politics; contemporary European society.

Shandley, Robert (Ph.D., University of Minnesota): Associate Professor of German. Fields: German cinema; Hollywood-European relations; European cinema; film reception; and film and tourism. Current assignments: German language; film courses; German literature. Anticipated contributions: European cinema; film theory; German language and culture.

Steppich, Christoph (Ph.D., State University of New York, Albany): Associate Professor of German. Fields: Medieval Studies; Renaissance, Humanism and Reformation. Current assignments: German language; German literature; business German; Martin Luther and the German Reformation. Anticipated contributions: German culture; Middle Ages and early modern Europe; German language.

Williams, Eric (Ph.D. University of California, Berkeley): Associate Professor of German. Fields: nineteenth- and twentieth-century German literature; German Expressionism; German film; critical theory; modernism. Current assignments: German language; German culture; German drama and cinema. Anticipated contributions: German language; German culture; European integration.
4. If current faculty would be teaching new courses, how would their teaching assignments change, and how would their current assignments be accommodated?

At present, all graduate faculty members teach undergraduate (lower-level and upper-level) courses. This will not change. All graduate faculty members will be called upon to teach graduate courses, but given the projected course offerings (above, II.D.3), this will involve less than one in three faculty each year. In each such instance, the undergraduate courses will be covered by GATs or Lecturers.

5. List all new positions (faculty, graduate assistants, clerical/support, etc.) required during the first five years of the program and indicate whether the positions would be additions or reassignments. If reassignments, indicate the source.

There will be need for 10.0 FTE for twenty (20) new GAT positions, to be phased in gradually.

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Clerical</td>
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<tr>
<td>Graduate Assistants</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

6. Describe qualifications that would be sought in new faculty, indicate the expected level of appointment and anticipated contributions to the program (including research grants, contract resources, etc.).

Not applicable.

7. For graduate programs:

a. Describe departmental faculty policy regarding chairing or serving on thesis/dissertation committees, number of students supervised at one time, etc.

All faculty will be expected to chair and serve on thesis and dissertation committees
within the realm of their expertise. Faculty are now evaluated each year on the basis of their research, teaching, and service activities. As the work load for the doctoral program develops, a policy will be developed on the maximum number of students that a faculty member may supervise.

b. Identify faculty who would supervise theses, dissertations, and internships, etc.; provide examples of their ongoing research projects and scholarly publications.


Laane, Tiiu. Ongoing research: the Estonian musician and composer Leonhard Virkhaus (1910-1984); currently editing his manuscripts and music in order to place his work within the broader context of emigrant musicians who wrote their works on several continents. Selected publications: *Imagery in Conrad Ferdinand Meyer’s Prose Works: Form, Motifs, and Functions*, Germanic Studies in America, 47 (Bern, 1983); *Louise von François. The Last von Reckenburg*, with an introduction, Studies in German Literature, Linguistics, and Culture (Columbia, S.C., 1994); “Leonhard Virkhaus (November 10, 1910–February 2, 1984),” *Music*


Steppich, Christoph. Ongoing research: the literary theory of the Swiss Renaissance humanist and reformer Joachim Vadianus; the German Arthurian novel around 1200; a comparative study of reactions to the Turkish threat to


B. Library

1. List any library holdings relevant to the proposed program.

The Sterling B. Evans Library at Texas A&M University is a major research library, one of the largest in the country with over 3,500,000 items in the various collections. Because the proposed doctorate in European Studies is interdisciplinary, it will build on existing holdings in related fields. Graduate work has been underway for some time in such fields as the history, economics, and political structures of Europe, and the library collections built in support of those programs will serve this one as well. In addition, the periodicals department of the library
includes a full range of current journals and periodicals. The library is also the depository for good-sized collections of government documents, which will provide important sources for research in the new program.

2. **Describe library holdings specifically relevant to the proposed program, noting strengths and weaknesses. If there are guidelines for the discipline, do current holdings meet or exceed standards? Describe planned actions that would maintain strengths and/or remedy weaknesses.**

Because this is one of the first doctoral programs in the country in this field, there are no specific guidelines for European Studies against which library holdings can be measured. Subject selectors from the library staff, along with faculty library liaisons, currently target potential purchases in such areas as history, economics, and political science which have a European orientation. This system has worked well so far, and in the future it will provide the basic materials for this new interdisciplinary doctoral program as well as for the departmental programs it currently supports. Moreover, while traditional print media are well represented, the Evans Library has particular strengths in film and digital resources.

The library, along with the College of Liberal Arts, has an aggressive program in place to identify collections that are for sale in key areas. An example is the Dawson Collection, which was recently purchased through the College. This collection is a unit of about 10,000 items in French, beginning with medieval manuscripts and extending to twentieth-century drama, but focused primarily on eighteenth century. It was purchased two years ago with funds from the library and the College of Liberal Arts library initiative. Dr. Steve Smith, Director of the Cushing Library, is planning a symposium in the 2006-2007 academic year to highlight the collection; the expectation is that Robert Darnton from Princeton, the leading American specialist in French Enlightenment printing, will be the keynote speaker.

3. **Describe cooperative library arrangements that would be available to students in this program.**

The graduate program in European Studies will be supported by cooperative access to the holdings of the Houston Area Research Library Consortium, a cooperative of libraries comprising those at Texas A&M University, Texas Southern University, Rice University, University of Houston, and the Houston Public Library. Texas A&M University faculty and students have borrowing privileges at these libraries. Faculty and students also have borrowing privileges at the University of Texas, and can participate in the Big 12 Plus Consortium. The Texas A&M University library also offers excellent interlibrary loan services, OCLC searching of a national bibliographic database, and extensive other on-line services, and is also a member of
the Association of Research Libraries.

4. **Provide library director’s assessment of library resources necessary for the proposed program.**

See letter from Colleen Cook, Director of Texas A&M Libraries, in Appendix C.

C. **Equipment**

1. **List any equipment acquired in the past three years in anticipation of the program.**

See below, VI.D.1.

2. **Itemize expenditures projected during each of the first five years for equipment and supplies specifically for the proposed program.**

We anticipate a need only for new computers and printers dedicated for use by graduate students. The estimate of supplies is based on operating expenditure needs for additional graduate students.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equipment</strong></td>
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<td>$5,000</td>
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<tr>
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<td>$2,000</td>
<td>$2,500</td>
<td></td>
<td>$3,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$6,000</td>
<td>$6,000</td>
<td>$7,500</td>
<td>$6,000</td>
<td>$3,500</td>
</tr>
</tbody>
</table>

D. **Facilities**

1. **Describe any facility added or modified in the past three years in anticipation of the program.**

One former language lab room has been (Spring 2007) refurbished and reconfigured for classroom use, at a cost of approximately $30,000. The room offers seminar-style seating for 20 persons and thus accommodates all graduate classes; it feature full audiovisual projection and TTVN equipment, and books relevant to graduate study. When not in use for graduate classes, the room serves smaller, seminar-type
undergraduate language and culture courses.

2. Describe the availability and adequacy of existing facilities that would be used for the proposed program.

Space and building facilities are adequate for the start-up of the proposed program. The current space includes 28 offices, two work areas, a conference room, and five language laboratory areas with extensive audio and video holdings in the field of European Studies. In addition, the Department has a seminar room (TTVN-equipped) for graduate instruction, 2.5 classrooms assigned to it by the Office of the Registrar, and 1 classroom (given to it by the College of Liberal Arts) under its direct control for instruction in foreign languages. There will be a need for additional office space for incoming graduate students and new faculty.

3. Describe planned alteration or renovation of existing facilities needed for the program; estimate date of availability and display estimated cost in Item VII.

None.

4. Describe planned new facilities needed for the program; estimate date of availability and display estimated cost in Item VII.

There will be a need for additional office space for incoming graduate students and new faculty.

VII. COSTS

NOTE: Under Coordinating Board procedures, proposals for new programs and administrative units must be accompanied by (a) a statement certifying the adequacy of funding, or (b) a statement regarding the need for funds not yet available to the institution. The statement must be from the chief administrative officer of the requesting institution.

A. Estimates of new costs to the institution.

The anticipated costs for the program, as outlined in the accompanying Tables, occur in several categories: faculty salaries, program administration, and clerical/staff positions; twenty (20) graduate teaching assistantships; equipment; and supplies and materials. The major new cost to the program will be graduate assistantships, which will increase each year at the rate of five for the first four years. Beginning with the fifth year, the number of doctoral students will level out, since admitted student numbers will replace the number who graduate or who may
discontinue the program. Initial funding is based on a nine-month salary of $12,000, with three percent added to the base for the second year to handle for inflation. (The $12,000 GAT stipend is comparable to the stipend offered by peer institutions.) The total cost for the graduate assistantships over the first five years will be $804,000.

The sole new faculty cost ($90,300 for the first five years) will be incurred in the French Enlightenment position, hired during AY 2006-07. Released time for program administration will amount to new costs of $75,250 for the first five years. All other faculty and clerical/staff costs (approximately $1.43 million) will be covered through reallocation of existing salaries.

Additional costs will include supplies, materials, and equipment (ca. $40,000 for the first five years) that have been mentioned above in VI.C.2. Library acquisition costs may be estimated at $100,000 for the first five years. The total cost of the program over its first five years is estimated at approximately $2.5 million (see budget tables, Appendix E, attached).

B. Sources of funding to defray these costs.

Three major sources of funding will be employed to defray these costs: the College of Liberal Arts, the Department of European and Classical Languages, and state appropriations from formula funding (see accompanying budget tables, Appendix E).

Funding by the College of Liberal Arts and the Department of European and Classical Languages will come through reallocations of existing funds. The Department of European and Classical Languages will redirect instructional resources by converting funds used for temporary assistant lecturer positions into graduate teaching assistantships, and will use where appropriate its two graduate teaching assistantships in Comparative Literature. The College of Liberal Arts will provide funding for the graduate assistantships.

While the above funds have already been committed, fundraising and grantsmanship will be a continuous and high priority item and will especially concentrate on developing support for graduate students in the form of assistantships and fellowships.

VIII. ADDITIONAL COMMENTS THAT WOULD BE HELPFUL TO THE COORDINATING BOARD IN EVALUATING THIS PROGRAM REQUEST.
Texas A&M University
Department of European and Classical Languages and Cultures

Proposal for Ph. D. Degree in European Studies

Appendix A—Letters of Approval from Department Heads in Supporting Fields

1. Dr. Samuel A. Kirkpatrick, Executive Associate Dean for Academic Affairs and Management and Executive Professor, The Bush School of Government & Public Policy

2. Dr. Melanie Hawthorne, Director, Comparative Literature Program

3. Dr. Amy J. Glass, Interim Head, Department of Economics

4. Dr. Paul A. Parrish, Regents Professor and Head, Department of English

5. Dr. Johan Lembke, Former Director, European Union Center of Excellence

6. Dr. Vatche P. Tchakerian, Associate Dean, College of Geosciences

7. Dr. Walter L. Buenger, Professor and Head, Department of History

8. Dr. Patricia A. Hurley, Professor and Head, Department of Political Science

9. Dr. Mark Fossett, Professor and Head, Department of Sociology

10. Ms. Joanna M. Hume, Departments of History & Geography, Alvin Community College

11. Dr. Marlette Rebhorn, Professor of History, Austin Community College
May 9, 2007

Professor Richard J. Golsan, Head
Department of European and Classical Languages and Cultures
Texas A&M University
Mail Stop 4238
College Station, TX  77843-4238

Dear Joe:

This is in response to your request for a letter of support for the proposed Ph.D. in European Studies. The Bush School has followed the early development of this effort, I was pleased to meet with you to discuss the latest draft and we were encouraged to see a final proposal that responds to new developments in the study of culture and languages in the European context. We are supportive of this endeavor and look forward to working closely as some of our students, especially those earning a master’s degree in International Affairs, will have an interest in doctoral level opportunities. Your proposal complements interests in The Bush School of Government and Public Service and appropriately responds to new academic needs from an interdisciplinary perspective.

Best wishes for success with this important initiative.

Sincerely,

signature

Samuel A. Kirkpatrick
Executive Associate Dean for Academic Affairs and Management
and Executive Professor
20 April 2006

Professor Richard J. Golsan, Head
Department of European and Classical
Languages and Cultures
MS 4215, TAMU

Dear Professor Golsan:

I have reviewed your proposal for a Ph.D. in European Studies in light of its impact on our program. We will be able to accommodate your needs, and I envision many ways in which our respective programs may be mutually enhancing. I am pleased to be able to offer the support of the Program in Comparative Literature in your request for authorization of the degree.

Sincerely,

Melanie Hawthorne
Coordinator of Program in Comparative Literature
19 April 2006

Professor Richard J. Golsan, Head
Department of European and Classical
Languages and Cultures
MS 4215, TAMU

Dear Professor Golsan:

I have reviewed your proposal for a Ph.D. in European Studies in light of its impact on our department. We will be able to accommodate your needs; your students are welcome to pursue a supporting masters degree in economics. I am pleased to offer the support of the Department of Economics in your request for authorization of the degree.

Sincerely,

Amy J. Glass
Interim Head
Department of Economics
April 24, 2006

Professor Richard J. Golsan, Head
Department of European and Classical Languages and Cultures
MS 4215
Texas A&M University

Dear Professor Golsan:

I have reviewed your proposal for a Ph.D. in European Studies in light of its impact on our department. We will be able to accommodate your needs, and I am pleased to be able to offer the support of the Department of English in your request for authorization of the degree.

Sincerely,

Paul A. Parrish
Regents Professor and Head
March 8, 2007

As Director of the European Union Center of Excellence at Texas A&M University, one of ten such centers in the nation and the only one in the U.S. Southwest sponsored by the European Commission, I would like to offer my support for the PhD proposal in European Studies offered by the Department of European and Classical Languages and Cultures in the College of Liberal Arts.

The program, interdisciplinary in nature, promises to enhance the students understanding of the history of Europe, its cultural legacies, and its current situation and parameters. It promises to attract students who seek careers in academia as well as students interested in foreign service. It will also greatly contribute to Texas A&M University's missions of internationalization and diversity.

Yours Sincerely,

Johan Lembke
Director, European Union Center of Excellence

Annenberg Presidential Conference Center
Texas A&M University, MS 1245
College Station, TX 77843-1245

Phone: 979-862-6701
Email: eucenter@tamu.edu
August 21, 2007

Professor Richard J. Golsan, Head
Department of European and Classical Languages and Cultures
MS 4215, TAMU

Dear Professor Golsan:

I have reviewed your proposal along with Dr. Doug Sherman, Head, Department of Geography for a Ph.D. in European Studies in light of its impact on our college. Your students are welcome to pursue a supporting Masters degree in Geography. I am pleased to offer the support of the Department of Geography and the College of Geosciences in your request for authorization of the degree.

Sincerely,

Vatche P. Tchakerian
Associate Dean for Academic Affairs
College of Geosciences

Cc: Dr. Doug Sherman, Head, Department of Geography
   Dr. Larry Oliver, Associate Dean, College of Liberal Arts
26 April 2006

Professor Richard J. Golsan, Head
Department of European and Classical
  Languages and Cultures
MS 4215, TAMU

Dear Professor Golsan:

I have reviewed your proposal for a Ph.D. in European Studies in light of its impact on our department. We will be able to accommodate your needs, and I am pleased to be able to offer the support of the Department of History in your request for authorization of the degree.

Sincerely,

[Signature]
Walter L. Buenger
Professor & Head
Department of History
May 22, 2006

Professor Richard J. Golson, Head
Department of European and Classical
Languages and Cultures
Texas A&M University
Campus, MS 4215

Dear Professor Golson:

I have reviewed your proposal for a Ph.D. in European Studies in light of its impact on our department. We will be able to accommodate your needs, and I am pleased to be able to offer the support of the Department of Political Science in your request for authorization of the degree.

Sincerely,

[Signature]

Patricia A. Hurley
Professor and Head
May 8, 2006

Professor Richard J. Golsan, Head
Department of European and Classical Languages and Cultures
MS 4215, TAMU

Dear Professor Golsan:

I have reviewed your proposal for a Ph.D. in European Studies to consider its possible impact on our department. We will be able to accommodate the needs of your students. Accordingly, I am pleased to be able to offer the support of the Department of Sociology in your request for authorization of the degree.

Sincerely,

Mark Fossett
Professor and Head
Department of Sociology
September 6, 2006

To Whom It May Concern:

I am pleased to be writing on behalf of the proposed Ph.D. program in European Studies at Texas A&M University. I can speak directly to the potential of the program as I have been a full-time community college faculty member for the past 17 years. I received my undergraduate degree in 1988 from Texas A&M in History and French. In addition, my master's degree is from the University of Chicago in International Relations, an interdisciplinary department not unlike the proposed program, which gave me two teaching fields upon graduation.

One of the goals of the proposed European Studies program is to produce graduates who will be highly competitive candidates for faculty positions at state and national community colleges. As community colleges continue to expand in size and scope, these graduates will find a ready market for their talents.

Community colleges have become central to the educational goals of many college-bound students. In Texas, community colleges enroll the majority of the freshmen and sophomores in higher education, and they are responsible for the majority of the growth in enrollment. As a result, these institutions will need a larger pool of highly qualified faculty than is available at present. The proposed European Studies program will address this need.

In addition, these graduates will not simply be well educated. They will be qualified to teach in at least two academic areas. While this is not a requirement at community colleges, it is a definite plus and preference for most search committees.

Finally, community colleges today are seeking to improve quality of education and overall image. This includes hiring more faculty members with advanced degrees from more prestigious programs and universities. The European Studies program will be offering its students a solid foundation from which to choose a teaching career. There are currently 50 community college districts in the state of Texas alone, and growth in many of the districts seems to be a lasting trend.

The European Studies program will be promoting teaching as a career and will offer skills and degrees that will make graduates highly competitive faculty candidates. I am enthusiastic that Texas A&M is recognizing the significant contributions made by two-year institutions and is developing a program that will speak to the educational needs of the community and state.

Sincerely,

[Signature]

Johanna M. Hume
Departments of History & Geography
September 20, 2006

Prof. Richard Golsan
Dept. of European and Classical Languages and Cultures
219 Academic Building
TAMU, College Station 77843-4215

Dear Professor:

You asked me to respond to your proposal for creating a Ph.D. program in European Affairs, especially with regard to the possible later employment of your graduates. I looked at the Executive summary you were kind enough to send. As a former Assistant Dean for Social Behavioral Sciences and a 8 year veteran of chairing the History Department at Austin Community College, I can tell you that your graduates should be able to meet the requirements now in place as set by SACS, the Southern Association of Colleges and Schools, that grants accreditation.

SACS has demanded that those wishing to teach at a two-year college must have a Masters degree AND 18 graduate hours in the field in question. Thus to teach History, a Masters is required in some field, but the candidate must also present 18 graduate hours in courses marked as "history." These are usually part of the Masters program, of course. The key is, no matter what the candidate’s major, 18 graduate hours in the field must be there somewhere on a transcript. Sometimes courses are cross-listed, and at this time, if the candidate can prove the courses were cross-listed in History, SACS will allow us to accept them as part of the required 18 hours.

One of the biggest problems we have had with interdisciplinary programs is that candidates don’t have 18 graduate hours in one field. My Ph.D. was in American Civilization, but my advisor even back then warned me to get a minimum of 18 graduate hours, not including thesis, in one field to make it easier to find a job in academia. Austin Community College was put on probation for having too many instructors without the required 18 hours, and even some of our full time faculty were dismissed or given one summer to complete the needed hours.

I am delighted to see that since your proposed program at A and M will require an MA in one field outside of the interdisciplinary one, this problem can be avoided.
Please be aware, however, that the State of Texas requires all students graduating from a four year college in Texas to pass 6 hours of American history, not European. Thus, 95% of students enrolled at ACC and other two-year colleges are enrolled in American history. Now it is true that increasingly schools require students to take 3 hours in some field before 1500 (like Texas State at San Marcos and St. Edwards here is town). Overwhelmingly, students use Western Civilization I to satisfy that requirement. My Western Civilization I courses taught online at ACC, for example, have grown to over 200 students per year. Not surprisingly however, SACS requires that instructors wishing to teach that course have a majority of their coursework in the period before 1500, not after that date. Your interdisciplinary program students who specialize in more modern periods might find themselves hard pressed to find a job in History at a two-year college, or in many four year ones. For example, the state of Washington has dropped any history requirement at all for its students, leaving history professors to compete for a narrow segment of the student population that might want to take history for the fun of it; instructors there report “dumbing down” courses, engaging in grade inflation, etc. in a desperate attempt to “sell the product” and keep their jobs.

To make matters even stickier, some schools are now requiring World History, not Western Civilization. And World Civilization folks, to justify their new discipline, refused to accept coursework in European studies alone for teaching their field.

I personally believe that college students in America actually need less American history and more European history as citizens of the world, but the State of Texas believes otherwise. Nonetheless, a program that approaches European civilization not only through the eyes of an historian, but with the full participation of other departments like Languages, Philosophy, Fine Arts, etc. is much needed. This interdisciplinary approach provides a deep understanding of place and time, and inevitably creates a better teacher, a better diplomat, a better international lawyer, or even better staff working for companies that do business overseas. As you know, interdisciplinary programs such as Atlantic Studies and Pacific Rim Studies already seek to break down the traditional insular treatment of one country or one language. A program in European Studies such as you propose fits admirably in this long-term trend.

I wish you all success in your proposal. Let me know if there is any further information you require.

Sincerely yours,

[Signature]

Marlette Rebhorn
Professor of History
Appendix B—Curricula Vitae of European Studies Faculty

1. Nathan Bracher, Ph.D.
2. Federica Ciccolella, Ph.D.
3. L. Brett Cooke, Ph.D.
4. Olga M. Cooke, Ph.D.
5. Elise P. Garrison, Ph.D.
6. Richard J. Golsan, Ph.D.
7. Melanie C. Hawthorne, Ph.D.
8. Craig W. Kallendorf, Ph.D.
9. Christoph F. Konrad, Ph.D.
10. Tiiu V. Laane, Ph.D.
11. Ruth Larson, Ph.D.
12. Manuela Marchesini, Ph.D.
13. Steven M. Oberhelman, Ph.D.
14. Larson Powell, Ph.D.
15. Elisabeth T. Rich, Ph.D.
16. Ralph Schoolcraft, Ph.D.
17. Robert R. Shandley, Ph.D.
18. Christoph J. Steppich, Ph.D.
19. Eric Williams, Ph.D.
NATHAN BRACHER

ACADEMIC POSITION: Professor of French (with tenure), Texas A & M University

PROFESSIONAL AWARDS:

Texas A & M University Faculty Distinguished Achievement in Teaching Award, May 1999.
The Fourth Annual Lionel Basney Award, 2003, for the outstanding article in Volume 52 of
Christianity and Literature. (Calligraphied citation and $300 honorarium)

TEACHING FIELDS:

Contemporary French Politics, Culture, and Society; World War II and the German Occupation; France
Through the Ages; French Humanism; History and Memory in Postwar France; Rhetoric and Composition

SELECTED PUBLICATIONS:

Book:

Through the Past Darkly: History and Memory in François Mauriac's Bloc-notes. Washington, D.C.:

Special Issue:

"A Time to Remember." Contemporary French Civilization Vol. XIX, No. 2 (Summer/Fall 1995)

Annotated Book Translation:

Éric Conan & Henry Rousso, Vichy: An Everpresent Past, . with a preface by Robert O. Paxton
as Vichy, un passé qui ne passe pas, Paris: Fayard, 1994.)

Book Translation:

as Les Juifs en France pendant la Seconde Guerre mondiale.)

Articles and chapters in books:

   Literature, Vol. 15, Number 2 (Summer 91), pp. 315-332. (refereed article)

2. "Facing History: Mauriac and Lévinas on Nazism". Journal of European Studies, xxiii (1993), pp. 159-
   177. (invited article)


FEDERICA CICCOLELLA

2003-present: Assistant Professor of Classics and Italian, Texas A&M University

FIELDS OF RESEARCH: Ancient Greek and Byzantine Literature; Byzantium and the Italian Renaissance; Reception of Antiquity.

EDUCATION:
Columbia University, New York, NY: Ph.D., Classical Studies, 2004
Rutgers University, New Brunswick, NJ: Ph.D. course in Classics (first year), 1991/92
Università degli Studi di Torino, Turin, Italy: Ph.D. (dottorato di ricerca), Classics, 1991
Scuola Vaticana di Paleografia, Vatican City: Diploma in Greek Palaeography, 1987

AWARDS:
Melbern-Glasscock Center of the Humanities Faculty Fellowship, Texas A&M University, 2006/7
Villa I Tatti (Harvard University Center for Renaissance Studies), Fellowship, 2006/7
Program to Enhance Scholarly and Creative Activities, Texas A&M University, 2004/5
Melbern-Glasscock Center of the Humanities Faculty Fellowship, Texas A&M University, 2003/4
Doctoral Stipend, Columbia University, 1998-2004
Summer Fellowship, Dumbarton Oaks Center for Byzantine Studies (Washington DC), 1995
Post-doctoral Fellowship, Università degli Studi di Torino, 1993-1995
Fulbright Fellowship, Rutgers University, 1991-1992
Doctoral Stipend, Università degli Studi di Torino, 1988-1991

COURSES TAUGHT (2002-2006)
Elementary Greek 2 (Spring 2006)
Graduate Seminar: Women in Modern Europe (Spring 2006)
Intermediate Greek Reading (Fall 2004)
Elementary Italian 101, 102; Intermediate Italian 201, 202 (Fall 2003-Spring 2005)
Classical Mythology (Summer 2002, Columbia University)

SELECTED PUBLICATIONS (1996-2006)
Books
3) Achille Tazio, Leucippe e Clitofonte, a cura di F. Ciccolella, Alessandria: Edizioni dell’Orso, 1999
4) Michelangelo Torcigliani, Anacreonte e altre versioni poetiche, edizione critica a cura di E. Taddeo e F. Ciccolella,
   Bologna: Commissione Testi di Lingua, 1996
Articles
1) "Text, Interpretation, and Fate of Some Anonymous Ethopoiai of the Sixth Century," in HQOPOIIA. La représentation de caractères entre fiction scolaire et réalité vivante à l'époque impériale et tardive, éd. par E. Amato et J. Schamp, Salerno: Helios, 2005: 163-175


4) "Gli straordinari automi di Leone Magistro", *Foro Elenico* 2002, 14-15


7) "Three Anacreontic Poems Assigned to Photius", *Orientalia Christiana Periodica* 64 (1998): 305-328

**Reviews**


**SELECTED PRESENTATIONS** (2002-2006)


2) February 1, 2005 Colloque International: HQOPOIIA (Université de Fribourg, Switzerland): "Text, Interpretation, and Fate of Some Anonymous Ethopoiai of the Sixth Century" (invited)


5) April 24, 2002 Graduate Colloquium (Columbia University): "Graecum est, sed legitur: Schools, Schoolbooks, and the Beginning of Greek Studies in the West"

CURRICULUM VITAE

EDUCATION:
Ph.D, Slavic Languages and Literatures, University of California at Berkeley, 1983
B.A., Russian Language and Literature, Yale University, 1969.

ACADEMIC POSITIONS:
Interim Assistant Departmental Head, Texas A&M University, 2001-4.
Professor of Russian, Texas A&M University, September 2002-
Associate Professor of Russian, Texas A&M University, 1992-2002.
Assistant Professor of Russian, Texas A&M University, 1986-1992.
Visiting Lecturer in Russian, University of California at Riverside, 1981-6.
Sessional Lecturer in Slavic Languages at the University of Alberta, 1980-1.

PUBLICATIONS:
Books and Collections:
Sociobiology and the Arts. Volume co-edited with Jan Baptist Bedaux. Amsterdam/Atlanta: Editions Rodopi, 1999, 298. This includes pieces by me:
Biopoetics: Evolutionary Explorations in the Arts; collection of articles with me and Frederick Turner as editors, Lexington: ICUS, 1999, viii, 466.
   Edited special issue of Interdisciplinary Literary Studies: A Journal of Criticism and Theory, II (Spring 2001) on "Literary Biopoetics."

Articles and Chapters in Books:
"La tavola rotonda di quercia: le utopie russe e l'importanza simbolica del mangiare insieme" ("The Oak Round Table: Russian Utopia and the Symbolic Significance of Food Sharing"), OZ, Rivista Internazionale di Utopie, translated into Italian by Giuseppa Saccaro Del Buffa, 1 (1994): 91-105.


"Tempting Fate: Defiance and Subversion in the Writing of Boris Godunov" (with Chester Dunning), Pushkin Review 3 (2000): 43-63. Refereed.


22 Published Reviews 5 Encyclopedia Articles 66 Conference Papers and Presentations 7 Research Conferences Organized 19 Grants and Fellowships

TEACHING FIELDS:
Russian language, literature and artistic culture (all media, all periods)
Polish language, literature and artistic culture (20th century, all media)
Science fiction literature and political film. Conducted 9 study abroad programs to Moscow.
Olga M. Cooke    olga-cooke@tamu.edu
Dept. of Euro. & Class. Langs.    3201 Westchester Ave.
Texas A&M University    College Station, TX 77845
College Station, Texas 77843-4238    FAX: 979-845-6421, Office 845-2198

Education:
   Ph.D., School of Slavonic & East European Studies, University of London, 1982
   M.A., Slavic Languages and Literatures, UC-Berkeley, 1974
   B.A., Russian and French, Rutgers University, 1972

Employment History:
   Associate Professor of Russian, Texas A&M University, 1992-present.
   Assistant Professor of Russian, Texas A&M University, 1986-1992.
   Visiting Lecturer in Russian, University of California, Irvine, 1985-86.
   Visiting Lecturer in Russian, University of California at Riverside, 1981-1985.

Teaching Experience at Texas A&M University:
   First, second and third year Russian, women in Russian culture, honor's course on
   women in Russia's artistic culture, the 20th century Russian novel, masterpieces
   of Russian prose, Russian poetry, Russian Romanticism, twentieth century
   Russian culture, Russia's contributions to American culture, European avant-
   garde, propaganda and dissidence in film.

Research in Progress:
   'The Most Interesting Man in Russia': Andrei Belyi’s Life in Letters
   The Modernist Mode: the Grotesque in Andrei Belyi’s Prose Fiction

Selected Publications:
   Editor of Evgenia Ginzburg: A Centennial Celebration, Canadian-
   American Slavic Studies, Vol. 39, No. 1 (Spring 2005)
   After Plattling, translation with introduction and annotations (Berkeley: Berkeley
   Slavic Specialties, 1996).
   “Kosnojazycie in the Final Decade of Andrei Belyi’s Artistic Life,’’ Russian
   Literature LVII-I/II (1 July - 15 August 2005), pp. 47-60;
   “Petersburg: Andrei Bely’s ‘Astral’ Novel,’’ Modernism and the Fourth
   Dimension, ed.L. Henderson (Pennsylvania State UP, 2006), forthcoming;
   “Introduction,” “Interview with Vasili Aksenov” (with Rimma Volynska),
   “Evgeniia Ginzburg’s Exegi Monumentum,” Evgeniia Ginzburg: A Centennial
   Celebration 1904-2004, Canadian-American Slavic Studies, Vol. 39, No. 1
   (Spring 2005), pp. 1-6, 9-36, 109-117.
   Issledovaniia (Moscow: IMLI RAN, 2002), 220-227; “Anna Radlova," Russian
   Women Writers, Vol. II, edited by Christine Tomei (NY: Garland, 1999), 753-
   762;
   Ginzburg," "Andrei Belyi's Silver Dove," "Andrei Belyi's Moscow Novels,”
   Dearborn,1998), 320-23, 159-164; "Anna Radlova," Dictionary of Russian
   Women Writers, ed. M.Ledkovsky, C. Rosenthal and M. Zirin (Greenwood Press:
   Westport, 1994), 524-527; Foreword to R. Peterson's A History of Russian

Editorial Experience:

Book Reviews:

Academic Fellowships and Grants:
Dept. of European & Classical Langs. Summer Research (2006); College of Liberal Arts Faculty Development Leave (2005, 1995); Texas Council for the Humanities (1996); Program to Enhance Scholarly and Creative Activities Award (1996); College of Liberal Arts Distinguished Teaching Award (1993); Hoover Institution Title VIII Fellowship (Summer 1991, Summer 1995)

Service at Texas A&M University:
a) National: Vice-President of AATSEEL, Friends of International Broadcasting;
b) Regional: SCMLA, Russian Representative on Executive Committee;
c) University: Faculty Senate, Academic Affairs Committee, Admissions Advisory Committee, MENTORS, GCR; d) College of Liberal Arts: MOCL Representative on Liberal Arts Council; Film Studies Program Review Committee, Women's Studies Program Review Committee; e) Departmental: Annual Review, Executive Advisory Committee, Dobro Slovo, National Slavic Honor Society, advisor, Russian Club, advisor; Lecture Committee.
Elise Garrison  
Department of European and Classical Languages and Cultures  
E-mail: e-garrison@tamu.edu

**ACADEMIC HISTORY**

B.A. Summa cum laude San Francisco State University, Classics, 1980 (Phi Beta Kappa)

**ACADEMIC POSITIONS**

1995--Associate Professor, Department of European and Classical Languages and Cultures, TAMU  
1989-1995: Assistant Professor, Department of Modern and Classical Languages, TAMU  
1988-89: Visiting Assistant Professor, Department of Classics, University of Wisconsin, Madison, WI  
1987-88: Visiting Assistant Professor, Departments of Greek and Latin, Wellesley College, Wellesley, MA

**PUBLICATIONS**

*The Milesian Mistress* (PublishAmerica, 2005)  
"Suicide in Classical Mythology. Part II. Males," at  
"Suicidal Males in Greek and Roman Mythology: A Catalogue," at  
(Diotima is a premier site devoted to the study of women in antiquity, and is now a part of *Stoa*, an online, refereed Classics journal).  
"Suicide in Classical Mythology. Part I. Females, at  
"Suicidal Females in Greek and Roman Mythology: A Catalogue," at  
*Groaning Tears. Ethical and Dramatic Aspects of Suicide in Greek Tragedy*. May 1995*Mnemosyne* series 147, E.J. Brill Publishers  
Editor, *How is it Played? Genre, Performance and Meaning, Didaskalia* 1995  

**REVIEWS**


**International Experience**

Participant, TAMU Faculty Abroad Seminar, Mexico City, May 1999
Professor, Texas A&M College of Liberal Arts, Greece and Turkey, Summer 1996
Professor, Texas A&M College of Liberal Arts, in Castiglion Fiorentino, Italy, Summer 1992, 1995 and Spring 1993
Assistant Supervisor, University of Michigan excavations at Carthage, Tunisia, Summer 1987
Regular member, American School of Classical Studies in Athens, Greece, 1984-5
RICHARD JOSEPH GOLSAN
Professor of French and Department Head

EDUCATION

Ph.D. University of North Carolina at Chapel Hill, 1981, French Literature
M.A. University of North Carolina at Chapel Hill, 1976, French Literature,
B.A. Washington and Lee University, 1974, Cum Laude, Majors: French and Geology,
Honors in French

PROFESSIONAL EXPERIENCE
Professor of French and Head of Department of European and Classical Languages and Cultures, Texas A&M University.
Professeur associé, Université Paris III-Sorbonne Nouvelle (Spring 2001).
Co-Director, NEH Institute for College and University Teachers: “Memory, History, and Dictatorship: The Legacy of World War II in France, Germany, and Italy,” Summer 1999, Paris and Normandy, France.
September 1989-September 1994: Associate Professor of French, Texas A&M University.
September 1986-September 1989: Assistant Professor of French, Texas A&M University.
September 1981-May 1986: Assistant Professor of French and Language Coordinator, Case Western Reserve University, Cleveland, Ohio.
Fall 1974-Spring 1978; Fall 1979-Spring 1981: Teaching Assistant, University of North Carolina at Chapel Hill.
Fall 1978-Spring 1979: Assistant, Faculté de Sciences, Université de Montpellier, France (Instructor of English). Assistant to the Director, University of North Carolina Year-in-Montpellier Program.

SELECTED PUBLICATIONS
Monographs

Edited Volumes

Special Issues Edited
Summer /Fall 2000 issue of Contemporary French Civilization on “French Intellectuals in the 1990s: New Paradigms,” with Christopher Flood.
Summer 1997 issue (37:2) of L’Esprit Créateur on “French Intellectuals: New Engagements.”
Spring 1995 (35:3) issue of Romance Notes on “Literature between Philosophy and History,” with Van Kelly. (In honor of Edouard Morot-Sir.)
Spring 1993 (33:1) issue of L’Esprit Créateur on “The Fiction and Film of the Occupation, 1940-92,” with Jean-François Fourny.

Recent Articles
“Preliminary Reflections on anti-antiaméricanisme: André Glucksmann et companie,” Contemporary French and
Francophone Studies (sites) 8:4 (Fall 2004), pp. 391-404.
“Tzvetan Todorov, the ‘Responsible Intellectual,’ and the New World Disorder,” in Modern and Contemporary France 12:3 (August 2004), pp. 299-312.

RESEARCH INTERESTS
French and European Politics and Culture since World War II; Facism and Neo-Facism; Politics of Historiography; the Vichy Period; Crimes Against Humanity Trials
MELANIE C. HAWTHORNE

Current Position

Professor, Department of Department of European and Classical Languages and Cultures (since 2002)

Teaching Fields

Nineteenth-Century French Literature; Women Writers; Decadence; Gender Theory; The Novel.

Recent Books and Editions

Natalie Barney and Her Circle. Special edited issue of South Central Review 22.3 (fall 2005) 148pp

Selected Translations


Recent Articles

"De nouveau du nouveau sur Gisèle d'Estoc, amante de Maupassant." Histoires Littéraires 16
"'Une voiture peut en cacher une autre': Twentieth-Century Women Writers Read George Sand
SubStance 102 (2003): 92-108
"Peripheral Publishing: Or, Is Tola Dorian Totally Boring?" Peripheries of Nineteenth-Century
French Studies: Views from the Edge, edited by Timothy Raser. Newark: University of
"'Comment Peut-On Etre Homosexuel': Oscar Wilde's Salomé and Multinational
(In)Corporation." In Perennial Decay: The Aesthetics and Politics of Decadence in the
Modern Era, ed. Liz Constable, Dennis Denisoff, and Matthew Potolsky. University
"'C'est si simple...c'est si difficile': Colette's Cattiness in La Chatte." The Australian Journal of

Recent Conference Presentations

"Dual Identities, Dueling Women: Gisèle d'Estoc, Maurice de Souillac, and the 'Right to Fight.'"
Nineteenth Century French Studies Colloquium, Austin (TX), October 2005.
"Renée Vivien, poète français?" Queer: Ecritures de la différence Stratégies discursives "queer"
dans le temps et dans l'espace. Université Paris 13 (Villetaneuse), May 2005.
"A Nationality of Their Own: Renée Vivien, Modernist Women, and Passports." Culture Bound
(Symposium), Texas A&M University (TX), October 2004.
"The Woman Who Didn't Exist: Gisèle d'Estoc and Institutions of Knowledge." Artful
Deceptions: Verbal and Visual Trickery in French Culture, National University of
Ireland, Galway (Ireland), April 2004.

Selected Academic Honors and Grants

Program to Enhance Scholarly and Creative Activities Grant, 2005
College of Liberal Arts Research Award, 2004
Glasscock Center for Humanities Research, Internal Release Fellow, 2004
MLA Aldo and Jeanne Scaglione Prize for French and Francophone Studies for 2001

Selected Administrative and Editorial Experience and Service

"A Thousand Words: Visual Culture and the Humanities," conference hosted by the Glasscock
Center for Humanities Research, Conference Director
South Central Review, Associate Editor, 1993-
Dean's Advisory Committee, 2003-06
Director, Texas A&M Summer Study Abroad Program, 1999
Center for Humanities Research, Advisory Committee, 1999-2000
19th-Century French Delegate to MLA Delegate Assembly, 1996-98
CRAIG KALLENDORF

EDUCATION
University of North Carolina 1975-82  Ph.D., 1982: Comparative Literature
                       M.A., 1977: Comparative Literature
Valparaiso Univ. 1972-75  B.A., 1975: English & Classics
                       (with highest honors)

EMPLOYMENT HISTORY (at Texas A&M University)
(1) Prof. of English and Classics, beginning fall, 1993; Assoc. Prof., 1988-93; Ast. Prof.,
1982-88
(2) Interim Head, Department of Modern and Classical Languages, 2001-2004

TEACHING FIELDS
(1) Greek and Latin language and literature
(2) Book history
(3) Renaissance literature

EDITORIAL ACTIVITY (selected)
(3) Co-Editor, Neo-Latin News, 1992-1996; Editor, 1997-  
(4) Associate Editor, Quarterly Journal of Speech, 1993-96
(5) Editorial Board, International Journal of the Classical Tradition, 1993-
(6) Series Co-Editor, Neo-Latin Texts and Translations, Medieval and Renaissance
Texts and Studies, 1998-
(7) Advisory Editor for the Ancient World and the Italian Renaissance, Oxford
Companion to the Book, 2002-
(8) Contributing Editor, Brill’s New Pauly, 2005-

PUBLICATIONS
Books--Monographs
(1) In Praise of Aeneas: Virgil and Epideictic Rhetoric in the Early Italian Renaissance
        translation: "Elogio de Eneas: Virgilio y la Retórica Epideíctica en el Temprano
Renacimiento Italiano" (Santiago de Chile: Red Internacional del Libro, 2006).
(2) Virgil and the Myth of Venice: Books and Readers in the Italian Renaissance
(3) ‘The Other Virgil: Subversive Readings of the Aeneid in Early Modern Culture,’ in
press at Oxford University Press.

Books--Bibliographies
(1) Latin Influences on English Literature from the Middle Ages to the Eighteenth
Century: An Annotated Bibliography of Scholarship, 1945-79, Garland Reference Library
(Kallendorf)


**Books--Edited Volumes**


**Books--Edition / Translation**


**Books--Textbooks**


**Articles and Chapters in Books**


**GRANTS AND AWARDS**

(1) TAMU College of Liberal Arts Research Award, 2001
(2) Visiting Fellowship from the University of Utah Humanities Center, 2000-2001
(3) TAMU AFS Teaching Award (college level), 1999
(4) National Endowment for the Humanities, 1992
(5) American Council of Learned Societies, 1992
(6) Delmas Foundation (for research in Venice), 1987, 2006

**PRESENTATIONS**

70, including major national and international conferences and recent invited lectures at Cambridge University, University of Naples, Istituto Orientale Universitario (Naples), University of Copenhagen, University of Aarhus (Copenhagen), University of Odense (Denmark), Università di Roma II, University of Warsaw, Biblioteca Provinciale di Salerno, Harvard University, Brigham Young University (Clark Endowed Lecture), etc.
Christoph Frederick Konrad: Curriculum Vitae as of April 23, 2006

Present Status: Associate Professor of Classics, Texas A&M University.

A. Education and Degrees

1980-1985: Ph.D. (Classics with Historical Emphasis), The University of North Carolina, Chapel Hill.
1978 [1976-1977]: M.A. (History), University of Oregon, Eugene
1971-1978: Albert-Ludwigs-Universität, Freiburg, Germany

B. Areas of Specialization

Greek and Roman History, Greek and Roman Historiography, Roman Institutions (Government, Prosopography, Religion, Law), Latin Epigraphy

C. Courses Taught at Texas A&M

- Elementary and Intermediate Greek
- Elementary, Intermediate, and Advanced Latin
- Etymological Principles for the Health Sciences
- The Ancient Greeks
- The Roman Republic
- The Roman Empire

D. Publications

I. Books


II. Articles and Book Chapters


### III. Book Reviews

THIU V. LAANE
Associate Professor of German

EDUCATION
Ph.D. Harvard University, 1979, Germanic Languages and Literatures
M.A. Harvard University, 1965, Germanic Languages and Literatures
Fulbright Scholar, University of Mainz, Germany, 1963-1964
B.A. Highest Distinction, Mount Holyoke College, 1963

AWARDS AND HONORS
International Excellence Award, Texas A&M University, 2000; Fulbright Scholar Award, Fulbright German Studies Seminar, 1998; Distinguished Teaching Award, Texas A&M Association of Former Students, 1991; Phi Beta Delta, Honor Society for International Scholars, 1989-; Faculty Honoree, 1998 Academic Convocation, Texas A&M University; South Central Modern Language Association Grant for Research Abroad, 1991; Woodrow Wilson Fellow, Harvard University, 1964-1965; Harvard University Fellowship, 1965-1966; Fulbright Scholar, University of Mainz, 1963-1964; Phi Beta Kappa (Junior Year), 1962; Sarah Williston Scholar, Mount Holyoke College (Top ranking in class), 1961-1963; Mount Holyoke Scholar (Top ranking freshman), 1960

SELECTED PROFESSIONAL EXPERIENCE
Visiting Assistant Professor, 1983-1986, Assistant Professor, 1986-1992, Associate Professor of German, Texas A&M University, 1992-
Interim Director, European Union Center, Texas A&M University, 2004-2005
Director, International Certificate Programs, Department of Modern and Classical Languages, Texas A&M University, 2002-
Project Director, U.S. Department of Education Title VI Grant, Undergraduate International Studies and Foreign Language Program, 1999-2002 ($173,201; $310,858 cost share)
Consultant and External Evaluator, U.S. Department of Education Title VI Grant, Undergraduate International Studies and Foreign Language Program, Texas A&M University-Texarkana, 2004- ($150,000)
Director of Programmatic Development, Department of Modern and Classical Languages, 1998-2001
German Representative on the Executive Committee, South Central Modern Language Association (SCMLA), 2000-2003
Director, Texas A&M German Study Abroad Program, Bonn, Germany, 1996
Interim Assistant Department Head, Modern and Classical Languages, Texas A&M, 1995-1996

FIELDS OF EXPERTISE
Eighteenth and nineteenth century German literature, Nineteenth century German women writers, Feminist theory, Symbolism and imagery, German language (all levels)
BOOKS

SELECTED PUBLICATIONS
"Critical Perspectives of Society in Louise von François's Narratives." European Studies Journal 8, no. 2 (Fall 1991): 13-41. [refereed]
(A) Degrees received:

Yale University,
PhD, French May 1991

University of Illinois,
MA in Expanded French Studies, 1983 (Concentration - French Literature & Art History)
BFA, 1981 - Ceramic Sculpture
BA, 1981 - French Literature

(B) History of prior academic employment:

Texas A & M University
1997-present: Associate Professor of French
1991-1997: Assistant Professor of French

Yale University
1987-91: Acting Instructor, Department of French
1989: Instructor, Yale Summer Language Institute

University of Illinois
1984-85 Teaching Assistant
1981-83

(C) Record of publications:


(D) Papers Recently Presented:


(E) Teaching Interests:

Intermediate French language
Survey of French literature
Early-modern French literature
Representations of “otherness” in French literature
20th century French ethnographic literature
Michel Leiris

(E) Academic Honors & Awards:

1999 Harry Ransom Humanities Research Center Research Fellowship for “Michel Leiris's L'Afrique fantôme: Translation and Variants”
TAMU Faculty Mini-Grant Program grant for "Michel Leiris's L'Afrique fantôme: Translation and Variants"
1998 Faculty Research Enhancement Program Grant for “Michel Leiris: Ethnography, Colonialism, and the Modern Intellectual"
1997-98 Department of Modern and Classical Languages Research Fellow
1997 TAMU International Research Travel Assistance Grant for research on "Michel Leiris: Political Engagement and the Modern Intellectual"
1995 Program to Enhance Scholarly and Creative Activities Grant for research on "The Whore's Tale": Representations of the Female Subject in the Early-Modern Period.
MANUELA MARCHESINI

EDUCATION
Spring 2000    Stanford University, Stanford, California. Ph.D. in Italian Literature.


FELLOWSHIPS AND AWARDS
2005/2006    Texas A & M International/Diversity Curriculum Grant Proposal (along with five Colleagues)
2005/2006    ECLC/Glasscock Center Stipendiary Fellowship, Texas A & M University.
1992-1996    French and Italian Department Graduate Fellowship, Stanford University.
1986        “Vincitrice di cattedra” in Italian Literature and History at the High School level, awarded in a nationwide competition, Bologna, Italy.
1984        Recipient ex-aequo of “Premio Fiorenzo Forti,” awarded to the best dissertation in Italian Literature, University of Bologna, Bologna, Italy.

TEACHING EXPERIENCE
since Spring    Department of European and Classical Languages and Cultures, Texas A&M University, Assistant Professor of Italian.
2005

Fall 2004    Introduction to the Humanities, Stanford University, Fellow in the Humanities and Coordinator of IHUM 60: Sex, it Cultures and Pleasures.
2001-2004    Department of Italian Studies. University of California, Berkeley, Lecturer.
1987-1990  
*Liceo Scientifico Sperimentale “Morandi”, Finale Emilia (Modena)*  
Instructor of Italian Literature and World History (vincitrice di cattedra)

1984-1986  
*Continuing Studies Program, University and City of Bologna, Bologna, Italy.*  
Coordinator and lecturer of the Literature courses.

**PUBLICATIONS**


**LANGUAGES**

Italian (native), English, French (*Diplôme de L'Alliance Française*), Latin.
Abbreviated Vita: Steven M. Oberhelman

Present status: Professor, Texas A&M University; editor of *Helios*

Teaching and research interests: ancient medicine; prehistoric archaeology; New Testament criticism; early Christianity; rhetoric; historiography; lyric poetry; social history; Greek tragedy

Education:

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<tr>
<td>University of Minnesota</td>
<td>1968-74</td>
<td>B.S. in Latin Education</td>
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<td>1974-76</td>
<td>M.A. in Classics</td>
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<td>Ph.D. in Classics</td>
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<td>American School of Classical Studies in Athens</td>
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Employment:

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<tr>
<td>University of Minnesota</td>
<td>1975-78</td>
<td>teaching associate</td>
</tr>
<tr>
<td>Saint Bonaventure University</td>
<td>1981</td>
<td>assistant professor</td>
</tr>
<tr>
<td>Case Western Reserve University</td>
<td>1981-83</td>
<td>Mellon Post-Doctoral Fellow</td>
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<tr>
<td>Texas Tech University</td>
<td>1983-87</td>
<td>assistant professor</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>1987-89</td>
<td>assistant professor</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>1989-93</td>
<td>associate professor</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>1993-</td>
<td>full professor</td>
</tr>
</tbody>
</table>

Teaching experience:

- New Testament Greek
- New Testament Criticism (Textual, Form, Literary, Redaction)
- Introduction to the New Testament and Early Church History
- Religion in the Ancient and Medieval Worlds
  - Caesar
  - Virgil
  - Greek orators
  - Catullus
  - Sallust, Cicero
  - World of Greece
  - Roman Constitutional History
  - Etruscan, Roman Archaeology
  - Latin Historians
  - New Testament Greek
  - Age of Augustus
  - Comparative Mythology
  - Classical Mythology
  - Magic, Witchcraft and the Occult in Greece and Rome
  - Eroticism, Family Life in Greece and Rome
  - In Search of Homer and the Trojan War
  - Greek Literature in Translation
  - Greek and Roman Epic (Honors)
  - The Ancient Epic
  - The Roman Epic
Latin Prose Composition
Roman Archaeology
* denotes a graduate course at Texas Tech University

Selected publications (complete list available on request):

Curriculum Vitae

Larson Powell

Education
- Ph.D., M. Phil., M.A. German Literature, Columbia University, May 1993- May 1999.

Employment
- Assistant Professor in German Studies, Texas A&M University, September 2002-present.
  - Member, Graduate Faculty, Texas A&M University.
- Affiliated Faculty, Comparative Literature Program, Film Studies Program, and Women’s Studies Program, Texas A&M University.

Publications
Book Manuscripts in Preparation
- The Technological Unconscious (Completed; currently being submitted to publishers).
- The Differentiation of Culture (In progress).

Articles in Journals
- “Wie man mit Wörtern bastelt: Stockhausens Mikrophonie und die Konkrete Poesie.” (Forthcoming in Musik und Ästhetik, 2007).

Chapters in Edited Volumes
• “Allegories of Management. Norbert Schulze’s Soundtrack for Das Mädchen Rosemarie.” *German Cinema of the 1950s.* Ed. Sabine Hake and John Davidson (Forthcoming from Berghahn).


• “Der Witz und seine Beziehung zur Filmmusik.” *Filmmusik: Theoriebildung und Vermittlung.* Ed. Knut Holtsträter and Victoria Piel. (Forthcoming from Olms Verlag).

**Invited Lectures/Presentations**


**Conference Papers**

• “The Desire to Be Desired: Solo Sunny as Socialist Women’s Film.” *Spaces for das Glück* Panel. *South Central Modern Language Association Conference.* Houston, TX, October 28, 2005.

• “Kirsten Winter’s Film Experiments: History, Media-Theory, and the Avant-garde.” *After the Avant-garde: New Perspectives on Experimental Film from the GDR, the FRG, and Austria* Panel. *German Studies Association Conference.* Milwaukee, WI, October 1, 2005.


ABBREVIATED CURRICULUM VITAE

ELISABETH T. RICH

EDUCATION:

1985  Ph.D. in Slavic Languages and Literatures, University of Michigan, Ann Arbor, MI.
M.A. in Slavic Languages and Literatures, University of Michigan, Ann Arbor, MI.
B.A. Vanderbilt University, Nashville, Tennessee. Double major in English literature and
Russian.

Spring, 1979  Pushkin Institute, Moscow, Russia. American Council of Teachers of Russian
semester program.

1982-1983  Pushkin Institute, Moscow, Russia. American Council of Teachers of Russian
ten-month program.

EMPLOYMENT AT TEXAS A&M UNIVERSITY:

1989-1995  Assistant professor, Texas A&M University
1995-  Associate professor, Texas A&M University

PUBLICATIONS:

Dr. Rich’s publications include a book entitled Zhenskie obrazy v proze Valentina Rasputina
(Women in the Prose of Valentin Rasputin, Khudozhestvennaia literatura, Moscow, 1996), a
special issue on Russian literature after perestroika (South Central Review, 1995), and numerous
scholarly articles in Russian linguistics, prose, poetry, theater and drama. Her articles in
linguistics have appeared in Russkij jazyk za rubezhom (Russian Language Abroad), a refereed
international journal for Russianists; her articles and reviews in Russian literature have appeared
(Book World), Literaturnaja ucheba (Literary Studies), a literary-philosophical journal founded
by Maxim Gorky, and Soviet Literature, a monthly journal of the Writers’ Union of the former
USSR published in Russian, English, French, German, Spanish, Hungarian, Polish, Czech and
Slovak; and her articles in Russian theater and drama have appeared in Slavic and East European
Performance and Michigan Quarterly Review (published at the University of Michigan).

SPECIAL INTERNATIONAL HONORS:

Dr. Rich has been interviewed by newspapers such as Pravda (Moscow, Russia; 1986) and
Sovetskaia kul’tura (Moscow, Russia; 1988). Her research has been supported by grants from the International Research and Exchanges Board (IREX), the Kennan Institute for Advanced Russian Studies of the Woodrow Wilson Center in Washington, D.C., and the American Council of Teachers of Russian (ACTR).

COURSES TAUGHT AT TEXAS A&M UNIVERSITY:

All levels of Russian language; Conversation; Business Russian; the Russian Short Story (in the original and in translation); the Contemporary Russian Novel; a survey course of nineteenth- and twentieth-century Russian drama; Russian Women Writers.
Ralph Schoolcraft III
Associate Professor of French
Dept. of European and Classical Languages and Cultures, Texas A&M University
219 Academic Bldg., 4215 TAMU; College Station, TX 77843-4215
rschoolcraft@tamu.edu • 979-845-1752

Education
1990-95 Emory University, Atlanta, Georgia, Ph.D. in French Literature
1992-93 École Normale Supérieure, Fontenay-St. Cloud, Paris, France
1985-90 Johns Hopkins University, Baltimore, Maryland, M.A. in French
1985 Université de Paris-IV (Sorbonne), Paris, France
1980-85 University of California at Berkeley, California, B.A., English and French

Teaching Experience
2003-Present Associate Professor of French, Texas A&M University
2000-2003 Assistant Professor of French, Texas A&M University
1999-2000 Visiting Professor of French, Univ. Blaise Pascal, Clermont-Ferrand (Fr.)
1995-2000 Assistant Professor of French, University of Oklahoma

Selected Publications
Refereed Monograph
224 pp. (Reviewed in The Chronicle of Higher Education, French Studies, etc.)

Book Translation

Refereed Articles


Guest Edited Journal

Invited Refereed Publications

“Sadomasochism, Castration, and Rape: Richard Morgiève’s Nightmare Theater of


Invited Non-Refereed Publications


Selected Presentations


Teaching fields

All courses in French curriculum from FREN 200 and up.

Recent seminars treated “Love and Desire in 19th-Century French Fiction,” “Famous Trials in French Civilization,” “The Vichy Syndrome: History and Memory in French Film, Fiction, and Politics.”
Robert R. Shandley
Department of European Languages and Cultures
Texas A&M University
College Station, TX 77845
e-mail: r-shandley@tamu.edu

Education
1989-1995 University of Minnesota, Minneapolis, Minnesota,
Ph.D. in German and Comparative Literature, May, 1995
1987-1989 University of Minnesota, Minneapolis, Minnesota,
Masters of Arts in German (Journalism, minor), July 1989
1981-1985 Simpson College, Indianola, Iowa, Bachelor of Arts, May 1985

Academic Employment
2002-Present Program Coordinator, Interdisciplinary Program in Film Studies, Texas
A&M University.
2001-Present Associate Professor of Film Studies and German, Texas A&M
University
2001-2004 Assistant Director for International Programs, Institute for Science,
Technology and Public Policy, George Bush School of Government and
Public Service, Texas A&M University
1995-2001 Assistant Professor of German, Texas A&M University
1999 Faculty Member of NEH Summer Institute in Caen, France: “Memory,
History and Dictatorship: The Legacy of World War II in France,
Germany and Italy”
1995 Visiting Assistant Professor, University of Tennessee
1988-1995 Teaching Assistant, University of Minnesota
1990-1991 Visiting Lecturer, Humboldt Universität, Berlin, Institut für Anglistik
Amerikanistik

Publications
Monograph
Rubble Films: German Cinema in the Shadow of the Third Reich (Temple University
Press, 2001)

Edited Volume
Unwilling Germans?: The Goldhagen Debate (University of Minnesota Press, 1998)
edited with introduction

Articles
“Sun Scream: Alfred Hitchcock and the Anxiety of the Tourist” in Tamkang Review Vol
“The Truth Value of Cinema – German Rubble Films and Historiography” in Tel Aviv
Jahrbuch fuer deutsche Geschichte XXXI, Special Issue “Medien—Politik—
“Kortner’s Last Illusion” in Lesley Morris and Jack Zipes ed. The German/Jewish
“Rubble Canyons: *The Murderers Are Among Us* and the Western” in *German Quarterly* (Vol 74.2, 2001)


**Guest Edited Journal**

*South Central Review* “German Studies Today” (Summer-Fall, 1999) edited special issue with introduction

**Book Reviews**


Watson, Wallace Steadman *Understanding Rainer Werner Fassbinder* in *The German Quarterly* Summer, 1998 pages, 204-205.


Peterson, Brent O. *Popular Narratives and Ethnic Identity* in *The German Quarterly* Fall, 1993, 238-9.
CHRISTOPH J. STEPPICH

EDUCATION: 1980-1986 State University of New York at Albany
1987 Ph.D. in German
1984 M.A. in German
1973-1980 Universität München, Munich, Germany
1980 Staatsexamen (equivalent to M.A.) in English and French Languages and Literatures.

EMPLOYMENT:
1987-1993 Texas A&M University, Assistant Professor of German
1993-present Texas A&M University, Associate Professor of German

FIELDS of EXPERTISE:
German Language and Culture
Medieval Studies / Early Modern European Studies

AREAS of RESEARCH CONCENTRATION:
The Arthurian Novel in Medieval Germany:
Wolfram von Eschenbach (ca. 1170-1220)
Hartmann von Aue (ca. 1160-1215)
Renaissance Humanist Literary Theory and Poetics
Martin Luther and the Reformation Era
Renaissance Humanism and the Turkish Threat to Europe

PUBLICATIONS:
Book monograph:

Articles:
“Geoffrey’s *Historia Regum Britanniae* and Wace’s *Brut*: Secondary sources for Hartmann’s *Erec*?” *Monatshefte* 94 (2002), p. 165-188. [refereed]

**Translations:**


**Reviews of:**


ERIC B. WILLIAMS  
Associate Professor of German  
Dept. of European & Classical Languages & Culture  
Texas A & M University

EDUCATION

1985  PhD in German, University of California, Berkeley  
Minor Field: Philosophy  
1976  MA in German, State University of New York, Albany  
1974  BA in German, Arizona State University (with Distinction)

PROFESSIONAL EXPERIENCE

ASSOCIATE PROFESSOR OF GERMAN

1993—  Texas A & M University

ADJUNCT FACULTY IN GERMAN

2001–2002  California State University, San Bernardino

ASSISTANT PROFESSOR OF GERMAN

1991–1993  Texas A & M University  
1988–1991  University of Hawaii (visiting)

PUBLICATIONS

BOOKS:


Selected ARTICLES:
“Of Food, Cinema, and Desire: Franz Kafka's Investigations of a Dog.” College Literature (refereed; accepted for publication Jan. 2006), 34 pp.


BOOK REVIEWS (selected)


Texas A&M University
Department of European and Classical Languages and Cultures

Proposal for Ph. D. Degree in European Studies

Appendix C—Letter from Colleen Cook, Director,
Texas A&M University Libraries
February 6, 2007

Dr. Richard J. Golsan
Chair, Department of European & Classical Languages & Cultures
Academic Building, Room 202
Texas A&M University
College Station, Texas 77843

Dear Dr. Golsan:

The Texas A&M University Libraries can support the proposal for a new Ph.D. program in the Department of European & Classical Languages & Cultures. In 1994, the Library purchased 16,000 volumes in German from the University of Texas and almost all of these books were in the humanities—history and literature. This purchase filled a void in the German collection from 1900 to about 1970. Since then, there has been selective purchasing in German literature. Faculty from the German specialists in the department have supervised an approval plan of German literary works.

In 2004, the Cushing Library acquired the Dawson Collection of French materials. This collection has 16,000 volumes, and around fifty manuscript collections. Most of the books are from the 18th Century, but the manuscript collections range from the 18th to the 20th Century. These manuscript collections will provide researchers material for French literary studies for the coming decades. The Curator for French Collections has been active in building the French collection in the last five years acquiring both new and retrospective collections. He has traveled to both Belgium and France to acquire additional materials for the collection.

Based on these efforts to build both the French and German collections, and a continuing commitment to add materials in these fields, the Texas A&M University Libraries can support the new dissertation program from the Department of European & Classical Languages & Cultures.

Sincerely,

[Signature]

Dr. Colleen Cook,
Dean and Director

cc: Martha Bedard, Associate Dean for Advanced Studies
Stephen Atkins
Texas A&M University
Department of European and Classical Languages and Cultures

Proposal for Ph. D. Degree in European Studies

Appendix D—Graduate Course Proposals (Approved by Faculty Senate on May 14, 2007)

EURO 602. The Rise of Modern Nation States.
EURO 603. Nationalism and European Integration.
EURO 604. European Avantgardes.
EURO 605. European Cinema.
EURO 606. History and Memory in Modern Europe.
EURO 607. Europe and Its Margins.
EURO 608. European Drama.
EURO 610. Seminar in Classical Culture.
EURO 620. Seminar in French Culture.
EURO 630. Seminar in German Culture.
EURO 640. Seminar in Russian Culture.
EURO 650. Seminar in Italian Culture.
EURO 681. Proseminar.
EURO 685. Directed Studies.
EURO 689. Special Topics in . . . .
EURO 691. Research.
CLAS 692. Readings.
FREN 692. Readings.
GERM 692. Readings.
ITAL 692. Readings.
RUSS 692. Readings.
Texas A&M University
Department of European and Classical Languages and Cultures

Proposal for Ph. D. Degree in European Studies

Appendix E—THECB Budget Tables
## COSTS TO THE INSTITUTION OF THE PROGRAM/ADMINISTRATIVE CHANGE

*Note: Use this chart to indicate the dollar costs to the institution that are anticipated from the change requested.*

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<th>Cost Category</th>
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<th>Before Approval Year*</th>
<th>1st Year</th>
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<td>Graduate Assistants</td>
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<td>8,500</td>
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<td>8,500</td>
<td>8,500</td>
<td>8,500</td>
<td>42,500</td>
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<tr>
<td></td>
<td>(Reallocated)</td>
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</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td></td>
<td>2,000</td>
<td>2,000</td>
<td>2,500</td>
<td>3,500</td>
<td>3,500</td>
<td></td>
<td>13,500</td>
</tr>
<tr>
<td>Library &amp; IT Resources**</td>
<td></td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td></td>
<td>100,000</td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td>4,000</td>
<td>4,000</td>
<td>5,000</td>
<td>6,000</td>
<td>7,000</td>
<td></td>
<td>26,000</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td>30,000**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30,000</td>
</tr>
<tr>
<td>Other (Identify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>45,050</td>
<td>403,025</td>
<td>463,025</td>
<td>512,525.</td>
<td>562,525</td>
<td>587,525</td>
<td>2,573,675</td>
</tr>
</tbody>
</table>

*Include costs incurred for three years before the proposal is approved by the Board (e.g., new faculty, library resources, equipment, facilities remodeling, etc.).
** = Instructional Technology

**Explanations:**
*New faculty position in French, effective Fall 2007 (see VI.A.1).*
**Graduate seminar room with TTVN and A/V projection equipment, effective Spring 2007 (see VI.C.1, D.1).
ANTICIPATED SOURCES OF FUNDING

Note: Use this chart to indicate the dollar amounts anticipated from various sources. Use the reverse side of this form to specify as completely as possible each non-formula funding source.

<table>
<thead>
<tr>
<th>Funding Category</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Formula Income*</td>
<td></td>
<td></td>
<td>140,644</td>
<td>180,828</td>
<td>200,920</td>
<td>522,392</td>
</tr>
<tr>
<td>II. Other State Funding*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Reallocation of Existing Resources*</td>
<td>403,025</td>
<td>463,025</td>
<td>371,881</td>
<td>381,697</td>
<td>386,605</td>
<td>2,006,233</td>
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<tr>
<td>IV. Federal Funding* (In-hand only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. Other Funding*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TOTALS                           | 403,025  | 463,025  | 512,525  | 562,525  | 587,525  | 2,528,625 |

For more information, please refer to the accompanying Anticipated Sources of Funding: Explanatory Notes and Examples.
# NON-FORMULA SOURCES OF FUNDING

*Vote:* Use this form to specify as completely as possible each of the non-formula funding sources for the dollar amounts listed on the reverse side of this form.

<table>
<thead>
<tr>
<th>Funding Category</th>
<th>Non-Formula Funding Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Other State Funding*</td>
<td>#1 N/A</td>
</tr>
<tr>
<td></td>
<td>#2</td>
</tr>
<tr>
<td></td>
<td>#3</td>
</tr>
<tr>
<td>III. Reallocation of Existing Resources*</td>
<td>#1 Funding for Graduate Assistants, Supplies and Equipment will be provided through reallocation of existing resources within the College of Liberal Arts. Funding for Faculty Salaries will be provided through currently budgeted faculty salaries in the Department of European and Classical Languages and Cultures; current teaching obligations will be fulfilled as explained on pp. 15 (II.H.2),</td>
</tr>
<tr>
<td></td>
<td>#3</td>
</tr>
<tr>
<td>IV. Federal Funding*</td>
<td>#1 21 (VI.A.2.a), and 26 (VI.A.4) of the proposal.</td>
</tr>
<tr>
<td></td>
<td>#2 N/A</td>
</tr>
<tr>
<td></td>
<td>#3</td>
</tr>
<tr>
<td>V. Other Funding*</td>
<td>#1 N/A</td>
</tr>
<tr>
<td></td>
<td>#2</td>
</tr>
</tbody>
</table>

For more information, please refer to the accompanying *Anticipated Sources of Funding: Explanatory Notes and Examples.*

Explanation: