The University of Texas at Austin and the Department of Germanic Studies are honored to host the Fourth Biennial German Studies Workshop on March 2-3, 2012. The theme of this year's workshop, RESET/REBOOT/RECOUP: THE NEW COLLEGE LANGUAGE AND CULTURAL STUDIES, will provide a forum where a dozen leaders in the humanities discuss and critique recent trends in collegiate foreign language/culture education for an era where administrations expect undergraduate education to accomplish more with less.

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RESET/REBOOT/RECOUP

The New College Language and Cultural Studies
Fourth Biennial German Studies Workshop

Department of Germanic Studies
University of Texas at Austin
March 2-3, 2012

PARTICIPANTS

SPEAKERS

Heather Willis Allen  Assistant Professor of French, University of Wisconsin-Madison
Katherine Arens  Professor of German, University of Texas at Austin
Elizabeth Bernhardt  John Roberts Hale Director of the Language Center and Professor of German Studies, Stanford University
Heidi Byrnes  George M. Roth Distinguished Professor of German, Georgetown University
Corinne Crane  Assistant Professor of German, University of Illinois at Urbana-Champaign
Glenn Levine  Associate Professor of German, University of California, Irvine
Hiram Maxim  Associate Professor of German, Emory University
Charlotte Melin  Associate Professor of German, University of Minnesota, Twin Cities
Jonathan Reinhardt  Assistant Professor of English, University of Arizona
Janet Swaffar  Professor Emerita of German, University of Texas at Austin
Kenric Tsethlikai  Managing Director, Lauder Institute, University of Pennsylvania
Chantelle Warner  Assistant Professor of German Studies and Teaching, University of Arizona
Johanna Watzinger-Tharp  Associate Professor of German and Associate Dean for International and Interdisciplinary Programs, University of Utah

MODERATORS & PANELISTS

Carl Blyth  Associate Professor of French, University of Texas at Austin
Thomas Garza  Associate Professor of Russian, University of Texas at Austin
Sabine Hake  TX Chair of German Literature & Culture and Professor of German, University of Texas at Austin
Peter Hess  Associate Professor of German, Chair, University of Texas at Austin
Per Urlaub  Assistant Professor of German, University of Texas at Austin

ORGANIZER

Per Urlaub  Assistant Professor of German, University of Texas at Austin
March 2, 2012 at Janet & Bob Swaffar’s residence, 906 West, 17th Street, Austin, TX 78701 (by invitation only)

5:30-7:30 OPENING RECEPTION

Janet Swaffar From Language to Literacy: The Evolving Concepts of FL Teaching at American Colleges and Universities since 1945

8:00 Dinner for Conference Participants at The Clay Pit, 1601 Guadalupe Street, Austin, TX 78701

March 3, 2012 at the AT&T Executive Education Conference Center, Room 301

9:00-9:15 WELCOME REMARKS

Per Urlaub Conference Organizer, Germanic Studies, UT
Sabine Hake TX Chair of German Literature & Culture, Germanic Studies, UT
Peter Hess Department Chair, Germanic Studies, UT
Thomas Garza Texas Language Center, Slavic Studies, UT
Carl Blyth COERLL, French & Italian Studies, UT
Richard Flores Senior Associate Dean of Academic Affairs, College of Liberal Arts, UT

9:15-10:45 ETHICS AND RESPONSIBILITIES OF TEACHING AND RESEARCHING FOREIGN LANGUAGES
(Moderator: Per Urlaub)

Elizabeth Bernhard Do We Have an Ethical Foundation for Our Project?
Heidi Byrnes “Something to Shoot for” in Collegiate FL Programs
Chantelle Warner Teaching German in an Internationalized Curriculum: The Importance of Symbolic Awareness and Pragmatic Positioning
11:15-12:45 JOINING THE UNIVERSITY AND THE WORLD (Moderator: Peter Hess)

- Johanna Watzinger-Tharp: Are Global, International, Area and Foreign Language Studies Connected?
- Kenric Tsethlikai: Language and Culture Studies in Global Business Education
- Charlotte Melin: Making Programs Sustainable through Interdisciplinary Networking: The Challenge to Connect Foreign Language Programs with Sustainability Studies (and Other Fields)

12:45-1:30 LUNCH at the AT&T Executive Education Conference Center (for active conference participants)

1:30-3:00 LITERACY IS MORE THAN LANGUAGE... (Moderator: Carl Blyth)

- Jonathan Reinhardt: Identifying the Discourses of Digital Gam(es/ing) for L2 Teaching and Learning
- Glenn Levine: The Complex System of University Foreign Language Education in the U.S.: A Nexus Analysis and Some Proposals for Moving Beyond Skills
- Corinne Crane: Attitudinal Language in L2 Narrative Writing: A Curricular Perspective

3:30-4:30 THE HUMAN INTERFACE: TEACHING THE TEACHERS (Moderator: Thomas Garza)

- Heather Willis Allen: Foreign Language Teaching Assistant Professional Development: Challenges and Strategies in Meeting the 2007 MLA Report’s Calls for Change
- Hiram Maxim: Integrating Faculty while Integrating Curricula: Teaching Language-Based Content across the Curriculum

5:00-6:00 LOOKING BACK / LOOKING FORWARD: A CONCLUDING ROUNDTABLE (Moderator: Janet Swaffar, Panelists: Elizabeth Bernhardt, Heidi Byrnes, Sabine Hake)

- Katherine Arens: Closing Remarks

6:30 BANQUET at the AT&T Executive Education Conference Center
The symposium will feature an opening address, eleven papers, and a concluding roundtable discussion. Four panels will structure the event:

Panel 1: **ETHICS AND RESPONSIBILITIES OF TEACHING AND RESEARCHING FOREIGN LANGUAGES**
Panel 2: **JOINING THE UNIVERSITY AND THE WORLD...**
Panel 3: **LITERACY IS MORE THAN LANGUAGE**
Panel 4: **THE HUMAN INTERFACE: TEACHING THE TEACHERS**

**OPENING ADDRESS**

**JANET SWAFFAR: From Language to Literacy: The Evolving Concepts of FL Teaching at American Colleges and Universities since 1945**

This paper addresses the history of adult FL teaching practices in North America from the period following WWII to the present day in order to explore the origins and legacies of traditions that fostered tenets about "skills" and "accuracy" at elementary and intermediate levels as an essential groundwork needed before learners could advance to study the history and culture of that language. This division fostered two-tiered programs connected only in presumptions about FL acquisition—that language "mastery" must precede understanding and expressing more complex ideas about a FL and its culture. Consequently, courses at the Lower-Division levels rarely applied the cognitive resources of adult learners such as their background knowledge and cognitive processing abilities. I trace the trajectories of gradual changes in theory, practice, and professional policies from the 1940s to the present time within the framework of Bloom's taxonomy to argue that these historical premises about language learning have led to a relative marginalization of FL in colleges and universities. The paper concludes by focusing on currently proposed alternatives to the status quo that enable holistic, cross-disciplinary approaches suited to technological resources and humanist learning objectives in the 21st century.
Panel 1: ETHICS AND RESPONSIBILITIES OF TEACHING AND RESEARCHING FOREIGN LANGUAGES

ELIZABETH BERNHARDT: Do We Have an Ethical Foundation for Our Project?

We seem to have two dominating intellectual thrusts in our current discourse. The first is self-congratulatory, focused on our importance to a multicultural, peaceful world. The second is self-deprecating, focused on the acceptance of our victim status. The profession needs to extricate itself from each and can do so by positing the simple question Are we doing the right thing?

The word ethical in the title is used in the dictionary-sense of “dealing with what is good and bad and with moral duty and obligation.” Do We Have an Ethical Foundation for Our Project? will argue three points that (should) hold moral authority in our profession: the function of research on second-language acquisition; the role of language proficiency; and the responsibility of teaching for learning rather than for performance.

HEIDI BYRNES: “Something to Shoot for” in Collegiate FL Programs

I would like to use the particular event of this workshop and the general dilemma in which collegiate FL education finds itself to lay out something like a minimalist set of principles that could guide college FL programs understood as humanities departments. I do so because I am concerned that deliberating the endless array of “how/how not” or “why/why not” questions is one way to perpetuate the status quo. For any forward movement to be possible we first have to (re-)affirm a valued “what” for collegiate education. Only then will we be able to adjudicate, in an integrative fashion, the suitability of theoretical frameworks (both theories of language and theories of language learning), curricular proposals, pedagogical recommendations, and approaches to assessment.

I will propose six broad areas as starting points for discussion:
1. The centrality of meaning-making and interpretation in social context;
2. An understanding of oral and written texts as sites for semiotic engagement;
3. The demand for content learning and language learning as occurring simultaneously;
4. The educational goal of advanced multiple literacies in diverse generic and registerial contexts;
5. Taking account of the long-term developmental nature of L2 literacy development;

In my presentation I will discuss what shifts adoption of these educational goals/principles might enable and necessitate in college FL programs. It bears repeating that central to any educational action is faculty/teacher education/development.

CHANTELLE WARNER: Teaching German in an Internationalized Curriculum: The Importance of Symbolic Awareness and Pragmatic Positioning

Foreign language study at American institutions of higher education has increasingly come to be defined by a strange paradox: in spite of the widespread belief that universities should prepare students to exist in an evermore globalized and intercultural world, the perceived importance of departments specializing in foreign languages, literatures, and cultures is diminishing (Warner, 2010). Moreover, many of our colleagues remain unconvinced that the kinds of work that we do in the foreign language humanities can adequately develop the global literacy that students require (see Bernhardt, 1997; Brustein, 2007). I argue in this talk that part of the problem arises from divergent understandings of language, literacy, and communication, which mirror divisions that we have been struggling with in our own programs and curricula: language and content,
practical and critical, functional and symbolic. Our attempts to position ourselves within these broader discussions of internationalization and globalization in higher education must thus include a careful articulation of what language is and what it does.

Echoing recent sentiments from other scholars in the field, I make the case for a literacy-oriented German curriculum that emphasizes what Maxim (2006) has described as “textual thinking,” the ability to comprehend and express meaning through texts and to reflect critically on the relationships between language use, its contexts, and its users. Without this critical awareness, global literacy loses even its metaphoric sense of reading and is rendered a competence or a proficiency that allows individual to look past rather than to recognize differences in values, belief systems, and behaviors. In order to function in global contexts, learners of German and other languages must step into dynamic fields of symbolic exchanges, in which their participation will be brokered not only and perhaps not even most importantly by fluency and accuracy, but by ideological preoccupations, patterns and fragments of knowledge, and emotional resonances and moral imaginings. I will develop in my paper two key concepts related to textual thinking, symbolic awareness, a reader’s capacity to critically and emotionally respond to complex utterances in their cultural context (Kramsch, 2006; Kramsch & Whiteside, 2008) and pragmatic positioning, the understanding of where a text and it’s potential readings stand in a field of social negotiations (Gramling & Warner, 2012).

References

Panel 2: JOINING THE UNIVERSITY AND THE WORLD

JOHANNA WATZINGER-THARP: Are Global, International, Area and Foreign Language Studies Connected?

In the 2009 MLJ issue, Heidi Byrnes presented six different “Perspectives” on “The Role of Foreign Language Departments in Internationalizing the Curriculum.” In my paper, I will revisit this issue with a focus on the connection, or rather disconnection between international, global and area, and foreign language studies in three areas:

Curriculum: Disciplinary, or one might argue, “territorial” foreign language degrees, compare less favorably to the more flexible, interdisciplinary, and often thematically-oriented international and area studies degrees. More importantly, literature-focused foreign language curricula do not serve international studies majors well. How do FL departments contribute better to international, global and area studies, and can and do international studies programs benefit from the expertise in foreign language departments?
**Foreign language requirement:** International studies degrees require completion of foreign language courses rather than demonstration of linguistic and cultural competencies. What are the reasons for setting the bar so low while at the same time touting foreign language capacity as critical for educating students toward global citizenship?

**Study abroad:** Many international studies programs require study abroad, but do not present it as an opportunity to build language capacity. Similarly, at the university level, internationalization success is often measured by the degree to which study abroad is linked to majors other than foreign language. How can we maintain study abroad as the main vehicle for building language proficiency, while recognizing the need for broad curricular integration of international experiences?

**KENRIC TSETHLIKAI: Language and Culture Studies in Global Business Education**

The challenges posed by globalization continue to underscore the need for proficient speakers of languages other than English as well as the critical role of foreign language education in collegiate education. This presentation will consider the ways that business schools develop leaders with global perspectives and strategies in order to deal with diversity and mobility challenges in the global workplace. Business school curricula and programs must prepare graduates to confront complex issues with which traditional humanities foreign language education also contend, however, foreign language experts are largely absent from these discussions, in part because business school programs are viewed as somehow too applied or not theoretically oriented. We will consider the revision of the 2014 curriculum at The Wharton School to discuss the role that language and culture studies play in global modular courses, engagement with alumni and the school’s vision for growth. The presentation will also consider examples of the ways that the business school curriculum engages with literacy and learning in language and culture education through the Global Knowledge Lab Projects, Postdoctoral Research Programs and The Summer Institute at the Joseph H. Lauder Institute of Management and International Studies.

**CHARLOTTE MELIN: Making Programs Sustainable through Interdisciplinary Networking: The Challenge to Connect Foreign Language Programs with Sustainability Studies (and Other Fields)**

While much attention has been given to models for articulating the curricula within foreign language departments as a means to advance the “translingual and transcultural competence” advocated by the 2007 MLA report, those efforts have not resolved how we should address the simultaneous demand for interdisciplinarity. Indeed, interdisciplinary work seems to pose fundamental challenges to the ways in which even the most progressive departments conceive of their educational mission with respect to integrated language and culture learning. Those challenges are particularly evident at research universities where the undergraduate curriculum is increasingly structured as a “mosaic” rather than a tightly sequential series of courses and faculty themselves straddle multiple units. This paper describes a curricular framework under development that is intended to encourage connections across disciplines while strengthening the coherence of the undergraduate program. It also reports on targeted initiatives to foster “green” language studies as an example of how the process of creating new interdisciplinary connections might unfold. The paper will begin by outlining plans for a redesigned “tools-based” undergraduate major that concentrates work in three core areas: skill in language and literacy, knowledge of context and media, and development of critical literacy and global understanding. Parallel to this internal curricular reform, two courses have also been redesigned from an Environmental Humanities perspective, in the hope of eventually connecting in a durable way with other programs, including the Sustainability Studies minor. Information about publicly accessible resources that have been developed for teaching “green” German Studies will be provided. Bearing in mind the keen interest in interdisciplinary collaboration at the administrative levels in higher education, consideration will be given to what types of connections may potentially be most viable for foreign language programs.
Panel 3: LITERACY IS MORE THAN LANGUAGE...

JONATHON REINHARDT: Identifying the Discourses of Digital Gam(es/ing) for L2 Teaching and Learning

From a sociocultural perspective, digital games are texts, at the same time, digital gaming is social practice (Gee, 2007; Squire, 2006), in other words: ‘gam(es/ing)’. As a text, a game is a rule-bound, interactive artifact comprised of the gameplay discourses and narratives, often heteroglossic and polycultural, embedded in the game by the developers. A well-designed game contextualizes rules with narratives, so that one learns the rules of the game by interacting with the narratives (Juul, 2005). At the same time, gaming is a literacy practice, involving language-mediated interactions with other players and with attendant discourses like discussion boards, strategy guides, and fan fiction. Successful play is often dependent on participation in these attendant discourses.

Digital game-mediated L2 teaching and learning involves leveraging the embedded, emergent, and attendant discourses of gam(es/ing). Learning activities should promote L2 interactions with, through, and about these discourses. Pedagogy should focus on developing awareness of gam(es/ing), both situated in game experiences, and critical through analysis of game discourses. In this way, gam(e/ing) literacies can be counted among the ‘new digital L2 literacies’ (e.g. Lankshear & Knobel, 2006; Reinhardt & Thorne, 2011) necessary for modern L2 competence.

In this presentation, I will discuss the work we are conducting as part of the Games To Teach Project at the Center for Educational Resources in Culture, Language, and Literacy, the NFLRC at the U of Arizona. I will present the theoretical and pedagogical framework we have developed for the evaluation of digital games and the creation and implementation of game-enhanced L2 learning materials, and offer examples of materials we have created using these frameworks.

References

GLENN S. LEVINE: The Complex System of University Foreign Language Education in the U.S.: A Nexus Analysis and Some Proposals for Moving Beyond Skills

This paper offers an analysis of university foreign-language education in the U.S. as a complex, dynamic system. A brief summary of the main features of complex systems is followed by a focus on the language learner as the central object of inquiry in the system. The objectives of the analysis are (1) to understand some of the persistent obstacles to the achievement of “translingual/transcultural competence” (MLA, 2007), intercultural communicative competence (Byram, 1997), symbolic competence (Kramsch, 2009), and/or advanced capacities as defined by Byrnes, Maxim and others; and (2) to propose some ways forward so that language education might advance toward the promise of these educational goals rather than drift (back) toward a primarily skills-oriented and “service-oriented” educational undertaking. The paper will employ the tools of discourse analysis, and specifically nexus analysis (Scollon & Scollon, 2004) to detail institutional and societal trends pressuring language education back toward a skills approach exactly at a time
when the profession at large has begun to realize the “cultural turn” that began in the 1990s. A complexity or ecological analysis compels us to deal with all relevant components, processes, and trajectories of elements in the system, from the societal and political levels through the institutional and curricular levels to the level of the individual learner; and across multiple timescales, for it is here that much of the disjunction can be observed between societal and institutional conditions and the priorities and goals of language professionals, and those of language learners. The data used for the analysis are excerpts of discourses of these different levels of the system: the political/social level culled from governmental documents and statements (and actions) and media coverage of language teaching/learning issues; the institutional/educational levels, using MLA data as well as statements of administrators and other stake-holders in the academy; the pedagogical level focusing on ongoing tensions between the desired goals of language education and the other levels of analysis; and of course, the subjective/individual level, where an examination of the literature on learner motivations and beliefs highlights some of the most crass incongruities with other levels of the system. Linking the analysis to recent scholarship on literacy and genre-based approaches to language teaching and learning, the paper closes by addressing ways that language professionals might affect, or at least create affordances for, change in the system, toward realizing some measure of the competences/capacities goals we have set for ourselves and our students.

References

CORINNE CRANE: Attitudinal Language in L2 Narrative Writing: A Curricular Perspective

Stories tend to play a dominant role in the text types that second language (L2) learners encounter within foreign language (FL) collegiate curricula. In addition to temporality, a key functional-linguistic feature of the narrative macro-genre is evaluation (i.e., language used to express stance or attitude), especially in the expression of a point of view. Stories can thus offer a particularly rich site for L2 learners to explore and develop evaluative and emotional discourse in the L2, as well as to gain understanding about deep cultural values that attitudinal language encodes in such texts. For FL educators, studying the evaluative language of L2 learners across a larger curricular trajectory can provide insight into learners’ emerging language abilities and cultural knowledge at different stages in their L2 development. This is all the more important as research on emotional discourse in the L2 suggests: Expressing attitude, particularly affect, may be especially challenging for L2 users, even very advanced ones (e.g., Dewaele & Pavlenko, 2002). Despite such findings, the ability to express emotion and evaluate in a foreign language is rarely explicitly addressed in foreign language teaching (Dewaele, 2005), let alone considered in how the course plays into curriculum design.

In this presentation, I report on a discourse analysis of evaluative features in narrative genres representing beginning to advanced L2 instructional levels. The study draws on ‘appraisal analysis’ (Martin, 2000; Martin & White, 2005), an analytic framework rooted in Systemic Functional Grammar that accounts for attitudinal values representing feelings, judgments and aesthetic evaluations. Data consist of creative writing tasks (i.e., story continuations, narrative parodies, and fictive letters) written by beginning, intermediate, and advanced L2 writers of German across an undergraduate collegiate FL curriculum and are analyzed according to positive-negative categorical values of attitude. In order to explore the role affect plays in L2 narrative writing across a curricular trajectory, three specific questions will be addressed: (1) How do beginning to advanced L2 writers evaluate and express emotion in their written stories? (2) What kinds of opportunities to explore affective language do particular story genres (e.g., recounts, personal narratives, familiar letters with a
narrative component) offer L2 writers at different instructional levels in a FL curriculum? and (3) What do these developmental patterns mean for FL educators in terms of pedagogy and the staging of writing tasks across a collegiate FL curriculum?

References

Panel 4: **THE HUMAN INTERFACE: TEACHING THE TEACHERS**

HEATHER WILLIS ALLEN: Foreign Language Teaching Assistant Professional Development: Challenges and Strategies in Meeting the 2007 MLA Report’s Calls for Change

The 2007 MLA Report called for the elimination of the often-criticized language-content structure of collegiate foreign language (FL) programs in favor of "a broader and more coherent curriculum in which language, culture, and literature are taught as a continuous whole" (p. 3). The Report further proposed that these reforms be accomplished through development of students’ translingual and transcultural competence and increased emphasis on cultural narratives present FL texts such as poetry, prose, film, and journalism. This final recommendation is a particular challenge in lower-division courses given that they are typically anchored in commercial instructional materials focused more on lexico-grammatical competence and oral transactional interaction than on text-driven learning. In addition, graduate teaching assistants (TAs) are often responsible for staffing the majority of lower-division course, and professional development opportunities are often insufficient in their scope and content to equip TAs to carry out instruction consistent with the aims of the MLA Report.

This presentation will include discussion of both challenges and strategies in meeting the 2007 MLA Report’s calls for change in lower-division FL courses and, in particular, in relation to TA professional development. A *pedagogy of multiliteracies* (Gee, 1990; Kern, 2000; New London Group, 1996; Swaffar & Arens, 2005) is posited as an appropriate framework for anchoring TA professional development and several concepts from Vygotskian cultural-historical psychology (e.g., everyday and scientific concepts, appropriation, dialogic mediation, assisted performance) are foregrounded as key elements of professional development activities. Examples will be shared from several empirical studies of TA conceptual development (Allen, 2011; Allen & Dupuy, 2011; Dupuy & Allen, in press) as analyzed in both early in-service and later FL pedagogy seminars.

References
One of the great ironies about overcoming the pernicious division in collegiate foreign language (FL) departments between so-called languages courses at the lower levels and content courses at the upper levels is that, on a conceptual level, curricular integration is a relatively straightforward undertaking that requires, to paraphrase Byrnes (2002), attending to content from the beginning and language until the end of the undergraduate program. On a theoretical and practical level, however, far more issues and considerations arise. Perhaps most significant is the challenge of selecting and sequencing content across a four-year curriculum such that language development is supported in a coherent and articulated fashion. While there has been some attention to language-based content development at the lower levels of the curriculum, still lacking from professional discussions is a focus on the types of language that are featured and targeted at the upper level. Part of this issue is a lack of clarity of what constitutes advancedness in collegiate FL education. Another consideration is the limited experience that instructors at the upper levels have with explicit language-based content instruction. This paper addresses this phenomenon by reporting on ongoing efforts in one collegiate FL department to determine both the language-based content goals of upper-level instruction and the appropriate pedagogy to facilitate the attainment of those goals. Central to this endeavor was the close collaboration between linguists and literary/cultural studies scholars within the department to (a) identify appropriate content-based speaking and writing tasks for the upper levels; (b) specify the linguistic features needed to realize these tasks; and (c) integrate the explicit instruction of these features into upper-level courses in an articulated manner. Such an undertaking affected not only the configuration of course offerings but also the degree of meta-level linguistic awareness among all faculty. It will be argued that ultimately, without an understanding of how language functions to make content meaningful, FL faculty will be ill-equipped theoretically and pedagogically to carry out curricular integration.
HOTEL INFORMATION

AT&T Executive Education Conference Center
1900 University Avenue
Austin, Texas 78705
512-404-1900

During your visit in Austin you will stay at the AT&T Executive Education Conference Center. This is also the site of the symposium. The events on Friday night are within walking distance from your hotel.

We have reserved your room from March 2nd to March 4th under your name. When you check in, you need to present a major credit card for any extra charges that need to be processed separately.

For more information about the hotel, please refer to the following website:

http://www.meetattexas.com/
Getting To/From the Airport

All Airport Shuttles, Taxis and Rental Cars
http://www.ci.austin.tx.us/austinairport/transportation.htm

100 Airport Flyer Bus
http://www.capmetro.org/riding/current_schedules/MAPS/RT100_SB.PDF
The 100 Airport Flyer picks up at the lower level of Austin Bergstrom. Exit the bus at Martin-Luther-King Boulevard and walk approximately 0.25 miles east. The AT&T Center will be on your right.

Super Shuttle
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National number: 1-800-BLUE VAN (258-3826)

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Austin number: (512) 452-9999

Driving from Austin Bergstrom International Airport

(a) When leaving the airport, turn left (west) on Hwy 71 and stay in one of the two right lanes.
(b) Stay in one of the right-hand lanes as they curve to the right onto the Bastrop Highway/US 183.
(c) Continue in the same lane as it crosses the bridge over the Colorado River and then follow it to the right onto Airport Blvd.
(d) Stay on Airport Blvd. until the intersection with MLK Street.
(e) Turn left onto MLK and proceed.
(f) Stay in MLK as you cross I-35.
(g) Continue in the same direction. The AT&T Center will be on your right, approximately 0.4 miles after you crossed the interstate.
Friday night’s opening event will take place at the private home of Janet & Bob Swaffar in Austin’s historic West Campus neighborhood. The event is by invitation only and will begin at 5:30pm.

The address is 906 West, 17th Street.

Out-of-town guests will be picked up at 5:10pm at the AT&T Executive Education Conference Center and walk as a group through the historic neighborhood to the event. For the unlikely event of rain in Texas, please bring an umbrella for the 15 minute walk from the hotel to the event.

After the opening event, there will be a dinner for out-of-town guests at The Clay Pit. The Indian restaurant is located on 1601 Guadalupe Street. They expect us at 8pm. The restaurant is located 10 minutes from the site of the opening event and 5 minutes from your hotel.
CALL FOR SUBMISSIONS

PRAGMATICS/PROGRAMS/POLITICS
Cultural Literacy in Collegiate Foreign Language Education

Edited by Per Urlaub and Janet Swaffar

ANTICIPATED TIMELINE

April 1, 2012 Revised Abstract due
September 1, 2012 Manuscripts due
December 1, 2012 Authors will receive anonymous Peer-Reviews
March 1, 2013 Revised Manuscript due