

ALAMO COMMUNITY COLLEGE DISTRICT

OFFICE OF INTERNATIONAL PROGRAMS

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Abstract Title VI-A INTERNATIONALIZING THE CURRICULUM AND IMPROVING FOREIGN LANGUAGE

Applicant Description: ACCD is comprised of 4 colleges in San Antonio, Texas, with a student population of 39,000. Like the city's population, ACCD students are 52 percent Hispanic 8 percent African American and 37 percent Anglo-American. San Antonio is a first stop on the NAFTA route, 120 miles from the Mexican border, with trade comprising more than 23 percent of its economy.

Project Objectives:

1. Develop the institutional support and infrastructure that will prepare ACCD faculty and staff and students to incorporate global perspectives into the courses they teach the services they provide, and the careers they choose.
2. Increase the number of internationally-oriented courses offered to students at the colleges of the Alamo Community College District
3. Provide students at ACCD colleges with an "International Studies" concentration that, when appropriate courses are taken, will be identified on student transcripts and diplomas as an enhanced program of study.
4. Improve foreign language programs offered students at ACCD by expanding and modifying course offerings, incorporating new material, using modern technology, and developing innovative teaching approaches to language instruction.
5. Increase faculty and student access to pertinent resource material in international and foreign language studies by expanding the holdings of the Learning Resources Centers at ACCD, and creating a directory of other area resources available to internationalizers.

Projected Results:

- At least 100 faculty and staff district-wide will be trained in internationalization of the curriculum.
- Thirty-five courses among various disciplines district-wide will be infused with international content, piloted and evaluated.
- An "International Studies" course will be developed, piloted and evaluated.
- Two foreign language courses will be revised; two job-specific language courses developed; and four will be infused with technology. All will be piloted and evaluated.
- An International Studies concentration in several fields will be developed and approved

Amount Requested: \$77,793 July 1, 2001-June 30, 2002
\$81,055 July 1, 2002-June 30, 2003

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Abstract

Proposal to Develop Advanced Language and International Studies Courses in

Tagalog, Cebuano, and Vietnamese

Brigham Young University Center for Language Studies

Brigham Young University has extensive programs in foreign language and international studies. Enrollment in BYU foreign language classes is three times the national average, and 15 percent of the students participate in one or more of the 50 available “Study Abroad” and “International Internship” programs. The University has been designated as a Center for International Business Education Research (CIBER) program, and also supports the David M. Kennedy Center for International Studies. It leads the nation in many categories of language education, graduating more majors in Spanish, Chinese, Russian, and Korean than any other U.S. university. It also teaches more advanced courses in less commonly taught languages than any other U.S. university.

To strengthen the University’s Pacific Rim offerings, the University’s Center for Language Studies proposes to develop intermediate-to-advanced language/culture courses in Vietnamese, Tagalog, and Cebuano. Experimental courses in these languages have revealed sufficient student demand that developing these courses has become a priority of the Center.

The Center, with its associated personnel, including subject matter experts, instructional designers, test developers, materials developers, and board of reviewers, is well positioned to develop superior courses in these language/culture areas. The University is committed to providing significant financial support for this endeavor, and the Center’s national advisory board is prepared to assist as consultants and reviewers.

With ample numbers of students wanting these classes, and recent political and economic movements in Vietnam and the Philippines, this language/culture course development initiative offers an opportunity to address both local and national interests. While beginning courses in these languages may be offered periodically at other universities, Brigham Young University is prepared to develop and teach advanced courses in these languages, offer the courses during the academic year and during open-enrollment sessions in the summer, and deliver course materials to other institutions. The completion of this project would be a significant contribution to our national capability to teach less commonly taught languages. BYU is one place where less commonly taught languages are commonly taught.

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ABSTRACT:

International Studies Across the Curriculum at Buffalo State College

Buffalo State College serves an urban and economically depressed region of Western New York. Its student body is mainly composed of first-generation college students from working class families. These students have generally had very little exposure to world cultures through travel, study abroad, or their high school course work -- a significant educational shortcoming in this era of socio-economic globalization. In order to address this situation, Buffalo State College has devised an International Studies Interdisciplinary Minor Program, which requires additional foreign language proficiency and strongly encourages study abroad. As it stands, however, this minor program is in need of more programmatic unity. Likewise, the support infrastructure for international studies is insufficient to the task of building a vibrant, well-integrated program.

At the same time, Buffalo State has recently revised its general education program to require of all new, incoming students two semesters of foreign language study and two courses that involve international studies. These new requirements are not as yet well integrated into the general education program. Buffalo State College is therefore seeking two years of funding from the U.S. Department of Education toward meeting the following goals:

- Goal 1: Strengthen the International Studies curriculum at Buffalo State College.
- Goal 2: Integrate Foreign Language into International Studies electives and the General Education program and other aspects of the liberal arts curricula at Buffalo State.
- Goal 3: Create an intellectual and pedagogical climate conducive to sustaining and improving International Studies and Foreign Languages Across the Curriculum, and as a result, the liberal arts education program at Buffalo State.

The establishment of the International Studies Interdisciplinary Unit (ISIU) at Buffalo State College (BSC) began the process of creating a community of learning and scholarship, pedagogy, and achievement on the BSC campus. New, interdisciplinary courses will improve the International Studies Curriculum. The College will begin integrating foreign languages into both its new International Studies and General Education programs through a Foreign Languages Across the Curriculum Pilot Project. The creation of the Buffalo International Studies Colloquium and International Studies Website will begin providing the infrastructure for scholarly and pedagogical development well beyond the life of this grant. The ISIU will aggressively recruit students at all levels into International Studies, with particular attention paid to students from under-represented groups.

An operational plan has been established to ensure that all aspects of this project will be accomplished within the two years of the grant period. The administration of Buffalo State College has endorsed this proposal and made a commitment to support the International Studies Interdisciplinary Unit during and after the funding period.

STUDY OF THE AMERICAS: AN INTERDISCIPLINARY SPANISH-DRIVEN MINOR ABSTRACT

California State University, San Bernardino (CSUSB), a Hispanic Serving Institution, will establish a new interdisciplinary minor in the Study of the Americas. Building on the campus' existing programs, expertise and resources, this new minor will improve undergraduate instruction in the study of foreign languages (Spanish) and in area studies (Americas), and is designed to be linked to all majors in the five academic units of the University. Unique features of the new minor include required international experiences and language study, both of which are considered an integral part of gaining an international perspective.

Graduates of the new program will have content knowledge in their academic discipline that is infused with broad-based background in the languages, history, politics, economics and social issues of the Americas. These graduates will be particularly attractive to employers in the region and throughout the state, who are in dire need of employees that speak Spanish and who possess an understanding of Latino cultures.

Although CSUSB offers numerous courses with an international perspective, and strongly supports internationalism, through the collaborative efforts of the International Institute and International Student Services, there is a need to expand and strengthen cooperation among the disciplines in support of the University's overall efforts to internationalize the curriculum. The *Study of the Americas minor* will be the first area studies program to be established at CSUSB and as such, will serve as a model and core foundation for the creation of a major in the study of the Americas and in the future development of other area study programs.

The proposed project is a result of a year-long inclusive planning process involving students, faculty and administrators from across the campus. Title VI funds will be used to establish, evaluate and institutionalize the new minor.

Project objectives to be achieved over the two-year project period include:

Internationalizing and expanding the curriculum through the development of seven new courses, modification of two courses and creation of international experiences that foster the sharing of social, economic and cultural development.

Providing faculty with professional development opportunities (workshops, collaboration with colleagues in Latin America, team teaching, Language training) that prepare them to successfully teach classes in the new minor and that broaden their interest and participation in internationalizing the curriculum.

Supporting student learning and faculty development by expanding the resource collection of library and media materials and by establishing a website link on the Study of the Americas.

Conducting ongoing evaluation of the curriculum by measuring continuous progress, recommending improvements in practice and assessing overall effectiveness in achieving its intended outcomes.

Disseminating and institutionalizing the new curriculum through the creation of a community of scholars in Latin American Studies.

Activities to enhance student learning, faculty development and dissemination efforts include conducting a Latin American Roundtable event and sponsoring a two-day conference on the Study of the Americas. Faculty and student research and educational achievements will be recognized through the publication of an academic journal entitled “International Perspective: Focus on Latin America,” and the Study of the Americas website will provide faculty, students and the community with information on the program and links resource material and organizations.

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ABSTRACT

PROPOSAL TO DEVELOP A LATIN AMERICAN STUDIES PROGRAM AND INTEGRATE FOREIGN LANGUAGE INTO THE CURRICULUM AT ELON UNIVERSITY

Our project is designed to develop a strong curricular and co-curricular Latin American Studies program at Elon University over a two-year period. Having established an African/African-American Studies minor and an Asian/Pacific Studies minor, Elon wishes to increase awareness of the Latin American region and its cultural traditions among its students and faculty.

OBJECTIVES

Expand Latin American Studies course offerings by assisting faculty to develop 14 new courses, which will permit the creation of a Latin American regional concentration in the International Studies major and a new interdisciplinary minor in Latin American Studies.

- Establish cooperative arrangements between Elon University faculty and faculty from Latin American universities in Mexico and Costa Rica aimed at assisting the establishment of new course offerings by Elon faculty. In addition, courses taught at Elon by visiting faculty from Latin American universities during the university's Winter Term will be initiated with the assistance of a partnership between the Isabella Cannon Center for International Studies at Elon University and the Institute for Central American Studies in San Jose, Costa Rica.
- Expand the use of Spanish in the broader curriculum (Foreign Language Across the Curriculum) by the establishment of a course in the Foreign Languages Department on Reading and Research in Spanish and by enhancing the Spanish language skills of selected faculty outside the Foreign Languages Department. This is to be accomplished by intensive Spanish language training arranged by the Centro de Espanol, an educational center at the university devoted to developing conversational ability in Spanish, and through faculty study in Latin America.
- Enhance awareness of Latin America on campus through an annual film series, annual lectures by Latin American experts and a written guide and web site describing the Latin American Studies Program.

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Integrating International Studies and Language Instruction at Emory College of Emory University

Application of Emory University's Institute for Comparative and International Studies
to the U.S. Department of Education's Undergraduate International Studies and Language Program

Abstract

We request a grant from the Department of Education to meet the challenges of integrating three areas of our curriculum currently separate: 1) international studies and the study abroad experience, 2) general education seminars and 3) language education at Emory College of Emory University. Under the direction of the Institute for Comparative and International Studies (ICIS), the proposed project will enable our faculty to:

- design and teach a total of 10 new Freshman Seminars, each with an international and interdisciplinary focus, and four of which will pilot study abroad features;
- design and teach a total of 10 new international and interdisciplinary Senior Seminars that will target returning study abroad students by integrating advanced language instruction through our existing Languages Across the Curriculum (LAC) Program and international studies perspectives with the opportunity to complete a faculty-supervised, community-based research project.

These courses will be supported by extending the reach of the newly established Emory College Language Center by:

- hiring a Language Educational Technology Specialist to assist faculty in the integration of technology into language classes at all levels, thereby enhancing the level of curriculum-focused technology support available to the Senior Seminar teachers and the language faculty co-instructors through the Center;
- providing summer technology training workshops to assist in the integration of technology and pedagogy
- assisting language faculty with the development of instructional materials for specific classes that involve the use of new language-teaching technologies
- expanding distance learning by utilizing our existing videoconferencing facilities to:
 - offer two courses in Chinese and Arabic to students at Oxford College on the model of existing videoconferencing courses; and
 - provide our students with opportunities to interact face-to-face with their peers overseas

Emory University plans to develop the seminars, the language technology workshops, and the technology-based language instructional materials described here. Receiving support from the Department of Education will enable us to complete these projects efficiently and successfully within two years.

Project Directors

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Abstract

Strengthening Languages Across the Curriculum Within the Framework of a Joint Degree Program in International Affairs and Modern Languages

Having established a joint degree program in International Affairs and Modern Language (with options currently available in French, German, Japanese and Spanish), the Sam Nunn School of International Affairs and the Department of Modern Languages at the Georgia Institute of Technology request funding that will strengthen the currently available offerings of courses taught jointly by both units ("Languages Across the Curriculum"). There are currently three such courses available, one each in French, German and Spanish. Widening the spectrum of courses taught in these languages and adding additional ones in Japanese, Chinese and Russian will give the students in the degree program more courses which enhance their factual knowledge as well as their language proficiency, and make those options available also to those students to whom the joint degree option is currently not available.

In addition the grant will allow the Department of Modern Languages to set up a Study Abroad component for the Japanese intensive summer program, modeled on the already existing programs in French, German and Spanish. The joint degree program, which has already 23 students enrolled after being in existence only for 1/2 year, is designed to release students with an Intermediate Mid to Intermediate High language proficiency and the program aspects which the grant will make possible, will guarantee that they receive the maximum exposure to both language and international affairs content that an undergraduate program can offer. The faculties of both the Sam Nunn School of International Affairs and the Department of Modern Languages are extremely qualified for this undertaking and will use already existing and yet to be developed assessment processes to maintain quality control over the progress of the project.

The advantages which the grant related efforts will bring guarantees progress towards more and better internationalization of the programs in International Affairs and in Modern Languages, plus the opportunity to share the knowledge and experience gained at a one day retreat which will lead to a national conference workshop. The Ivan Allen College in which both the Sam Nunn School and the Department of Modern Languages are housed will take a significant step forward toward realizing a five year planning statement which emphasizes joint projects; and the Georgia Institute of Technology's plan to further internationalize its students' education will be supported. Above all, however, the Georgia Tech students enrolled in the joint degree program will be better prepared to meet the challenges of a multicultural world and of an increasingly multi-lingual workplace. The proposed program is designed to meet their needs through expanded and innovative course offerings and the possibility to receive a specific and relevant overseas experience. With most Sam Nunn School undergraduates going on to graduate school, law school, the business world or into government careers, they will be better prepared for their immediate or future careers.

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**Abstract: Hobart and William Smith Colleges and Union College
Partnership for Global Education
Enhancement of Consortial Program in Vietnam and Vietnamese Studies**

The Partnership for Global Education (PGE), comprised of Hobart and William Smith Colleges (HWS, agency college) and Union College (UC), requests assistance over three years in order to significantly enhance area studies and linguistic curricular support for our consortial, study-abroad program based in Hanoi, Vietnam. The PGE was conceived to consortialize off-campus study programs, in order to expand opportunities for our students, to increase the pool of engaged faculty, and to achieve administrative efficiencies. UISFL funding would enable evolutionary complements to the agenda of the PGE. Specifically, it is to be applied toward the following initiatives, already in the planning stage:

- enhancement of existing faculty expertise on Vietnam
- expansion of the pool of potential faculty directors for this program
- enhancement of pre-program coursework
- creation of an Asian Studies study-abroad "capstone" seminar
- enhancement of Vietnam content in courses across the disciplines
- regularization of on-campus instruction in Vietnamese language
- annualization of the Vietnam study-abroad program
- enhancement of partner college library and instructional resources on Vietnam

We propose a combination of on-campus and in-country workshops for faculty development, while pre-program, capstone, and language seminars and courses are to be accomplished in special pre-semester sessions and by means of teleconference technology that is already operable on both campuses.

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ITHACA COLLEGE

A Proposal to the U. S. Department of Education Internationalizing Pre-health Career Curriculum

ABSTRACT

Ithaca College proposes to internationalize the curriculum and learning experience of students in health-related disciplines. Students in pre-health fields have found it difficult to participate in language study or study abroad despite robust campus programs. Yet, familiarity with international and multicultural health and environmental issues and serving non-native English speakers are important for their future professional success. In order to expand the international dimension of pre-health career education, Ithaca College proposes a dual approach.

a) To internationalize the existing pre-health, pre-medical, and environmental studies curricula by infusing teaching modules on international topics into existing regularly taught courses. As one means to this infusion we will encourage instructors in health and science disciplines to acquire deeper knowledge of international issues in their fields through workshops and through stipend-supported summer study, with primary focus on the Dominican Republic, the Caribbean, and Latin America. We will also designate key faculty members with appropriate international experience as "peer consultants" who will help their colleagues in course re-design.

b) To develop intensive Spanish courses and short-term Spanish immersion courses, including surveys of scientific and clinical terms, to prepare pre-health students for health- or environmentally-focused study in the Dominican Republic or other Latin regions. We will also develop a small number of new courses on Latin America, on Dominican and Caribbean culture and health care, and on health-related topics such as comparative psychology and international environment. These will expand all students' access to Caribbean, Latin, and international health-related studies but will be especially useful for interested pre-health professionals.

At the grant's end, our goal is to assure that every pre-health curriculum includes significant international content in at least one required professional course, and that an expanded array of electives on international health and environment is available to all students; and in addition that increasing numbers of pre-health and environmental studies students engage in language study and/or study abroad. As an additional outcome for the grant period, we hope that infusion plus increasing the options for language study will set the stage for some pre-health professional departments to require intermediate level language proficiency of their graduates.

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ABSTRACT

Lorain County Community College is applying for the Undergraduate International Studies and Foreign Language Grant for the 2001-2003 academic years. This request of \$167,454 for the two-year period is based on the strength and capacity of our program to respond to national priorities and regional needs in international studies.

The goal of the proposed program is to augment the Associate of Arts Degree by developing an International Studies Degree Certification Program. Students choosing this option would take 40 hours of internationalized courses out of a total of 62 required for the AA degree. In addition, the proposed program would internationalize 60% of the entire Associate of Arts Degree Program.

Objectives

The International Initiatives Committee, faculty and administrators, have established the following objectives for this proposal:

1. Enhance the expertise of the faculty in their disciplines so that they can effectively internationalize their courses. Seven faculty workshops and a two-day conference during the two-year period have been planned to achieve this objective.
2. Fully integrate international components of each subject matter via a minimum of three-week instructional modules in 16 revised courses over the two-year period, completing eight each year.
3. Develop two new umbrella courses to be entitled International Studies I and II. They would be included in the requirements of selected Arts and Sciences and occupational disciplines.
4. Generate two coordinated courses over a two-year period, consisting of three courses each, to form the curricular core for the International Studies Degree Certification Program.
5. Create two additional new courses in Arts & Humanities and Allied Health to be called: World Literature and Health Technology in Developing Nations.
6. Strengthen the language and area studies offerings by adding two years of Chinese. The Chinese language courses would be developed for the web and would be available to students locally and regionally. Chinese has been selected as a result of a faculty analysis of educational and trade developments and contingencies that currently involve Lorain County (and regional) businesses which identifies China as an important part for the Lorain County Community College region as well as for the State of Ohio. In addition, second-year Chinese would also be offered as a customized course for business.

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Narrative, Memory and Identity: Constructing Community in Modern South Asia

The primary goal of this project is to strengthen our course offerings in the area of South Asia Studies to serve an increasing interest in this region on the part of the faculty and students of Loyola University Chicago. We will also strengthen the teaching of Hindi/Urdu at Loyola by developing a third-year course in those languages, which will include literary and film selections related to the project theme of exploring the construction of community in the region. The project theme, *Narrative, Memory, and Identity: Constructing Community in Modern South Asia*, has been chosen as an organizing concept that allows for scope and variety in course offerings while avoiding haphazard distribution of resources. We believe this particular theme supports study of narrative texts, both oral and written, and topics, historical, traditional, religious, linguistic, and so forth, that contribute to constructions of community and identity in modern South Asia.

The grant will support the following specific activities:

1. We will create and implement seven new courses. Two of these courses are in Hindi/Urdu language acquisition. Five of these courses focus on South Asian area studies: they are *The South Asian Muslim Experience*, *Hindu Devotional Traditions and Hindu Identity*, *Politics of South Asia*, *South Asia from 1800 to the Present*, and *South Asian Civilizations* (which will be the gateway course for the project).
2. We will revise five existing courses to include significant South Asian content. These courses include one in Anthropology, two in Theology, one in English, and one in Modern Languages and Literatures.
3. We will highlight international issues related to South Asia by offering a speaker series and an undergraduate research conference.
4. We will create an associated study abroad program, *Religion, Culture, and Society in India*, which will include stays in Delhi and Benares to enable students to experience the rich religious, cultural, and historical heritage of India.

The proposal requests a total of approximately \$131,000 from the US Department of Education, with Loyola University Chicago providing approximately \$133,000 in matching funding. The two-year term of the proposed grant will extend from July 1, 2001 to June 30, 2003.

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The New Global Migration: Case Studies in the Reshaping of World Cultures: Abstract

At Montgomery College, the rich mix of people from every region of the world represents a microcosm of what the U.S. will be like in the next century. The county is the most populous jurisdiction in Maryland and its most culturally diverse. Forty-five percent of the State's foreign-born population lives in Montgomery County. The College serves students from 170 nations, with the largest numbers of students coming from El Salvador, China, India, Vietnam, and Iran.

The grant activity, *The New Global Migration: Case Studies in the Reshaping of World Cultures*, is of immediate relevance because of the number and diversity of immigrant students, many of whom bring unfamiliar perspectives to the classroom and pose new pedagogical challenges. The grant will provide a much-needed opportunity for faculty to study worldwide immigration issues in a systematic way as part of a faculty development program in order to integrate this important global issue into the curriculum. Moreover, by adding Chinese to its foreign language offerings, the College will address an unmet need for Chinese language at the college level for the graduates of the more than thirty Chinese heritage language schools in the Washington area, as well as for others with an interest in studying Chinese.

PROJECT OBJECTIVES

1. To enhance the content knowledge of faculty on contemporary population migration, in general and that of the Chinese Diaspora in particular;
2. To recast course content through revision of existing courses and development of new courses that include units of study on global migration;
3. To effect changes in pedagogy in a variety of ways: through the development of a collection of course modules in multi-media and web-based format on migration themes created by faculty and tailored to classroom use in a broad array of disciplines; and through the development of a student speakers bureau for faculty to draw on in a substantive way the expertise of specific groups of international students for curricular transformation and as a resource to inform the content of relevant courses and for classroom instruction;
4. To expand foreign language offerings to include Chinese, thereby strengthening the nation's language capacity in less commonly taught languages and meeting a need in the community the College serves; and
5. To build greater college-wide awareness of the local impact and richness of global migration.

THEMATIC ORGANIZATION OF THE FACULTY DEVELOPMENT SEMINAR

Each year a cohort of twelve Faculty Fellows will meet with distinguished scholars in the field of global immigration studies to address the following topics: *Why People Emigrate; How Immigrants Remake Societies; Living in Two Worlds: Acculturation and Ethnic Identity; Case Studies in Global Migration.*

Visiting scholars include the inaugural speaker, Dr. Betty Lee Sung, Professor Emerita, CCNY; as well as scholars from the Carnegie Endowment for International Peace; the Population Reference Bureau; the Institute for the Study of International Migration at Georgetown University; Yale University; and Northwestern University.

With 24 Faculty Fellows participating, the result will be at least 24 new or changed courses in the Montgomery College curriculum (undoubtedly more because some faculty will both revise a course and develop a new course) that will have an impact on an estimated 1000 students per semester.

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U.S. Department of Education
Undergraduate International Studies
And Foreign Language Program

ABSTRACT

“A Proposal to Institute an International Studies Minor at Morehead State University”

Morehead State University has a long commitment to international education especially in the areas of study abroad. Recent activities have focused on increasing the diversity of the University through recruitment of international students and the establishment of an English as a Second Language Program. Recognizing the limitations in the selected efforts and responding to the mandate of the University mission statement to develop programs and services that would assist the students in recognizing and valuing the multicultural nature of American society, the need to institute an international studies program became the focus of efforts. Therefore, Morehead State University is seeking funding for a project to implement an International Studies minor, to strengthen and enhance the teaching and learning of foreign languages, and to foster global awareness of faculty, staff and students at the University. Major components of the project focus on faculty development, curriculum development and development of activities to promote and maintain interest in international education after the project funding has ended.

The goals and major activities of the proposed project are:

- To implement an International Studies minor at Morehead State University in 2001/2002.
 - Implement core courses for the minor.
 - Develop four new courses with international elements infused into the content.
 - Facilitate faculty attendance at international meetings.
- To strengthen and enhance the teaching and learning for foreign languages.
 - Develop five new foreign language courses.
 - Host a one-week residential Foreign Language Camp for middle school children.
 - Host a one-week Foreign Language Academy for P-12 foreign language teachers.
 - Host Foreign Language Appreciation Evenings.
- To increase global awareness among Morehead State University faculty, staff, and students.
 - Host a Symposium on International Education.
 - Co-sponsor a post-return workshop.
 - Host faculty colloquia on topics in international education.
 - Host International Theme Nights for the University and local community.
 - Host International Nights for newly employed faculty.

By implementing this project, the International Education endeavors will reflect a well-rounded program consisting of an academic minor, a study abroad component, and a variety of international initiatives designed for the University and the surrounding community. This International Education Program will enhance the development of global awareness for our students, our faculty, and the citizens of our service region.

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ABSTRACT FOR A PROPOSAL TO DEVELOP
AN AFRICAN STUDIES PROGRAM
AT MORGAN STATE UNIVERSITY

Morgan State University has a longstanding commitment to international studies. Through Morgan's highly successful Fulbright Program, over 90 Morgan graduates have studied abroad. The program in East Asian Studies, started in 1996 with the help of a Title VI A grant, is flourishing. Morgan's Department of Foreign Languages currently offers courses in eight foreign languages, and the great majority of students in the College of Liberal Arts and the School of Computer, Mathematical and Natural Sciences must fulfill department language requirements. Courses with an international focus range across a wide variety of disciplines.

Given Morgan's situation as an HBCU (Historically Black College/University), it is not surprising that many international courses deal with Africa. Faculty members in many departments have expertise in African studies. A course on the African Diaspora is at the heart of Morgan's core curriculum. In addition to courses listed in the Morgan catalogue, such as English 341, "African Literature" or Art 310, "The Traditional African Arts," many courses on Africa are given under the rubric of departmental "Special Topics" courses, as General Education "Great Books" courses, or as upper-level colloquia for majors. The History department offers its majors and minors the possibility of concentrating in African/African-American history and also has a graduate program in this field. The department of Foreign Languages has courses in elementary Swahili, elementary Yoruba and elementary Arabic. Yet, currently no program is in place to coordinate existing courses as a coherent interdisciplinary program in African studies. Students may take a variety of courses on Africa, but only History majors and minors receive recognition for the expertise they acquire. In addition, current course offerings do not allow students to pursue the study of any African language past the elementary level, or even to cap off their study of French with a course on the rich literature produced by Francophone Africa.

The purpose of this grant proposal is to put in place a fully interdisciplinary undergraduate program in African Studies. Participants in the program will include the departments of Foreign Languages, History, English, Political Science, Economics, Sociology and Anthropology and Morgan's James E. Lewis Gallery. With the support of the United States Department of Education, the university will:

- strengthen the program in African languages, by adding one course in elementary Wolof language and culture;
- offer faculty members who as yet have no expertise in African Studies the opportunity to work with colleagues to develop that expertise;
- strengthen existing courses dealing with Africa;
- add the 15 new courses with an African focus to the curriculum;
- pull new and existing courses together to form an African Studies minor;
- procure relevant internships for undergraduates at the World Trade Center in Baltimore; --procure international internships for undergraduates through the United State Department of State, through Intelsat, and through the World Trade Center in Baltimore;
- organize lectures and on-campus workshops dealing with African studies;
- arrange for an African artist-in-residence to spend one month at the James E. Lewis Museum, in conjunction with a special exhibition of African art;
- establish opportunities for faculty exchange and study abroad in Senegal, Tanzania, and Morocco

Morgan State University is committed to this new program and has the resources to make it flourish. Chief among these resources must be listed the James E. Lewis Museum of Art, whose assets include a superb collection of African masks and many other African works of art. Although Morgan State is a Title III institution, the university will provide over 50 percent of the funds needed to implement this proposal. Funds from the Department of Education will serve:

- as seed money for part-time faculty positions in African languages;
- to promote curriculum development, through modest stipends for faculty designing new courses and through participation in conferences and workshops on African studies;
- to finance one release time per semester for the director and assistant director of the new program;
- to purchase resource materials, including books, videos and computer programs;
- to hire outside consultants to assist in evaluation of the program during the first year and again in during the second year;
- to assist Morgan in hosting an artist in residence;
- to send three faculty members to Senegal, Tanzania, and Morocco to initiate faculty exchange and study abroad programs.

The implementation of this new program will lead to a more coherent study of the African continent than currently exists at Morgan State. While the short term goals for this program will be the addition of courses related to Africa and the establishment of a minor, a midterm goal is to boost enrollments in African languages to the point of being able to offer them on the intermediate level. The long term goal will be the creation of a major in African studies. The strengthening of the foreign language program is central to this project.

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QUINNIPIAC UNIVERSITY

A MINOR IN LATIN AMERICAN STUDIES AT QUINNIPIAC UNIVERSITY

ABSTRACT

The overall goal of this project is to combine the emerging importance of Latin America in our society with Quinnipiac University's commitment to international studies and with the support of the Department of Education Title VI Grant, to develop an interdisciplinary Minor in Latin American Studies. Through classroom work, mandatory internship and mandatory study abroad experience, the Minor in Latin American Studies will expose students to an organized variety of Latin American topics, will expand the language instruction in the University and will promote the internationalization of the campus.

In developing a Minor in Latin American Studies, this project will accomplish the following goals:

1. To create an interdisciplinary curriculum consisting of existing courses combined with new or redesigned courses in the areas of language, history, culture, communications, business, political science and health sciences.

2. To promote partnerships with universities in Latin America to enable Quinnipiac University students to participate in exchange programs and take courses at Latin American universities to fulfill the mandatory study abroad requirement.

3. To develop partnerships conducive to generate internships opportunities with institutions in Latin America or with American institutions working with Latin America.

4. To provide ways for students and faculty returning from Latin American universities to contribute their experience to the internationalization of our campus culture.

A two year budget in the amount of \$ 187,874 of which \$ 93,289 represents Federal funds through Title VI Grant and \$ 94,585 Quinnipiac University's contribution (direct funds and in-kind), is proposed. The budget requirements for the development of the proposed minor focus on the three main areas of this project: project curriculum development, partnership development, and supplementary activities for the internationalization of the Quinnipiac University campus.

Quinnipiac University's commitment to international studies dates back to 1989 and is currently implemented and coordinated by the Office of International Education created in 1995.

The additional initial resource requirements to develop this program in two years, while continuing to provide programs in other previously developed areas, would be unaffordable for the Quinnipiac University at the present time without assistance from external sources.

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ABSTRACT

The Rutgers University Center for African Studies has requested \$155,301 to support continuing efforts to develop a broad-based curricular and extra-curricular African Studies program. The objectives of the proposed project include: 1) expanding and enhancing undergraduate curricula in African Area Studies and African Languages and Literature; 2) supporting the teaching of African content across the curriculum through a program of scholarly exchanges and faculty development; 3) extending the scope of the university's African Studies program to include the sciences and professional schools; and 4) augmenting the teaching resources available to faculty involved in undergraduate African Studies instruction.

Specific activities outlined in the proposal include:

- Add ten new language courses to the permanent curriculum and expand enrollment in the African language program by 25% in two years
- Design four new non-language courses on Africa, and enhance three others with African modules
- Provide state of the art language training for all language instructors
- Acquire tapes, grammars, dictionaries, and literature collections for seventeen targeted African languages
- Organize annual scholar in residency programs around the themes of "Science in Africa" and "Representing Africa"
- Host guest scholars from Lusophone and Francophone Africa to expand ongoing efforts to "Africanize" Portuguese and French language training
- Send two faculty/staff members to Africa for professional development

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ABSTRACT

Saint Michael's College, located in Colchester, Vermont has received funding from the U.S. Department of Education, Undergraduate International Studies and Foreign Language Program to develop a Global Studies Program.

The goal of the proposed program is to significantly enhance global and second language study at Saint Michael's. The college is uniquely positioned to implement such a program. Over the past ten years, the Saint Michael's community has carried out a wide range of curricular and extra-curricular initiatives dedicated to increasing students' second language proficiency and to fostering a greater understanding of international issues and global citizenry. We are pleased with the results of these individual efforts; they serve as catalysts for further and farther-reaching change. Our curriculum is now ready for a more unified set of courses that will lead to a minor in Global Studies. Our expanded Study Abroad Program is now in need of a mechanism that, with a pre-departure/post-return course, will promote its full integration into the central mission and curriculum of the College. Our language faculty recognizes that it is time to refine its proficiency measures and our language proficient students are now ready for post-proficiency learning opportunities that allow them to build on the language competence that they have developed. Finally, our faculty is ready to engage in a unified and interdisciplinary approach to the study and teaching of global issues.

The proposed Global Studies Program will allow us to set in motion the changes necessary to accomplish our goals. It will foster the use of foreign languages beyond the proficiency level, and it will provide new and academically rich international learning experiences for both faculty and students. With its re-entry course and seminars for Study Abroad students, it will bring Study Abroad into the very core of the Saint Michael's curriculum. The Global Communities/Communications Minor will offer students a multi-layered examination of transnational communities and global communication systems emerging today. This will enable both students and faculty to investigate the tension and interplay of global (homogenizing) and local (culturally specific) forces and to analyze the impact of new technologies on cultural, social, linguistic, and political systems world-wide.

The Global Studies Program that we propose comprises the following major components:

- A first-year seminar on global issues;
- A Global Studies Minor;
- A cluster of globally-focused courses designed to aid students in completing their Liberal Studies Requirement;
- A series of workshops and lectures contributing to faculty development related to global issues.

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ABSTRACT

Seattle University is applying for a grant under the Undergraduate International Studies and Foreign Language Program (Title VI) for the 2001-2003 academic years. This request of \$153,734 for this two-year period is based on Seattle University's desire and capacity to respond to a national and regional need to strengthen and improve undergraduate preparation in foreign languages and international studies. The goals of this proposal are to enhance current Foreign Languages Department offerings by creating a new Chinese language program, to establish study abroad programs in China, and create an undergraduate major of East Asian Studies by developing more six-eight new courses in the College of Arts & Sciences.

Program Objectives

The College of Arts & Sciences has established the following objectives for this project:

1. Hire a highly qualified Assistant Professor of Chinese to teach Chinese Language and Literature courses in the Foreign Language Department, and to create a Chinese Minor in College of Arts & Sciences in two years.
2. Establish a state-of-art Language Learning Center, supplied by multi-media computer teaching-learning software. East Asian languages (Japanese and Chinese) are the important part of the center.
3. Set up study abroad programs in China by establishing institutional relationship with the Beijing Chinese Language and Cultural Center and the Nanjing University, so that students can continue to take upper level Chinese language courses and other courses in Chinese.
4. Conduct faculty seminars and the Summer Workshop to enhance the discipline expertise of the faculty.
5. Develop six to eight new upper division courses on East Asian Studies offering to undergraduate students, both in humanities and social sciences. By the end of the grant, the total course offerings in E. Asian Studies will reach 24 courses. The University then is expected to create an East Asian Studies Major.

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PROJECT ABSTRACT

SOUTH FLORIDA CONSORTIUM FOR ASIAN ARTS AND CULTURE

Cultural Traditions and Transitions in a World of Diversity An Inter-Active, Inter-Disciplinary Partnership in International Studies

The **South Florida Consortium for Asian Arts and Culture (SFCAAC)** is a uniquely comprehensive and dynamic partnership that combines the resources of the three leading public colleges in the area, **Florida International University (FIU)**, **Florida Atlantic University (FAU)** and **Miami-Dade Community College (MDCC)**, to promote the study of traditional and contemporary performing, visual, literary, film and material arts of Asia from a comparative, global perspective. FIU, FAU and MDCC are each poised to enhance significantly their studies of Asian languages and cultures, and to enrich arts programs with an expanded international focus through participation in the inter-active, inter-institutional network of consortium events.

The SFCAAC is a vehicle that brings together for the first time the three colleges and a remarkably rich variety of educational institutions, cultural organizations and community associations that feature Asian arts and culture in the gateway center of greater Miami. South Florida, which functions as an indispensable link between world regions, has been characterized in recent years by explosive growth, rich ethnic and cultural diversity, and a quest for excellence. Although the main focus of economic and cultural relations has been on Latin America, South Florida colleges and institutions have been making tremendous strides in developing studies of Asian culture and the global environment.

The SFCAAC recognizes the crucial role that a critical study of the arts plays in educating students on language as well as issues of history, culture and international affairs. Art is a creative force that reflects society yet transcends conventional social and political boundaries. The arts express elements of social conflict and also provide a crossroads for cultural interaction and cooperation. As Arthur Danto remarks, the arts are a “diffuse, polymorphous, fluid, and interpenetrating set of endeavors [that reflect] constant change,” in constructing positions of contest as well as arenas of cultural encounter. By supporting the study of the arts in a comparative context that highlights the world of diversity, the SFCAAC encourages a deeper understanding of Asian culture as well as cross-cultural dialogue and international studies through the medium of artistic expression as a primary vehicle of culture and society. Understanding and interpreting the relation between creativity and the development of social trends helps students fulfill their educational and professional goals by means of a critical examination of the significance of Asian culture in the contemporary world.

Asia has a remarkably rich tradition of classical and ethnic performing, visual, literary, and material arts. Many of these forms of expression remain dynamic and vibrant in modern society. Due to rapid modernization and globalization, the traditional Asian arts have undergone a significant transition and transformation, yet, at the same time remain highly influential on major developments in contemporary popular and avant-garde forms of expression. The SFCAAC project examines the role of arts as an expression and function of Asian society. It chiefly highlights and analyzes the transformation of traditional arts in the modern era as well as the impact of contemporary, post-modern motifs and other global trends. The SFCAAC also compares the process of transition in Asia with parallel developments in other world regions that have undergone a similarly rapid shift to modernization and globalization.

The SFCAAC facilitates inter-active networking on several levels, including an interdisciplinary, inter-departmental focus within the partner institutions, an exchange of faculty and students across colleges, outreach involving a wide variety of regional organizations, and an international exchange of scholars and

artists. Each of the partner institutions will achieve a main goal through the implementation of grant activities: FIU will design arts tracks for its certificate program; FAU will reinvigorate a Japanese minor through a focus on arts; and MDCC will develop a new concentration on Asian studies.

To achieve these main goals, the SFCAAC promotes the development of **new and infused curriculum** to support the creation of an arts concentration in several certificate and minors programs, as well as the **enhancement of Japanese language and East Asian cultural linguistics** instruction. Other goals include **the presentation of a cultural arts** series through **workshops and lectures**, as well as the **production of performances, festivals and exhibits** throughout South Florida in order to expose the student communities to the world of Asian arts. In addition, the SFCAAC supports **faculty development** initiatives, the implementation of **outreach activities** with area magnet schools and other institutions, the acquisition of **instructional materials**, and the expansion of **study abroad and student internship** opportunities.

Other participants in the Consortium include two major magnet high schools of Miami-Dade County located near MDCC and FIU that participate in a variety of outreach activities, the New World School for the Arts and the Design and Architecture Senior High (DASH). Also, FAU delivers outreach to the Dreyfus School of the Arts in Palm Beach County. In addition, the Consortium draws on resources of the prestigious Morikami Museum and Japanese Gardens, the leading institution for Japanese culture in South Florida that is conveniently located near FAU.

During the three-year grant cycle, the Consortium will develop a focus on traditional Asian arts with an emphasis on the role of performing arts in year 1 by featuring, among other activities, the music of China at the FIU Music Festival, the celebration of Japanese cultural holiday festivals at FAU, and performances produced by the MDCC Cultural Affairs Department; contemporary arts, especially in Japan, with an emphasis on the role of visual and film arts in year 2 by featuring visiting artists and lectures sponsored by the FIU Visual Arts Department, an FAU collaboration with the Morikami Museum on popular arts such as animation, and artists in residence at MDCC. global constructions of the Orient and comparative arts with an emphasis on the role of material arts in year 3 by featuring exhibits and performances sponsored by FIU, FAU and MDCC, as well as an issue of a journal published by IAS and the Southern Japan Seminar, *Japan Studies Review*, dedicated to arts.

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EXPANDING THE HORIZONS OF ASIAN STUDIES

Asia is one of the most dynamic regions of the world today, generating global economic and political impacts as well as international flows of cultural ideas and migrations of diasporic populations. This is true within Asia as well as beyond it. Hence, while scholars continue to explore the historical roots and the distinctive cultural traditions of East Asia, South Asia, and Southeast Asia, undergraduate students must be educated to grapple with the *entire* cultural spectrum of Asia in the 21st century. To encourage this broader view of Asia, we propose to expand the existing undergraduate Asian Studies major at the University of Colorado beyond its current East Asian focus to include new courses on South and Southeast Asian civilizations, and to offer instruction in a wider variety of Asian languages.

Since its inception in the 1960s, the Asian Studies Program (ASP) has benefited from a close relationship with the programs in Chinese and Japanese language and literature, presently housed in the Dept. of East Asian Languages and Civilizations (EALC). However, apart from the strong course offerings in EALC, the curriculum for the ASP major has fluctuated over the years in response to the vagaries of individual departments and disciplines as they have added or lost faculty with expertise on specific regions of Asia. Because of this, East Asia has remained the strongest nucleus of the ASP course offerings, with far fewer and less-evenly distributed courses offered on South or Southeast Asia. Currently, ASP students have the choice of Chinese, Japanese, or Sanskrit to satisfy their Asian language requirement. As a result, the Asian Studies major has mainly attracted students who already have a strong East Asian or ancient religion focus and who frequently double-major in EALC and ASP, while students who have broader regional or more contemporary interests in Asia have not found the ASP major attractive. Some of these students end up in the popular interdisciplinary International Affairs (IA) program, which has a strong social science focus but relatively little humanities or Asia-specific content. Thus, despite the high degree of student interest in international issues, enrollments in Asian Studies are not as strong as they should be.

The UISFL grant we seek will provide a practical demonstration that enrollments and majors in Asian Studies can be substantially increased through a major redesign and enrichment of the ASP curriculum. First we will create a large two-semester lower division foundation sequence consisting of a new course in South & Southeast Asian Civilizations and one of the current East Asian Civilizations courses. We will also add three new upper division South Asian history courses. In place of the current senior thesis requirement, we will offer a senior-level capstone seminar for all ASP majors that will encourage comparisons and debates within and across the whole of Asia. The new South and Southeast Asia-related courses will complement our already strong East Asian core curriculum. Together, these popular survey courses will attract many more undeclared students into the Asian Studies major.

To give our Asian Studies majors a greater choice of Asian languages from which to choose, we will expand the regular language instruction available on campus to include Korean, and we will affiliate with the National Association of Self-Instructional Language Programs (NASILP) to provide modular self-instruction in three other Asian languages: Hindi, Tamil, and Indonesian. NASILP will provide guidance on instructional materials for these less commonly taught Asian languages and will coordinate external assessment of language proficiency, while the state-of-the-art Anderson Language Technology Center (ALTEC) will provide native tutors, examiners, and infrastructural support. Inaugurating the NASILP modules will also benefit departments and programs outside of Asian Studies, particularly those such as Anthropology, Political Science, Religious Studies, International Affairs, and Business, which deal with other parts of the world, since future expansion of NASILP could also include African, Middle Eastern, and other non-Asian languages. In summary, our proposal has the following components:

- Ø ***Instructorship in South & Southeast Asian Civilization.*** This would seed 50% of a full-time instructorship for two years to teach a new course, ASIA 1000: South and Southeast Asian Civilization (to be taught every semester), plus three upper division South or Southeast Asia-related history courses, plus a comparative senior-level capstone Seminar in Asian Studies. For this position we intend to recruit a South Asian history specialist who can also teach some of the Indic cultural heritage of SE Asia. The CU History Dept. has agreed to give continuation of this line as a tenure-track position its highest priority after the end of the grant.
- Ø ***Instructorship in Korean.*** This would seed 50% of a new full-time instructorship for two years to teach introductory and advanced courses in Korean language for the Department of EALC. There has been a request for such courses from the Korean-American student body. This new instructor would also contribute to the East Asian Civilization courses and support the Asian Studies major curriculum. Korea Foundation funding to extend this position is likely if steady enrollments can be established during the period of the UISFL grant, and EALC will give this instructorship high priority for conversion to a tenure-track line.
- Ø ***Instructional costs of teaching three additional less commonly taught Asian languages through NASILP.*** For a start-up period of two years, funding would cover membership in NASILP, cost of instructional materials for three new Asian languages, payments for classroom native tutors, and expenses for visiting language examiners, all under the supervision of the Director of the ALTEC language lab. These courses would then become self-funded through student fees.
- Ø ***Programmatic and administrative support for the Asian Studies Program.*** This would include funds for visiting Asian Studies speakers and cultural events, library and audiovisual materials to support instruction, brochures and website publicity, an annual campus Asian Cultures Day, visiting consultants to evaluate the effectiveness of the ASP curriculum, and workshops for faculty and student advisors to familiarize them with the new resources in Asian Studies.

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ABSTRACT

The Funding from the Department of Education will enable the University of Georgia (UGA) African Studies Program to strengthen instruction on Africa to its undergraduate students. Although African Studies receives institutional support as well as inter-unit cooperation in programming, its curriculum lacks the needed strength found in comparable institutions. Thus the requested funding will:

- A. strengthen the existing core curriculum by developing new courses that would broaden its core certificate program to allow growth to a minor and a major in African studies in the near future.
- B. provide the ability to coordinate the teaching of African Studies and language courses as well as key activities of the African Studies Program that affect undergraduate studies about/ in Africa.
- C. support the development of a strong foundation for study abroad programs in Africa by facilitating research travel to those countries that are likely to foster successful study abroad programs (for a start Kenya, Tanzania, and Ghana).
- D. improve library holdings and collections of print and media resources on Africa.
- E. provide the means to strengthen partnerships with African scholars and African institutions for the purposes of promoting collaborative research, scholarly visits, and exchanges.
- F. provide support for visiting scholars to enrich and deepen, through lectures, symposia, seminars, and workshops, faculty, students, and community leaders' understanding of African issues, including political, economic, social, and cultural structures of Africa.
- G. facilitate research on Africa in ways that make the University more attractive to outstanding scholars doing research in Africa that directly benefit undergraduate and graduate students wishing to specialize in some aspects of the continent.
- H. enable the African Studies Program to coordinate and disseminate information on, or related to Africa which may affect the research activities of the faculty and which would enlighten the university community and its neighbors.

In summary, the DOE support will enhance the structure that is already in place, particularly the undergraduate studies certificate program, by teaching courses with a rich African content, expanding opportunities for faculty to conduct collaborative research in and about Africa, and enriching our speaker series with invited lectures on specific and contemporary issues about the continent. The long-term outcomes include quality programs and courses that would cater for the growing numbers of students interested in the study of and research in Africa. Not only do we hope to attract students from different disciplines, particularly those in professional schools, but also increase our chances to attract visiting scholars from Africa who will participate in collaborative teaching, research, and other campus activities intended to enhance a rich multicultural experience, extensive knowledge about Africa, and a competitive edge for our students in professional opportunities in a global society. Furthermore, we will strengthen the formal structure in which undergraduate students currently receive instruction on Africa in the various departments, schools and colleges (particularly in the professional schools).

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Strengthening Latin American Studies At UNC Charlotte by Adding A Brazilian Concentration

ABSTRACT

This project builds upon the significant progress made in developing Latin American Studies at UNC Charlotte during the term of an earlier Title VIa grant. This project is focused on strengthening Brazilian studies, a glaring omission in our current course offerings and student exchange relationships. The largest country in Latin America, Brazil has been a significant partner in the Charlotte region's deepening economic commitment to Latin America. During this grant period we will significantly enhance the Brazilian Studies curriculum and the curriculum in the Portuguese language. We will also create bilateral relationships between UNC Charlotte and institutions of higher education in Brazil and fund faculty study and research in Brazil. By the end of the grant period we will have a strong undergraduate program in Brazilian Studies in place and will have added materials on Brazil to the library, the new multimedia language lab, and to our classroom resources.

The results of this two-year project will have a significant impact on UNC Charlotte. Once this project is implemented, the following programmatic results will occur:

1. A new faculty position in Latin American Studies will be established.
2. At least four new Latin American Studies courses and beginning and intermediate Portuguese language courses will be added to the curriculum, with the eventual addition of advanced Portuguese.
3. Four faculty members will receive intensive training in Portuguese language and in Brazilian studies.
4. A Latin American Studies minor or certificate will be established as a blueprint for a future major.
5. The University will offer Portuguese as a new foreign language, and the Spanish Language program will be enhanced.
6. A significant number of faculty members in numerous academic departments will have participated in the faculty development conferences, workshops, and seminars.
7. A significant amount of Latin American educational and instructional materials will be added to the library, the multimedia language lab, and individual department collections.
8. UNC Charlotte will enhance its collaboration with community organizations interested in Latin American culture and business, and with the area school systems that are seeking to find better ways of servicing the growing Spanish- and Portuguese-speaking population in the Charlotte region.

By adding a Brazilian concentration at UNC Charlotte we will significantly enhance the International Studies major and minor as well as the Latin American Studies and foreign language programs of the University. This enhancement will have a significant impact on the academic curricula of the University and the educational service and leadership provided to the Charlotte metropolitan region by UNC Charlotte.

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ABSTRACT

International Semester Program: A Strategic Initiative for Expansion and Improvement of International Studies and Foreign Languages at the University of Utah

This semester program will include an eight-week block of three courses, a three-week international field experience, and a four-week final course with a public presentation of their research project. Courses in each International Semester represent different disciplinary and departmental approaches and aim to give students a broad, integrated perspective on an international topic. Field experiences make possible direct interaction with the real lives of the cultures studied. The International Semester is an innovative way of linking the academic rigor of classroom learning with the exciting challenge of an international field experience. This in-semester study abroad program also responds to the dynamics of our student population. It aims to make an international experience available to urban, commuting, working students.

With this proposal the University of Utah seeks broadly to integrate international studies more completely into the full range of the undergraduate curriculum: majors, minors, General Education, and university requirements. We will achieve this larger goal through the following five specific objectives:

1. *Curriculum development*: creation of new courses with an international focus; modification of General Education courses specifically for the International Semester
2. *Faculty development*: provide opportunity for faculty to develop their international expertise; stimulate faculty to bring their international expertise into the classroom; create an institutional environment where departments and faculty are keen to develop discipline specific courses that include international perspectives
3. *Diversification of study abroad*: create new study abroad opportunities in geographic areas not currently available to our students; create a new format of study abroad that enables working students to participate
4. *Foreign language course development*: add one new language course to the curriculum, Hindi; create new demand and internship possibilities for Japanese, Spanish, and German
5. *Increase study abroad opportunities*: expand opportunities for students now unable to participate in study abroad experiences; expand overall the number of students who study abroad

Over the two years of the grant, the International Semester will make possible the following innovations in international studies at the University of Utah: create six international courses; modify twelve currently offered courses to fit the specific needs of each field experience; mobilize eighteen faculty members from five Colleges to participate in international studies; double the number of students who study abroad during the academic year. The accomplishment of these objectives will give new life to international studies at the University of Utah. The International Semester, as a flexible model for academically oriented study abroad, will disseminate an international perspective throughout Colleges and Departments. Once this perspective becomes part of majors and minors across campus, international studies will have been integrated into the infrastructure of undergraduate studies, thereby assuring a sustained commitment to internationalization at all levels of the University.

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Proposal to Create Global Cities and Global Classrooms Tracks of the New Bachelor of Arts Degree in Global Studies

International Education means different things to different people. Whether it refers to study of foreign peoples, *with* foreign colleagues, or *in* foreign countries, international education is essential to preparing students for successful social, civic, and economic lives in the 21st century. It is the combination of experience -- academic study, internships and service learning, extracurricular programs and social interaction -- which exposes us to people and how they live in the world beyond our national boundaries. Recognition of the fundamental links between these different kinds of educational experiences has driven the vision for a new, undergraduate degree at the University of Wisconsin-Milwaukee (UWM).

UWM's Center for International Education (CIE) proposes to establish a comprehensive, innovative, interdisciplinary degree program that will serve students and employers in Milwaukee and across Wisconsin. As a widely-disseminated, timely and replicable example of practical international education, the new **Bachelor of Arts degree in Global Studies (BAGS)** will have a major impact on pre-professional education at UWM and other institutions seeking models for internationalizing their professional schools' undergraduate curricula. What distinguishes BAGS from most other undergraduate international studies programs is its practical orientation and interscholastic design, mobilizing faculty and integrating content from across the traditional disciplinary divisions of the university and requiring internship and overseas study components as well as courses specifically designed to prepare students for leadership roles in professional careers. The degree will consist of a core curriculum -- those courses and components (including foreign language study, overseas study and internships) required of all BAGS students. Additionally, students will choose from among 5 tracks in which to focus their studies, taking a combination of required and elective courses specific to each track.

The degree's pre-professional emphasis will be determined for each student by the track (and, within the track, by the elective courses) that he or she selects with the guidance of faculty advisors. Over the next three years, CIE plans to develop five tracks designed for students with varied professional goals and interests. Each track will emphasize the tools necessary for intercultural competence as well as understanding globalization trends. No single track will focus on area studies; instead, students will have the opportunity to gain such specialized expertise through the selection of area-based elective courses, their chosen language(s), overseas study and internships, and selected research projects conducted for internationally-focused courses. Students will also have the option to complete, in conjunction with their BAGS coursework, the requirements for existing area and international studies certificates. CIE proposes to use Title VI(a) funding to develop two of these tracks, in *Global Cities* and *Global Classrooms*. Specifically, the grant will support:

- **Faculty Forum** biweekly meetings of faculty from professional and letters & science disciplines to plan Global Cities and Global Classrooms courses and course requirements;
- **a Globalization & Information Technology Scholarly Conference;**
- **eight Foreign Language Development Grants** for faculty-initiated projects to develop BAGS-related foreign language courses, curricular modules, and immersion programs;
- **sixteen Curriculum Development Grants** to support multidisciplinary teams of faculty to develop core and elective courses for Global Cities and Global Classrooms tracks;
- **six Overseas Program Development Grants** for faculty-initiated overseas study, exchange and internship programs for Global Cities and Global Classrooms students;
- **Collaborative Language Project** participation in LCTL course sharing with the UW System;
- **Overseas Program Evaluation and Development Travel** to assess existing programs in Chile, Japan and Korea and to establish a new Global Classrooms exchange in Guilin, China;
- **a Thailand/Mexico Study Tour** to bridge the first and second semesters of the BAGS degree; and

- **External Evaluation of the Global Cities and Global Classrooms Tracks** in Spring 2003.

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Developing New International Opportunities in Business and French

Virginia Polytechnic Institute and State University, generally referred to as "Virginia Tech," has made a commitment to internationalizing the university experience. Our initiatives will contribute to this university-wide goal by creating new curricular opportunities for students in six different departments of the colleges of Business and Arts and Sciences. We will offer a full range of international study and internship opportunities in French and English. Jointly developed by faculty members in the College of Business and the French program of the Department of Foreign Languages and Literatures, our grant's initiatives will bring language study and cross-cultural skills to a new group of students. We will achieve our proposal's goals in six main ways:

1) New and revised courses.

We will diversify the university's core curriculum through the creation of three courses in cross-cultural studies taught in English by professors of French in the Department of Foreign Languages and Literatures. In addition, two business French courses will be created. Thirteen Business and French courses will be revised and/or be infused with international business content. Seven of these thirteen courses will incorporate collaborative student projects with the Institut National des Télécommunications (INT), an institution of higher learning in Evry, France.

The collaborative student projects are a unique aspect of this grant request; they transform the learning environment instantaneously. At least two cultures and their respective value systems come together and at times collide in these projects wherein students in France interact directly with Virginia Tech students. All facets of the classroom dynamics are internationalized, for language, tone, and the presentation of ideas are culturally specific. Therefore, different styles of communicating, negotiating, and evaluating come to the fore and must be recognized while accomplishing the project's tasks. As a result, all participating students will experience the very real challenges of international partnerships while they refine their intercultural communications skills.

2) Programmatic changes in the French and Business curricula

Programmatic changes within Virginia Tech's French program will attract new students. We will create a French-Business minor with three different levels and offer a Certificate in Business French for French and International Studies majors. The creation of a double major BA-BS in French and Business will also encourage students to pursue additional courses in both disciplines.

3) New Study Abroad Programs and Internships

The proposal will establish three new study abroad opportunities, two with the possibility of internships in France. Five departments in the Colleges of Arts and Sciences and Business will be able to send their majors on these overseas programs.

4) Guest Lecture Series

We will invite seven experts to Virginia Tech in the fields of International Business, Teaching Business French, and International Cross-Cultural Communication.

5) Faculty development

The French faculty will attend workshops on the teaching of Business French within an international context. The workshops will build on the French faculty's expertise, contributing to their success at creating and revising the courses in the French program, proposed in this grant. The professors developing the collaborative student projects with the INT faculty will have the opportunity to work with

French scholars in their area of expertise. Faculty members will acquire new expertise by attending the Guest Lecture Series.

6) Sharing expertise

Every semester the French and Business faculty will meet to discuss their collaborative student projects as well as how to promote each other's field with more success. The participating faculty will also share their experiences and expertise at state, regional and national conferences.

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Project GATE: Global Approaches to Teacher Education

Abstract

Through Project GATE: Global Approaches to Teacher Education, Western Kentucky University (WKU) will revise its teacher education curriculum to ensure that its majors obtain knowledge and skills to more effectively work with students from diverse cultures whose primary language is not English. Project GATE will be implemented in cooperation with the Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Ciudad de Mexico (ITESM, Mexico City campus), as well as three P-12 schools in Mexico.

Curriculum revisions, including a student teaching experience in the Mexico City area, will better prepare WKU teacher education majors to teach Hispanic children and work with those students' families. Curriculum revisions will include: (1) required Spanish language courses, (2) required electives selected from the university's International Scholars Program, (3) infusion of modules into selected courses, (4) field experiences at required sites with Hispanic children, (5) a second student teaching experience as a follow-up to the Mexico City experience in a school with Hispanic children, and (6) a student teaching seminar with modules focusing on cultural and linguistic diversity. All teacher education majors will benefit from the curriculum revisions, however, cohorts of 20-25 students per semester will complete the total revised program. Curriculum revisions and material development will be completed jointly by a work group with representatives from WKU faculty, higher education and P-12 faculty in Mexico, and P-12 public school faculty in Kentucky. The specific objectives of the project are:

1. Develop a pre-study abroad curriculum to improve international studies and foreign languages instruction for teacher education majors,
2. Develop a post-study abroad curriculum to improve international studies and foreign languages instruction for teacher education majors,
3. Utilize technology to enhance project coordination and communication and delivery of courses,
4. Disseminate the pre- and post-study abroad curriculum to universities/colleges in the U.S. and Mexico.

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ABSTRACT FOR WESTERN MICHIGAN UNIVERSITY'S JAPANESE LANGUAGE-CULTURAL AND BUSINESS ENVIRONMENT

Project JL-CBE seeks to increase the awareness, knowledge and skills of Western Michigan University (WMU) students, faculty and community members about Japan. Students will benefit from several curricular additions to existing Japanese language courses aimed at enhancing their knowledge of business terms and practices and developing cross-cultural communication skills. Faculty will have opportunities to participate in a language workshop, infuse Japanese materials into existing courses and engage in collaborative research projects. A Speaker's Series, collaborative research and internship development with area firms and a Japanese Business Conference will increase awareness about Japan for all stakeholders.

Curriculum activities include developing three new courses (two in Japanese and one in Business) and infusing eight existing courses with newly developed materials about Japan's cultural and business environment. The Asian Studies major and minor and the Japanese and International Business minors will better integrate the study of Japanese with Asian area studies. A new Business Japanese course, using some business representatives as guest speakers, will be devoted to business-specific language and cultural practices. A Japanese Culture and Language course, that will be a part of the Asian Studies and International Business programs, will focus on cultural practices in Japanese firms. A new Japanese Business Seminar that will partially occur in Japan will bring participants into meetings with Japanese business and university representatives. The Japanese and International Business minors will include both the Business Japanese and Japanese Culture and Language courses into those programs. Faculty infusing Japanese business/cultural materials into existing courses will be teamed with a coordinator who will identify course-specific available resource materials. Business and cultural specialists will add insights as to how to adapt Japanese cultural or business environment materials to different disciplines and areas. Modules will be made available for other faculty.

Several Visiting Scholars from Japan, as well as from U.S. universities with leading Japanese programs, will visit campus. The scholar from Japan will come from one of the WMU partner universities. An Introductory Intensive Japanese Language Workshop will be offered to faculty interested in learning a little about the Japanese language and culture. Financial support will be available for faculty whose research and teaching activities demonstrate their interest in collaborative research with Japanese professors. Students too will benefit from faculty research activities as grant funds will also provide support for faculty members who work with undergraduate students on research projects related to Japan's cultural or business environment.

The public in several communities will be invited to several cultural events sponsored in cooperation with the Japan-America Society of West Michigan. A Japanese Business and Culture Series, aimed primarily at our undergraduate students will bring business managers with ties to Japan to the university for presentations. Students will benefit from internship development and additional library and video resources. The JL-CBE grant will allow WMU to become a regional source for those seeking further information about Japan's language, cultural and business environment.

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Undergraduate Asian Studies Program At The William Paterson University of New Jersey

Abstract

The Undergraduate Asian Studies Program will: (1) strengthen Asian Studies through enhanced language and literature instruction, (2) enhance faculty expertise and cooperation, (3) develop a core curriculum in Asian Studies, and, (4) expand learning-abroad opportunities through instruction overseas and exchange programs. This program has four measurable objectives:

1. To enhance Language and Literature offerings, by adding one full-time, tenure-track assistant professor of Japanese language, literature and culture who will introduce new intermediate and advanced level courses and supplement education in Asian studies, and by adding one half-time faculty in Hindi to make the language available as regular offerings at WPUNJ.
2. To develop faculty expertise in Asian Studies across the disciplines, by initiating a program of colloquia and learning workshops to expand faculty knowledge of Japan, China, India, and other Asian countries, and to bring faculty members from different disciplines, institutions, and specializations to serve as resource persons for the William Paterson campus and the Northern New Jersey community.
3. To implement a rigorous core curriculum in Asian Studies, including development of course materials for a multi-disciplinary introductory seminar and upper level courses for the Asian Studies Minor and developing a Capstone Course for our projected Asian Studies Major in consultation with prominent experts in Asian Studies.
4. To further efforts to create new Study Abroad opportunities for WPUNJ students and faculty, by developing exchange programs with leading universities in China, Japan, India and other Asian countries. These will include learning-while-abroad programs, enhanced summer educational opportunities, and a program to bring to WPUNJ international visiting scholars to work with students, faculty, and administrators to cooperate in next-stage programs and offer special learning opportunities not regularly available at the university.

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