

FY 2008 Project Abstracts

Undergraduate International Studies and Foreign Language Program

U. S. Department of Education
Office of Postsecondary Education
International Education Programs Service

TULANE UNIVERSITY

“The Tulane China Initiative: Strengthening China Studies in Tulane University’s Asian Studies Program”

Tulane University is undertaking an ambitious course of action to foster discussion and increase the university’s capacity to prepare globally minded undergraduate students to interact with an emerging global power. Spearheaded by the Center for Global Education, the Tulane China Initiative includes: the expansion of its Asian Studies program to offer a distinct tract in China Studies; a new tenure-track position in Chinese or Chinese Area studies in the School of Liberal Arts; support funding for faculty development and research in China; new linkages with Chinese universities to facilitate increased study abroad; enhancement of on-campus library resources related to the study of Chinese language and culture; and finally, the organization of academic and cultural events to engage the campus community in the China dialogue. U.S. Department of Education Title VI funds will go towards hiring a tenure-track professor of Chinese and the development of advanced-level China Studies courses taught in English and Mandarin, including a capstone course, to complete the China Studies major track within the Asian Studies program. In addition, funds will be used to support development of existing faculty and fund new research activities in China, while also increasing library and instructional resources in the Asian Studies library and the Language Learning Center at Tulane. Faculty development programs in China will also allow Tulane faculty to connect more closely with existing study abroad programs in China, and develop new relationships with Chinese institutions for undergraduate study abroad.

The proposed tenure-track position in Chinese will join an existing faculty that includes a full-time non-tenure track Professor of Practice in Chinese, as well as two adjunct instructors of Chinese. Additional Asian Studies faculty are drawn from various departments in the School of Liberal Arts, which will be discussed further in the proposal. The proposed language and area studies courses will build on the current Chinese language program at Tulane that offers courses through the sixth semester of instruction, as well as a variety of courses on China in departments throughout the School of Liberal Arts. Each semester, the proposed tenure-track professor will teach two China Studies courses: one China Studies course (in fields such as political science, history, communication, film, or literary and cultural studies) in Chinese that would in effect be the seventh or eighth semester in the Chinese language curriculum. This course would also accommodate students returning from Tulane’s intensive language and Chinese culture study abroad in Beijing, China (elaborated later). The second China Studies course would be taught in English in that proposed tenure-track professor’s field of specialization. This person will also work with the co-director of Asian Studies to develop the China Studies capstone seminar. The China Studies track in the Asian Studies program will therefore include eight semesters of Chinese language instruction (six courses on grammar, composition and spoken Mandarin, and two China Studies courses), as well as China Studies courses in English, a portion of which may be completed abroad. Our objective is that the students completing the major will leave the program with the linguistic competency (“advanced [low to high]” in the categories of listening, reading, writing, and speaking according to the guidelines of the American Council for the Teaching of Foreign Languages [ACTFL]) and cultural literacy (according to the guidelines of the Intercultural Development Inventory [IDI]) to allow them to have a meaningful impact on United States-China relations, whether that be in politics, business, the arts, or any other field.

WRIGHT STATE UNIVERSITY

*“China's Re-Emergence:
Educating, Informing, and Engaging Ohioans in the Asian Century”*

The primary objective of this project is to develop and strengthen Wright State University's curricular and co-curricular efforts in Asian Studies over a two-year period. This will entail the creation of new region-based courses, the expansion of Mandarin Chinese language offerings, and enhancing the University's present education abroad programs in Asia. An effort will be made to build on existing institutional strengths in international studies and to encourage the further development of interdisciplinary and cross-collegial cooperation in this vital area.

The goals and major activities of the project include:

- Establishing a regional concentration in Asian Studies within the undergraduate major in International Studies;
- Expanding modern language offerings to include the third-year sequence courses in Chinese, including Business Chinese;
- Adding five additional upper-division courses and one general education course to the curriculum which focus on Transformation and Urbanization in Asia to augment and enhance existing strengths in Asian Studies offered in the College of Liberal Arts, Raj Soin College of Business, and College of Science and Mathematics;
- Enhancing campus education abroad programs to provide additional opportunities for study and practical experiences in Asia;
- Supporting new curricular and co-curricular programs and course offerings by expanding University Library resources in Chinese and Asian Studies;
- Offering an Asian Symposium on campus in collaboration with community members, international and regional partners, and the Wright Patterson U.S. Air Force Base; and
- Providing Workshops for K-12 Educators and Faculty Members on Chinese and Asian Studies.

This project will produce an enhanced international studies and foreign language program at Wright State, develop critical and vital curriculum for our students, and expand co-curricular programming on campus, in our community, and abroad.

GEORGIA STATE UNIVERSITY

“Building Critical Language Competency and Middle East Studies”

The Middle East Institute (MEI) at Georgia State University (GSU) is the only institution in the 34-member University System of Georgia to offer an undergraduate degree in Middle East Studies and an extensive academic outreach program to the K-16 community. Through a set of integrated activities, this project will expand the Institute’s ability to deliver critical language and international studies instruction, and teacher training throughout the state. This grant will allow:

- Intensive Arabic courses leading to achievement of advanced proficiency
- Regular assessment of Arabic students’ proficiency
- A new “Arabic Language and Culture Workshop” for K-12 educators
- Development of a Turkish language program
- Workshops and seminars for non-specialist college educators
- Expansion of Middle East content area courses throughout the GSU curriculum
- Increased student opportunities to connect with the Middle East

GSU is fully committed to building a nationally recognized Middle East Studies program. Currently the southeast United States is a critically underserved area in terms of opportunities in Middle East Studies and instruction in the less commonly taught languages. The proposed activities will have a lasting impact on granting access to a diverse student population in the region that currently lacks highly developed programs in Middle East Studies.

UNIVERSITY OF RICHMOND

“Enhancing Internationalization in the Humanities: Focus on the Middle East”

In light of the significant and increasing importance of the languages, cultures, politics and religions of the Middle East, and in order to provide our students with a greater understanding of this significant region, the University of Richmond requests a grant for “Enhancing Internationalization in the Humanities: Focus on the Middle East” from the U.S. Department of Education’s Title VI Undergraduate International Studies and Foreign Language (UISFL) program.

We propose creating an interdisciplinary Middle Eastern Studies minor that reflects breadth of cultural, political, philosophical and religious aspects represented in the Middle East. We also propose to expand the related language offerings at the University. The impetus for the proposed minor in Middle Eastern Studies is the success of our Arabic language program, which is now in its second year. The demand for elementary and intermediate Arabic language courses has been high and students have expressed a strong interest in pursuing their studies of Middle Eastern language and culture beyond the intermediate level. We will also expand opportunities for students to pursue the study of Persian/Farsi, Modern Hebrew, and Turkish in addition to Arabic and Biblical Hebrew. Undergraduate students will have the option of learning languages that are not supported by the regular curriculum using self-directed study that will be mentored and assessed by regional experts. Persian/Farsi, Modern Hebrew and Turkish will expand the linguistic and cultural range of the proposed Middle Eastern Studies minor and complement existing courses that deal with the history, culture and politics of the Middle East. Richmond has a thriving undergraduate International Studies program and provides fertile ground for the establishment of a new interdisciplinary minor program in Middle Eastern Studies. The proposed program will address both a curricular need on campus and a national and global responsibility. The Middle Eastern Studies minor will provide students with a background in the language, history, culture and politics of the Middle East that will broaden their understanding of international relations and make them emissaries for cross-cultural communication.

Title VI funds will enable us to establish a structured minor in Middle Eastern Studies that combines courses currently offered with a targeted set of courses that will be developed over the two years of the grant. The University’s program in Arabic, now in its second year, is limited to the establishment of an elementary and intermediate language sequence. The Title VI grant will provide the necessary financial support to expand Arabic instruction beyond the intermediate level and create an environment where faculty from other programs and departments will have support to develop and teach courses that will connect international studies with background in the languages of the Middle East. As the program grows, the University will hire a tenure-track faculty member in Arabic and Arabic Studies in the second year of the proposed program. Institutional approval for a study abroad program in Jordan is in place and the Title VI funding will generate the momentum to launch an exchange program. The Jordan study abroad exchange program will provide students pursuing a Middle Eastern Studies minor with the opportunity to improve their language and cultural proficiency and expand their knowledge of the region. The UISFL grant will enable us to establish a flourishing minor program that will merit receiving continued support from the University of Richmond.

DICKINSON COLLEGE

“Developing a Middle East Studies Major”

Dickinson College has a longstanding commitment to and reputation for excellence in international education. Our internationalized curriculum and innovative study abroad programs, which link course work on the home campus with direct, extended encounter with foreign cultures, have provided effective, nationally-recognized models for undergraduate learning from a global perspective. In response both to vital national interests and strong demand among our students, we are expanding our global education efforts through the introduction of a new interdisciplinary Middle East Studies (MES) major. Modeled on our successful interdisciplinary programs in East Asian and Russian Area Studies, the MES major will combine language study on-campus and abroad, courses in the humanities and social sciences, and a senior research experience. We request support to launching this important enhancement of global education.

Our proposed project has the following goals: regularize Arabic language instruction at Dickinson, create study abroad opportunities for students in the Arab world, expand curricular offerings for the MES major, augment library and teaching resources for both MES courses and Arabic language, and add a public outreach dimension to the MES program. The project meets the nation’s security and economic needs by strengthening an interdisciplinary MES program and Arabic language instruction. Our proposal addresses two authorized activities: a) development of an interdisciplinary area studies program and its language; and b) establishment of study abroad opportunities for students in overseas settings.

MONTANA STATE UNIVERSITY - BOZEMAN

“Impacting the International Studies Major and Foreign Languages”

The Department of Modern Languages and Literatures (MLL) proposes to lay the foundation for an interdisciplinary International Studies major at Montana State University (MSU). This project has four goals: (1) to work with key personnel on campus in an International Studies Workshop that will build intellectual infrastructure for the program; (2) to develop a sophomore-level “Gateway” course, “Issues in International Studies,” to be designed and co-taught with key workshop participants; (3) to create three and revise two advanced courses in MLL to build a curriculum for an International Studies major in target languages and to enhance participation of pre-professional students; (4) and to begin building a Chinese-language and culture component to an Asian Studies major. Federal funding, combined with support from MSU, will allow the MLL to begin offering Chinese language and culture courses and to acquire needed library materials to support the new, interdisciplinary International Studies major. Faculty members in current MLL majors have targeted these four goals to address the rapid pace of change in the different MLL majors at MSU and the increasingly international community. This consensus is driven by the conviction that foreign language acquisition is a key component in attaining the international cultural competency necessary to overcome the relative isolation of this campus. Foreign language skills must be combined with the content of an International Studies major to provide students with both the knowledge and practical skills they need to succeed. MSU has the faculty resources to support the project, and the commitment to foreign-language instruction and international programs to secure the long-term success of the project. The International Studies (IS) Workshop will provide the forum for a cross-campus discussion on how faculty from the humanities, social sciences, and professional programs (including Business, Nursing, and Agriculture) can combine their energies and expertise to design courses that focus on global issues from a variety of perspectives. The advanced courses within MLL will be created and revised to deepen the students’ knowledge of global trends while concentrating on specific nations and regions. The new and revised courses will meet growing student needs for skills and knowledge required to understand the social, cultural, and economic factors of the global marketplace. During the first year, an Internal Steering Committee (ISC) will organize and host the IS Workshop. The Gateway course will be offered in the spring. The ISC will evaluate course designs, library acquisitions, and assessment documents, and oversee the funding of any professional development for faculty. During the second year, the new and revised courses will be offered under the rubric, “International Studies.” These courses will serve to internationalize the traditional “national” aspect of foreign-language and cultural acquisition. The project will close with an Outreach Workshop for local schools. With the support of colleagues and administrators, the MLL will design and implement an International Studies major that provides students with advanced proficiency in a foreign language, expertise in a national and regional culture, and deep knowledge of that region’s role in transnational and global forces.

UNIVERSITY OF NORTH CAROLINA - GREENSBORO

“Project to Develop the Asian Studies Major”

The University of North Carolina at Greensboro (UNCG) intends to develop an Asian Studies Major providing advanced offerings in Japanese and Chinese (Mandarin) language and culture and an enhanced selection of Asia-centered undergraduate courses in the humanities, arts, social sciences, and business. This program responds to the ever-growing prominence of mainland and maritime East, Southeast, and South Asia in the new millennium, to the nationally recognized need to educate our students in the languages and cultures of this vast region, and to documented interest among UNCG students. The new Asian Studies Major will be based within the interdisciplinary International and Global Studies (IGS) Program, an undergraduate special program supported by UNCG’s College of Arts and Sciences, and it will represent an expansion of the long-standing Asian Studies Minor presently located among the five specialty areas of the Program’s Regional Studies concentration. In addition, the Major will give academic focus to the current buffet of Asia-centered courses offered by faculty experts across the campus. It will also promote greater study abroad to the region by encouraging students to participate in existing partnerships in Japan and China and by establishing new alliances with institutions in Taiwan and Macau. To be complemented by a regular series of public lectures, films, concerts and cultural collaborations with Chinese and Indian civic organizations in our area, the Major will likewise serve to increase an awareness and understanding of Asia on and off campus. Students graduating with the Major will acquire a measurable advanced-level proficiency of an Asian language (primarily Japanese or Mandarin) as well as Asia-focused content knowledge in a range of academic disciplines. Graduates will likewise be more attractive candidates for employment in sectors of government service, business, education, and non-government organizations. Through their experiences as participants in the Major’s recommended study abroad opportunities and regular community-outreach collaborations, students will also earn significant credit toward completion of UNCG’s extra-curricular Global Leadership Program. This accomplishment will further enhance their “value” in the career market and as responsible global citizens.

Consistent with the purpose of the Undergraduate International Studies and Foreign Language (UISFL) program, the overarching objectives of the project are (1) to strengthen the undergraduate instruction of foreign languages by subsidizing the hiring of faculty qualified to design and teach four upper-level courses on Japanese and Chinese language and culture; and (2) to strengthen the International and Global Studies Program by providing for the creation of the Asian Studies Major and a complement of eight new courses (to include two new team-taught capstone core offerings for all IGS majors and two international service-learning courses) in a variety of disciplines focusing on Asia. Related objectives include the promotion of study abroad to the region, community outreach, and the development of library resources benefiting students, faculty, staff, and the general public.

WELLESLEY COLLEGE

“Strengthening South Asia Studies”

Wellesley College seeks to extend the reach of its South Asia Studies Program’s language and other curricular offerings to a wider group of our students, faculty, and other community members in order to fully prepare our students for successful lives and careers in this ever increasingly global society. We seek to accomplish this goal by: (1) improving our language teaching of Hindi/Urdu by offering more intensive instruction at the elementary and intermediate levels, developing new pedagogical materials, and supporting intensive summer language study in South Asia and the United States; (2) providing multiple opportunities that will enable faculty to enhance their course offerings with South Asia subjects; (3) developing opportunities for students to extend learning beyond the campus through study and internship opportunities in South Asia and strengthened relationships with alumnae; and (4) expanding South Asian library and museum resources, and sponsoring related exhibitions, publications and community events.

At the conclusion of the two year project, Wellesley will have strengthened our language instruction; created a new intermediate Hindi/Urdu language course; provided professional development opportunities to a dozen faculty members; infused South Asia content across the curriculum; offered a number of educational and cultural events for faculty, students, and others in the community who are interested in learning about this part of the world; and enhanced both our library and museum collections. As a result, we anticipate that the numbers of students majoring or minoring in South Asia Studies will increase, and that the number of students who pursue further language study either through summer programs or regular semester or year-long study abroad programs will increase. In addition, we believe that Wellesley will be an active participant and leader in varied interactions with other Boston-area educational institutions and in the local Consortium for South Asia Scholars; that an Indian art exhibition and related symposium to be held at the Davis Museum and Cultural Center will result in further appreciation and interest in the culture and politics of tribal communities in India; and that the recent gift to the College’s South Asia library collection will expand significantly the research and teaching resources for teaching about various facets of South Asia culture and history.

GEORGIA SOUTHERN UNIVERSITY

“Internationalizing Liberal Arts and Social Science Education for All”

Our initiative aims to expand and to enrich international undergraduate liberal arts and social sciences education at Georgia Southern University (USG), targeting those students who are not currently seizing the opportunity (or desire) to become better informed about the rest of the world. Inspired by the American Council on Education’s commitment to “comprehensive internationalization,” and echoed by the Association of American Colleges and Universities, our holistic approach combines “internationalization at home” – including curricular and pedagogic activities-- with “internationalization abroad” – ensuring student and faculty mobility and the delivery of rigorous and relevant program.

The College of Liberal Arts and Social Sciences (CLASS) of Georgia Southern University aims to internationalize its curriculum in response to a national call for internationalization of the curriculum, USG mandates for internationalization, Georgia Southern University’s own emphasis on trans-cultural opportunities, and our students’ perception of the inadequacy of our current international curriculum. We aim to enhance language acquisition and competency, internationalize our core curriculum and upper-division courses, establish a certificate program identifying our students as global citizens, and to develop a Global Citizens course, a component of the First Year Experience curriculum. This is a student-centered proposal, guided by our vision of a four-year plan which features foreign language study throughout one’s career: an introduction to the complexity of the modern world in Year 1 (the Global Citizen course); deepening of the introduction through internationalized general education courses in Year 2; study abroad in Year 3; and earning the Global Citizen Certificate and interning in an international government agency, private enterprise, or non-governmental organization.

Specific steps include:

1. Curriculum development, which includes: internationalizing the core curriculum offerings of the College; development of the Global Citizen course; internationalizing upper division courses; and creating the Global Citizen Certificate Program;
2. Enhanced language acquisition, which include the creation of content-based language courses taught in conjunction with content courses;
3. Faculty Development Seminars in Asia and Africa to provide faculty with a greater understanding of the human mosaic; and
4. Community outreach which includes: symposia/workshops; expert bureau; teaching materials library to share our expertise with the wider community.

ARCADIA UNIVERSITY

“Preparing Students for Life in a Rapidly Changing Global Society: The New Undergraduate Curriculum”

The purpose of this proposal is to seek funds for the development of curricular experiences that will help students accomplish the following goals:

1. To integrate the knowledge and skills acquired through study abroad with the learning they have done on Arcadia’s home campus; and
2. To appreciate the study of languages other than English in their efforts to learn about the world.
3. By accomplishing goals one and two, to develop a deeper understanding of the interconnections, interdependencies, and inequities inherent in a global perspective. Over the past two years, Arcadia University has completely revised its undergraduate curriculum to ensure that our students truly are “prepared for life in a rapidly changing global society” (Arcadia University mission statement). In April of 2007, the Arcadia University faculty approved this new curriculum (which will begin with the incoming class of fall 2008), containing four types of curricular experiences, four areas of inquiry and five intellectual practices. These requirements overlap in multiple ways, with each other and with the major requirements.

The funds we are requesting will be used to support this new curriculum in five particular ways:

- (1) to develop a series of reflection courses to assist with students transforming study abroad from a travel experience to a truly academic learning experience and to connect what they learned abroad with their work on our Glenside campus;
- (2) to develop interdisciplinary University seminars that integrate the study of language with other disciplines to support our ongoing efforts to increase the language competence of all of our students;
- (3) aimed initially for students majoring in international studies and international business and culture, to create new courses within our modern language department that will bring students to spoken competency in one year, thereby allowing them to participate in global connections experiences in places that require competence in languages other than English;
- (4) to set up a new study abroad opportunity for our first-year students in a setting that requires competence in a language other than English; and
- (5) to continue to broaden our modern language offerings so that our students can participate in an ever growing number of study abroad options.

This project builds on the work that Arcadia University has been doing for decades. It helps us to continue our well documented success in study abroad and it helps us to intentionally focus our efforts in integrated learning in the areas of study abroad and language study.

UNIVERSITY OF WASHINGTON

“Enhancing the African Studies Program”

The African Studies Program at the University of Washington (UW) plans to extend and deepen the reach of African Studies, transcending traditional area studies boundaries by focusing attention on accessibility of African Studies curriculum in the professional schools and by building a transnational curricular emphasis on the Greater Horn of Africa. We will also add language instruction in Amharic, Tigrinya, and Zulu. Funding through the Title VI Undergraduate International Studies and Foreign Language (UISFL) program will enable our program to accomplish the following three objectives:

1. Extend the reach and depth of African Studies: (a) We will extend the reach of African Studies by developing a problem-focused three-quarter course sequence designed for undergraduates in the professional schools. This course sequence will comprise a core course, two quarters of language instruction, and will culminate in a summer practicum in Nairobi, Kenya. The core course, “Health, Development, and Social Transformation in the Greater Horn of Africa,” will be team-taught by faculty from the schools of law, social work, public health, and interdisciplinary arts and sciences. During the first year of the grant cycle, the course will focus on health, development paradigms, and the implications of the millennium development goals, and in the second, on human rights and sustainable development. Instruction in Swahili will be offered as the second quarter course in this sequence, with a focus on linguistic and cultural competence for practicum abroad. Quarter three comprises a practicum placement in Nairobi, combined with an integrative seminar and continued language instruction. (b) We will deepen our curriculum by establishing a regional focus on the Greater Horn of Africa and its Diaspora. Seattle is home to a growing population with family ties in the Horn, many of whom are entering the university as undergraduates. Through experiential learning, African Studies students have gained “hands-on” knowledge about issues important to communities within Africa and within African immigrant communities in the Northwest. Faculty course development grants and a seminar will foster the development of courses that incorporate a substantial amount of content on the Greater Horn and its Diaspora. We will augment our offerings through community outreach.
2. Increase instruction in African Languages: We will expand African language instruction by adding two quarters of Swahili instruction (one funded by UISFL), and year-long instruction in elementary Amharic, Tigrinya, and Zulu. These additions will support the activities in Objective 1 and will complement our existing strengths in Swahili, as well as in the Africa-relevant languages of Arabic, French, and Portuguese.
3. University – Community Outreach: Enhancing links between the UW African Studies Program and the wider African community offers enormous synergy in terms of our short and long term objectives. We will enhance links between the UW African Studies Program and the wider African community through our one-day course development workshop, the Puget Sound Area Workshop for Africanist scholars, and the acquisition of library materials and other instructional resources.

UNIVERSITY OF WISCONSIN – RIVER FALLS

“Enhancing the Asian Studies Program”

The University of Wisconsin-River Falls (UWRF) is a regional comprehensive university with a total enrollment of 6,220. In recent years, UWRF has internationalized its campus and curriculum by creating International Studies major and minor programs, enlarging its international programs office, greatly expanding its study abroad programs, and hiring faculty with international experience and interests.

The overall goal of the UWRF Asian Studies Program is to enrich and enhance our existing international education programs by incorporating the study of Asia, a region with unique history and cultures and increasing political and economic influences in today’s shrinking world, into the university curriculum; and to make available our Asia-related expertise to the larger community that has shown increased cultural, educational and economic interest in Asia in the past several years. The program will include:

- An Asian Studies minor—27 credits total, including two years of Chinese or Japanese, core and distribution courses, a research project, study in Asia, and a Senior Capstone Seminar;
- Expanded Chinese and Japanese language instruction;
- New and enhanced courses in Asian history, politics, arts, geography, and philosophy/religion;
- Faculty development opportunities to enable current instructors to infuse Asian Studies topics into new or existing courses;
- Research/scholarship opportunities for students and faculty; and
- Co- and extra-curricular activities focusing on Asian topics or issues: performances, speakers, festivals, colloquia.

The Asian Studies Program will be evaluated both summatively and formatively, using quantitative and qualitative methods.

SAN FRANCISCO STATE UNIVERSITY

“Strengthening the Middle East and Islamic Studies Minor”

Our project is to strengthen and expand our newly approved Middle East and Islamic Studies (MEIS) minor through curricular innovation, outreach activities, and efforts to connect the faculty across the California State University (CSU) system in a MEIS faculty collaborative. Our goal is to address the growing need in government and private institutions for college graduates knowledgeable in Middle Eastern languages as well as culture, politics and history of the region and of Islam.

San Francisco State University (SFSU) currently enrolls nearly 30,000 students; it is the fifth largest campus within the 23-campus CSU system, and it is the 46th largest of all four-year colleges and universities in the United States. We are proud to serve a diverse and international student body, and we take our mandate to educate informed citizen who can meet contemporary challenges. Within the broader context of setting university-wide goals to internationalize SFSU’s curriculum, President Corrigan initiated a five-year cluster hire in Middle East and Islamic Studies in 2002, which resulted in a the current appointment of 16 faculty members in four colleges who teach at least one course with Middle East or Islamic Studies content. We now need to strengthen the institutional infrastructure in order to provide our students with the best possible learning outcomes and our faculty with opportunities to create new classes, initiate programs, and engage in system-wide research initiatives.

We want to improve our existing MEIS program in three important areas:

- 1) **Academic Curriculum Development:** This area includes the development of a year-long foundational course which will become a requirement for all SFSU students in our future major. Equally importantly, we want to expand current language program so we can offer two-year programs in Arabic and Persian (currently we only offer three semesters of Arabic). We also want to create study abroad program opportunities by seeking out institutions of higher learning in Egypt, Israel, and Turkey.
- 2) **Outreach into the Community:** We will incorporate community service learning opportunities in our MEIS minor to allow our students to connect academic and civil learning through internship assignments with local Middle East or Muslim community groups. Moreover, we will begin an innovative partnership between MEIS and the College of Education, in order to build MEIS Teaching Modules that elementary and secondary school teachers-in-training can use in their future classrooms.
- 3) **CSU-wide MEIS Faculty Initiative:** In an effort to accessed presently underutilized resources distributed across the CSU system, we plan to create an active network of scholars who research and teach California state students. We need a coordinating body of faculty members at all California State University (CSU) institutions that currently offer MEIS classes to find existing strengths and gaps in our course offerings. Drawing on our network of CSU colleagues, we will plan and hold a CSU-wide Bi-Annual Middle East and Islamic Studies Symposium, to be repeated every other year, and open to the public at large.

THE COLLEGE OF NEW JERSEY

“Iran and Beyond: Strengthening the International Studies and Foreign Language Curriculum in Middle Eastern and Central Eurasian Studies”

The College of New Jersey (TCNJ) proposes to strengthen three interrelated components of international studies – foreign language, curriculum development, and study abroad— through an interdisciplinary initiative uniquely centered on the greater Iranian world. By centering on Iran and broadening out to consider its Middle Eastern, Central Asian, and South Asian neighbors, the TCNJ plan focuses on two critical world regions in the international studies program: the Middle East and Central Eurasia, and on two critical languages, Arabic and Persian. The proposed program, coordinated by the International Studies faculty, represents the combined efforts of 13 full-time faculty and one instructor from eight departments across multiple disciplines. Building on existing faculty expertise and course offerings, this design connects the School of Culture and Society, the School of Arts and Communication, and the School of Business. It enhances the breadth and quality of Modern Language and International Studies programs by expanding our two-year program in Arabic to include advanced courses and developing a minor in Arabic; developing a two-year language program in Persian through an innovative collaboration with Rutgers University Center for Middle Eastern Studies and the use of Internet2 technology; expanding the curriculum in Middle Eastern and Central Eurasian Studies; and offering a special seminar on Central Asia in spring 2010, linked to a student/faculty study-tour in Uzbekistan and Tajikistan.

To strengthen interdisciplinary links and support curriculum development, faculty will participate in a series of eight workshops (four per year) led by recognized scholars in the field of Iranian and Central Eurasian studies. Two of these scholars each year will be invited to present public lectures sponsored by International Studies, which will stimulate interest in Iran and Central Eurasia.

Overall, the project has the following six objectives:

- Implement a language program (four semesters) in Persian;
- Expand the Arabic language program by adding two advanced-level courses and developing the new Arabic minor;
- Assess outcomes in Persian and Arabic through an external evaluator experienced in distributed learning of languages;
- Design 18 new courses and revise four others in Middle Eastern and Central Eurasian Studies;
- Increase faculty knowledge of the greater Iranian world and its relationships with neighboring regions through professional development opportunities, including workshops, campus visits by distinguished scholars across disciplines and the development of a faculty exchange program in Turkey and Tajikistan; and
- Provide TCNJ students and faculty with a deeper appreciation of Middle Eastern and Central Eurasian societies by expanding study abroad and developing a student exchange program in Turkey and Tajikistan and a study-tour in Central Eurasia.

UNIVERSITY OF ARKANSAS

“Enhancing Asian Studies”

This project seeks to accomplish two major objectives in the Fulbright College of Arts and Sciences at the University of Arkansas, Fayetteville (UA): (a) the creation of a minor in the Chinese language with a business concentration to complement our existing minor in Japanese with a business concentration; and (b) the development of our existing Asian Studies minor into a major. Fulbright College has witnessed a sustained growth in enrollment in our Chinese language classes. However, we are constrained in our ability to develop a minor in Chinese with a business focus and a major in Asian Studies due to the lack of faculty resources. Such a situation is unsustainable in the long-run given UA’s status as the flagship institution of higher learning in Arkansas and the growing commercial ties between the State of Arkansas and China. The creation of a Chinese language minor and an Asian Studies major will help to remedy this situation. It will not only make our students more marketable with potential employers and more competitive in graduate schools, but would also help to better serve the growing needs of the State of Arkansas.

The proposed project will undertake several steps in order to achieve its objectives of developing a degree program in Chinese with a business orientation and strengthening the interdisciplinary Asian Studies Program. First, we propose to hire a tenure-track assistant professor capable of teaching courses in both the Chinese language and Chinese literature. This ought to help us increase our course offerings, in particular advanced courses that we have hitherto been unable to offer to our students. Second, to enhance the quality of our Chinese language instruction, we propose to use federal funding to support the summer training of our faculty at Chinese institutions offering special courses on instructional methods in business Chinese. Third, to foster student awareness and increase their interests in the Asian languages and cultures, we propose to hold a China semester in Spring 2009 and a Japan semester in Spring 2010. For example, the 2009 China Semester will feature guest lectures by prominent China scholars and cultural activities related to China. It is hoped that exposing our students to the cultural, historical, and societal contexts of these Asian countries will in turn help facilitate their language acquisition. Finally, it is the ultimate goal of this project to create the two degree programs mentioned above.

The project will use a combination of criteria to evaluate its success: (a) externally-validated test scores; (b) enrollment data in our degree programs; (c) number of new course offerings; and (d) student self-assessment of language abilities and learning experience. In short, it is expected that the use of federal funding would result both in a rigorous Chinese language program and an integrated, interdisciplinary program in Asian studies that will provide a superior learning experience for our students. We shall strive to make optimal use of our resources to develop our Asian Studies Program into a leading program of its kind both in Arkansas and in the surrounding states.

STATE UNIVERSITY OF NEW YORK - PLATTSBURGH

“Latin American Studies for the Professions”

The economic, legal, and security integration of the diverse societies of the Americas is accelerating rapidly. A consequence has been an accelerated flow of formal and informal migrants from Mexico and other Latin Americans into the United States. Latin Americans constitute the largest number of recent immigrants to the United States. Within this stream, those of Mexican origin are the most numerous. Hemispheric immigrants to the United States have settled in every major metropolitan area and most rural regions. Yet the cultures of Latin Americans remain sharply differentiated from one another and from those of this country. Given the combination of demographic integration and cultural diversity, career opportunities for citizens of the United States are increasingly dependent upon their understanding the social structures of Latin America, the cultures of Latino immigrants, and Spanish. This is especially the case for elementary- and secondary-school teachers, social workers and nurses. The project proposed here addresses this problem by preparing undergraduates at the State University of New York (SUNY) - Plattsburgh in four areas of professional study for work in the multi-cultural 21st century.

We accomplish this through a Minor in Latin American Studies (LAS) for the Professions, designed for undergraduates in Adolescent Education, Childhood Education, Nursing and Social Work. The program conveys career-relevant information through a series of educational experiences that combine the expertise of faculty in Latin American Studies, Spanish, the four professional programs, with the knowledge of practitioners working within these areas in Mexico. In their first year, students take a Freshman Experience seminar and Introduction to Latin America, combined with two semesters of Spanish. In the second year, they participate in a study-abroad semester in Oaxaca, Mexico, that includes two social science courses on Latin America, two Spanish courses in an immersion setting, and a field placement with a school, social service agency, or rural community addressing issues related to the students' majors. Upon return to campus, students take a capstone seminar on Latino/a immigration to the United States, taught in both English and Spanish, and finish the program by taking a course in their major enhanced with Latin American content.

A faculty team representing all participating departments has designed and will periodically evaluate the program. After taking a Spanish seminar for faculty, the team travels to Mexico to visit sites for field placements. Team members then work with their departments to embed appropriate Latin American content into one required course. They select speakers for a college-wide lecture program who will also advise departments on course enhancement. The speaker series, departmental brochures, and recruitment within high schools will publicize the program. Those completing the new minor will have obtained foundational and career-specific knowledge of Latin America and a functional level of Spanish. The curricula of four departments will have been enhanced with LAS content and a cohort of students whose complex majors have made it difficult to schedule Latin American Studies, intermediate Spanish, or study abroad in the past will be integrated into these programs.

COLLEGE OF CHARLESTON

“Development of a Global Scholars Program”

There is near universal agreement that, in order to confront the twenty-first century challenges to our economy and national security, education systems must be strengthened to increase the foreign language skills and cultural awareness of students. A wealth of evidence, however, has documented the shortage of Americans (in both the public and private sectors) who have relevant foreign language skills and who are cross-culturally competent.

The Global Scholars (GS) program is a new multidisciplinary, campus-wide, international studies program designed to help meet the changing demands brought about by globalization. Those students who complete the requirements for the Global Scholar designation must demonstrate proficiency in at least one foreign language, organize their elective studies to include a substantial number of international courses, participate in international/global extracurricular activities, and complete a study or work abroad experience. Faculty members wishing to attain the designation will have similar requirements.

The GS program is designed to impose no additional courses beyond the general education requirements; consequently, it does not compete with majors for curricular space. All students can become Global Scholars. The program does, however, require that schools across campus think systematically and strategically about their international course offerings and overseas programs and how they orient their professional development activities. Student and faculty participation numbers will also yield one additional measure of international/global learning.

The proposed Global Scholars project will help strengthen and improve undergraduate instruction in foreign languages and international studies by –

1. Increasing foreign language proficiency through: a) training faculty in proficiency testing; b) developing and offering proficiency exams in foreign languages – including the priority need languages of Arabic, Chinese, Japanese, Russian, and Hindi; and c) offering foreign language courses and immersion study for faculty members.
2. Promoting the acquisition of less commonly taught languages (LCTLs) (i.e., Arabic, Chinese and Hindi) by developing at least four new courses and/or overseas programs in the target language countries.
3. Increasing the number of students who acquire proficiency in *two* foreign languages by creating two new pre-study language courses for students wishing to study abroad in Brazil (Portuguese for Spanish-speakers) and Austria (German for non-German speakers).
4. Developing at least five new international courses and enhancing or revising at least four current courses to include significant international components.
5. Developing at least five new bi-lateral exchanges and at least two new internship/work abroad programs for approximately 20 students annually. At least three of the bi-lateral exchanges will be with universities in countries where LCTLs are spoken.
6. Supporting at least five faculty exchanges and guest lecturers.

WILLIAM PATERSON UNIVERSITY OF NEW JERSEY

“Preparing Teachers of Chinese and Japanese Language and Literature: An Interdisciplinary Approach”

The William Paterson University of New Jersey (WPUNJ) will create a multi-disciplinary Teacher Preparation Program for pre-service and in-service teacher candidates of Chinese and Japanese languages, culture and literature by combining courses during the regular academic year with a Summer Institute in Chinese and Japanese Languages, Literatures, and Cultures to assist teacher candidates to meet the qualifications for certification in an intensive and accelerated format. The project will also support the study and the integration of Asia in the WPUNJ undergraduate curriculum by making the study of this vital area of the world more accessible to our student body, the wider community, and the region.

New Jersey requires all students in grades K-12 to study a world language. The present proposal addresses that state mandate in light of the shortage of teachers of Asian languages in New Jersey and the recommendation from the NJ Department of Education that more language instruction be provided in "critical need languages such as Chinese or other Asian Languages" since "there is a great need for individuals who speak world languages that have been identified as central to global literacy and are important for future state and national economic, security, and human needs." Additionally, there is a documented demand for qualified teachers of Japanese and Chinese on the state list of job openings for teachers. These echo growing national awareness of the future economic and political significance of Asia for the generations we are teaching now.

WPUNJ's College of Humanities and Sciences' inter-disciplinary Asian Studies Program and the Department of Languages and Cultures will lead this effort and will include the Departments of History, English, and Anthropology as well as the College of Education.

COLORADO STATE UNIVERSITY

“Middle East & North African Studies Enhancement Project”

The purpose of the project is to strengthen the Middle East and North African (MENA) Option in International Studies and the Arabic program, both in their early stages. Colorado State University (CSU) wishes to enhance the status of MENA Studies on our campus to reflect the region’s growing importance in the international arena. As the sole institution in Colorado with a Middle East and North African Studies Option, CSU is uniquely positioned to provide the citizens of this state with the necessary expertise to flourish in a wide range of professions that require a solid grounding in the history, religions, languages and cultures of the Middle East and North Africa.

While the infrastructure is now in place, external funding is needed to fully develop this program to make it relevant and accessible to students across all disciplines at Colorado State. Project objectives include the following: 1) Strengthen faculty expertise in MENA Studies and Arabic; 2) Increase student opportunities to learn about the Middle East and North Africa and enhance MENA Studies Option with a view toward transforming the International Studies Concentration into a stand-alone major; 3) Increase linguistic and cultural competence of students in the MENA Option and in Foreign Languages & Literatures and strengthen the Arabic program with the goal of establishing a Minor; 4) Enhance Study Abroad options in the Middle East and North Africa; 5) Recruit students to courses in MENA Studies and Arabic from outside the College of Liberal Arts and when they are Freshmen & Sophomores; 6) Develop an outreach program for K-12 teachers; and 7) Promote awareness of MENA Studies and Arabic among all members of the CSU and Fort Collins community.

Quantitative instruments will be used to determine outcomes of each specific project component. An external evaluator will assess the overall success of the project and make recommendations for continued improvement.

WITTENBERG UNIVERSITY

“Creating Trans- and Interdisciplinary Foreign Language and Cultural Literacy Options: A New Approach to Foreign Languages Across the Curriculum”

In recognition of the “global transformations of the last decade” that led the American Council on Education to issue an impassioned plea for Americans to acquire a set of “crosscultural skills” that includes “foreign language proficiency, understanding of other world areas, and the ability to meet the international challenges of their field,” Wittenberg University is creating a new interdisciplinary program in International Studies (INST) with a significant foreign language component. The INST major will require three years of foreign language coursework and an international experience, but our foreign language goals for INST students merely begin there. We expect students to achieve an advanced, culturally informed ability in a language, so that they are prepared to use it in substantive ways in the work of the major, and also gain insight, informed by language, into a culture or region of the world.

To achieve these ambitious objectives, we will fundamentally alter the way that foreign language is taught at Wittenberg, through a comprehensive restructuring of foreign language learning. We will adopt a “multiple literacies” approach to language instruction and will expand and embed the meaningful use of languages in INST classes across the curriculum. In the first year, faculty from foreign languages and other departments will review best practices in “languages across the curriculum” initiatives, decide how new and revised courses will be structured, create lists of texts to be used in those courses, and engage in a year-long, interdisciplinary reading colloquium to gain familiarity with the texts and with the concepts, themes, and methods specific to each of the disciplines represented on the project team. In the second year, faculty will complete the design of the classes that will incorporate “language across the curriculum” components.

KANSAS STATE UNIVERSITY

“Building African Studies at Kansas State University”

This proposal aims to build an undergraduate African Studies program anchored by the teaching of Swahili. Because most American students, especially those in the Midwest as ours are, still base their understanding of Africa on scant media portrayals, we will present unique opportunities for our students to deepen their knowledge through expanded curriculum and new international connections through African Studies at Kansas State University (KSU). Moving beyond traditional African Studies programs, our program, through linkages with biology, environment, and health, especially human genome projects, will push the boundaries of technology and its applications to Africa. We thus request funding to achieve seven specific goals: 1) develop an African studies curriculum including a certificate option and a minor in African studies, especially in the Political Economy of Agriculture, the Environment, and Health; 2) enhance our existing Swahili language program begun in Fall 2007; 3) implement two study tours to Africa incorporating the university’s Overseas Community Service Initiative by providing a service-learning component; 4) create new institutional links with African universities to encourage student exchange; 5) acquire and disseminate materials from the African Studies Media Center; and 6) facilitate and support undergraduate intellectual development and research through a seminar series.

The 30-faculty involved in African Studies at KSU represent an interdisciplinary group and currently teach diverse courses in humanities and languages, natural sciences, and social sciences. By combining these fields with proposed courses in Swahili and other African languages, we will be well positioned to establish an excellent undergraduate African studies program to serve our students and the community at large. We expect to produce benchmark and survey data to guide the development of new and revised courses on Africa for the general education curriculum, and for the Certificate and Minor tracks within the African Studies program. To ensure that new courses are offered once approved, the Curriculum Development Committee will set specific criteria for evaluation. Critically important facilities for the success of this project are in hand. African Studies has already established a website that represents the program’s faculty, courses, current international opportunities and a working paper series written by faculty and fully accessible by undergraduate and graduate students. The African language program will rely on the Language Learning Center, its resources, and newly acquired materials for the African Studies Media Center. The Undergraduate International Studies and Foreign Language Program will allow our African Studies program to take its place among our already successful Latin America and South Asia programs, and the newly created East Asian Studies program while it revitalizes KSU’s traditional links with Africa.

UNIVERSITY OF WISCONSIN - MADISON

“Enhancing Middle East Studies”

The University of Wisconsin-Madison seeks support to strengthen undergraduate education in Middle East Studies (MES) by expanding the number of interdisciplinary courses; expanding and strengthening programs in Arabic and Persian; introducing proficiency testing in summer and academic year programs; developing new institutional linkages leading to the development of new study abroad opportunities for our students (at institutions such as the American University in Beirut, the American University in Sharjah, or the Yemeni College of Middle East Studies); and developing faculty capacity.

Our proposed new area courses will help build bridges between the various departments participating in the Middle East Studies Program within the College of Letters & Science, as well as with other schools at the UW-Madison such as the College of Agricultural and Life Sciences (CAL S). In addition, we will strengthen our faculty through opportunities for development of new courses and research proposals, as well as strengthening our summer immersion program in Persian. We hope to create a regular course in fourth-year Arabic and ensure the continuity of our Persian program so that our students can reach advanced proficiency in Arabic and Persian. By the closure of the grant we will have created 10 new interdisciplinary courses, created a true fourth-year Arabic course, institutionalized offerings in Arabic and Persian, and strengthened our Undergraduate Certificate in Middle East Studies, allowing our student to acquire the skills necessary to fill crucial needs in government, business, education, and other fields dealing with this strategically important region. The project will accomplish the following objectives:

A. Curriculum Development

1. Strengthen our Undergraduate Certificate by introducing 10 new interdisciplinary courses.
2. Augment and strengthen language program through the introduction of a true fourth-year level Arabic language course; regularize the offering of an advanced course in Colloquial Arabic; and institutionalize the offering of three levels of Persian during the academic year, as well as strengthen the summer immersion program in Persian language.
3. Enhance and enrich the curriculum through improved library holdings, films, and course materials.
4. Expand study abroad opportunities for our students.

B. Faculty Development

1. Organize a series of speakers for the purpose of faculty development on the Middle East.
2. Provide faculty development grants to promote the development of new courses in or on the region and/or promote new research proposals.
3. Seek to promote linkages with institutions in the Arab world and Turkey leading to visits by scholars from the region, hopefully leading to faculty exchanges.

The importance of the Middle East as a field of study is increasing at a remarkable pace and an expanded available pool of knowledge about the languages and cultures of the Middle East, its history, and its present conditions is widely recognized as in the national interest. The activities proposed increase expertise among students and faculty on this strategically important region, filling a need on our campus, regionally, and nationally.