

ABSTRACT

Proposal to Refocus and Strengthen the Latin American Studies Program at Birmingham-Southern College

This project aims to refocus and strengthen the existing Latin American Studies program at Birmingham-Southern College (BSC) over a two-year period. The Latin American Studies program was established at Birmingham-Southern College in 1992 and achieved remarkable success at its height. Today, after a ten-year period of existence, the program is in a critical need of adjustment to accommodate current student interests, to incorporate strengths of new faculty, and to address institutional changes in the general curriculum.

OBJECTIVES

- Redesign the leadership structure of the Latin American Studies program at Birmingham-Southern College. We plan to implement this in the following ways:
 - 1) by establishing a new model of leadership based on team participation and team effort;
 - 2) by creating a committee with rotating membership and chair;
 - 3) by drawing faculty with interest and commitment to Latin American Studies into the program leadership.

- Attract students to the program. We aim to achieve this in three ways:
 - 1) by piquing their interest in Latin America through courses designed specifically for first-year students;
 - 2) by addressing significant student populations in pre-health and business with interdisciplinary Latin American Studies courses developed in science and business, with pertinent Spanish language courses, and by creating internship opportunities in Latin America;
 - 3) by creating extracurricular activities that will increase the visibility of the Latin American Studies program on campus.

- Attract newly hired faculty as well as reinvigorate the interest of faculty who have worked with the LAS program since its establishment. This is to be accomplished in following ways:
 - 1) by offering a Spanish language course for professors over the period of two semesters, followed up by a two-week immersion in language and culture in Latin America;
 - 2) by offering summer stipends for course development and by facilitating contacts with disciplinary colleagues at institutions in Latin America in order to create professional development and research opportunities for BSC faculty and students.

Project Abstract: Strengthening the International Studies Curriculum in Caribbean Basin Studies and International Political Economy

The purpose of this two-year project is to strengthen and improve instruction in International Studies and the study of foreign languages at **The College of New Jersey** (TCNJ) through curriculum development and faculty enrichment. It has six objectives: *first*, to *expand the curriculum* by adding 15 new courses and revising 7 others; *second*, to provide the *framework for this curriculum development and foster internationalization* on campus by holding twelve 5-hour faculty workshops; *third*, to contribute to *faculty development and build bridges across the disciplines* through the workshops, faculty travel abroad, and the presence on campus of four distinguished scholars; *fourth*, to introduce a pilot *Languages Across The Curriculum* program in Spanish; *fifth*, to create a *website* which will disseminate the results of the project to a wider audience; and, *sixth*, to incorporate *rigorous outside evaluation procedures* to document the program's success.

This project is the essential next step to fulfill the interdisciplinary promise of the International Studies major which was inaugurated in September 2001. It responds to local, regional and national needs. Interest in International Studies at TCNJ is substantial; in a successful first year of operation, more than thirty students chose the major. Moreover, International Studies courses enrolled approximately 8,622 during the 2001-2002 school year.

The proposed project builds on this local interest and strengthens the interdisciplinary nature of the International Studies curriculum. Its foci, Caribbean Basin Studies and International Political Economy, concern two of the major's concentrations: Latin American Studies and International Economics and Trade. They are also key aspects of the current African-American Studies minor and the proposed major in that field.

We use a broad definition of the Caribbean Basin that includes states and territories within the Caribbean, as well as bordering coastal areas such as those found in Venezuela, Colombia, Costa Rica, and Mexico. We view this as an integrative, innovative approach to Caribbean Studies that permits comparative work across traditional delimitations such as language or "island" status. Understood as a broad region, the Caribbean forms a microcosm for examining major issues that concern much of the globe. Today, for example, Caribbean countries are struggling to meet the challenges of economic integration, ecological degradation, globalization, drug traffic, internal rebellion, and migration. All of these problems impact the security of the United States and are of concern to many other countries. Therefore, knowledge about this region will be transferable to other areas of the world.

Similarly, the timeliness of studying International Political Economy is clear. As the world shrinks, and the distinction between politics and economics becomes more blurred, it is imperative that students incorporate economic issues into their understanding of international politics and society. The issues at the core of International Political Economy draw on at least three disciplines: Political Science, Economics and International Business and, therefore, require an interdisciplinary approach. As overseas trade becomes increasingly important to New Jersey's economy, graduates of the state's colleges must understand transnational economic issues, broadly conceived to include

environmental concerns. These are no longer second-order problems but impact directly on the health and well-being of the state and the nation.

This project will build bridges across disciplines as a result of the curriculum development and faculty enrichment which are at its heart. It is not immodest to characterize the outcome as a major elevation of TCNJ's emphasis on international studies through a substantial commitment on the part of the college combined with the stimulus of federal funds. The faculty and administration of The College of New Jersey are committed to the International Studies major as an aspect of their continuing efforts to expand cross-cultural opportunities for students. This project will influence the entire campus by infusing the college's intellectual life with a deeper appreciation of international concerns. Federal funds are essential to the fulfillment of these goals.

**Contemporary European Studies Minor:
The Crossroads of Global Cultures Project Summary**

Drury University proposes to create and support a Contemporary European Studies Minor with a particular focus on situating today's Europe as a crossroads of global cultures. In addition to a traditional focus on Western Europe, the Minor will integrate Europe's changing relationship with Russia and the Independent states of the former Soviet Union, and the important contributions of the Mediterranean and Islamic worlds to contemporary European identity.

Basing the Minor on existing institutional resources and faculty strengths in European Studies, as well as incorporating the benefits of our inaugural satellite campus in Vólös, Greece, and recent faculty hires in the area of Russian Studies, project faculty will develop or revise thirteen courses in support of the Minor, including two core courses, three foreign language courses, and three study abroad courses.

Faculty development will play a central role in creating the Minor. We will hold two summer workshops with an expert facilitator; a subsequent Faculty Reading Group, integrated with a Visiting Speaker Series, will meet throughout the two-year grant period to continue work initiated in the workshops. The Minor will be fully interdisciplinary, with faculty from eleven disciplines, including our school of Architecture, involved in the Project development and implementation.

Drury University requests \$106,187 from the Federal Government and offers \$130,528 in matching funds for a total budget of \$236,715 for the creation and implementation of a Contemporary European Studies Minor. A grant from the Department of Education will lend key support to an innovative program that offers students long-term benefits in international studies and foreign languages. In particular, by targeting underrepresented regions and cultures that are currently changing the political, economic, and religious climate of contemporary Europe, the Minor will give students a rich understanding of the European Community as a dynamic entity that is continually redefining itself through complex relationships with surrounding regions and cultures.

Internationalizing the Curriculum and Improving Foreign Language Instruction Abstract

Illinois Valley Community College (IVCC) is a public, two-year comprehensive community college in rural, north central Illinois, with a credit student population of 3,873 (Fall 2002). The proposed International Studies Project is needed because our students have historically been more concerned with local, rather than national or international issues. Students need to experience international education to be prepared for transfer to colleges and universities, and to meet employer demands for an educated workforce familiar with global issues. Strengthening and expanding our foreign language program is also necessary to satisfy student, curriculum, university, and community needs.

The goal of our project is **Internationalizing the Curriculum and Improving Foreign Language Instruction** by developing and implementing **A Replicable Model**. This goal is supported by four strategic emphases:

- (1) Faculty/staff development in international education;
- (2) Curriculum development in international education;
- (3) Student development in international education; and
- (4) Strengthening foreign language instruction.

The cornerstone activity that touches each of these areas is the *International Studies Integration Model (ISIM)*, which features an annual, interdisciplinary institute on particular regions of the world, complemented with international curriculum development and integration, library holdings and access improvement, faculty/staff training and conference travel, student international activities enhancement and travel recruitment, and the innovative application of IVCC's multimedia foreign language lab.

Comprehensive evaluation is a vital part of the project, and includes formative and summative, internal and external evaluation strategies employing both qualitative and quantitative methodologies.

Key personnel at IVCC make up the International Education Steering Committee, which will direct the proposed activities. The College's commitment to international education is illustrated across the campus and externally through its five-year partnership with the International Centers of The University of Chicago (The U of C).

The project duration will be from July 1, 2003 through June 30, 2005. Federal funds requested equal \$70,794 for year one, and \$71,150 for year two.

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ABSTRACT

SOUTHWEST TEXAS STATE INTER-AMERICAN STUDIES PROJECT

Southwest Texas State University (SWT) seeks to strengthen and improve its undergraduate instruction in international studies and foreign languages by enhancing significantly its Inter-American Studies major by adding nine new courses or course modules on Inter-American societies (with the emphasis on Canada) and by developing two new senior-level Business Spanish courses, revising four existing junior-level courses on Business Spanish and Business French, and by adding five new Extension courses on Portuguese. SWT also aims to continue the internationalization of its curriculum by developing some of the new courses or course modules in departments that do not have much of an international focus or that are underrepresented nationally in Inter-American studies (Curriculum and Instruction, Communication Studies, English, and Technology). Finally, SWT plans to persist in the internationalization of its campus, extra-curriculum, and Central Texas community by developing a network of businesses, universities, and government agencies in Central Texas to promote Inter-American studies and culture, and uniting this network through a quarterly newsletter on-line; organizing an annual, on-campus weeklong celebration of Inter-American culture, and, finally, enhancing ties with foreign universities in North and South America, initially with Tecnológico de Monterrey's Campus Guadalajara, University of Ottawa, and Universidad del Pacifico in Chile. Through this project, SWT will also address a major unmet need in international education in Texas and the southwestern United States: the deficiency, indeed, virtual lack of courses and programs focusing comparatively on Canada, Mexico, and South America and offering professional and business language training in Spanish, French, and Portuguese. It is anticipated that the SWT Inter-American Studies Project will become a model for other universities in Texas and the southwest, and SWT will gladly share its model and experience.

The new courses and course modules will be interdisciplinary, provide insight into Inter-American societies from a variety of perspectives, influence over 35% of our student body, and be mainly in fields that are underrepresented nationally in Inter-American studies. The new courses, course modules, and new and revised languages will increase or enhance the number of courses taught at SWT that has an Inter-American focus from 10 to 28. Such an accumulation will strengthen significantly SWT's Inter-American Studies major, allow SWT to offer a certificate in Canadian Studies, diffuse a comparative perspective on Inter-American relations into the curriculum, and support SWT's persistent effort since 1984 to internationalize its curriculum and faculty. It will also help SWT prepare its students to assume leadership roles in the burgeoning political and economic relations between Canada, the United States, Mexico, Central America, and South America. The key personnel include David Stea, an expert on Mexico; Lydia Garner, an expert on Latin America; Carol Higham and John Thompson, Canadian experts; Robert Fischer, chair of Modern Languages; consultant John Corbett, Canadian-Latin American expert, and project director Dennis Dunn, the director of International Studies and an experienced manager of grants and faculty development programs. The

plan of management, the budget, and the plan of evaluation are thorough, reasonable, efficient, and effective.

Minor in European Studies Abstract

Weber State University in Ogden, Utah, seeks support from the Undergraduate International Studies and Foreign Language Program of the United States Department of Education to enhance a new interdisciplinary minor in European Studies. Weber State University is a state-supported four-year university in northern Utah. Many of its students come from large families in small towns or rural communities and are first-generation college attendees. Through concurrent enrollment with local high schools, the University makes a special effort to reach potential first-generation and minority students. Many students enter the university with oral proficiency and cultural knowledge in a less commonly taught foreign language, acquired during a two-year residency abroad in service to their church.

At present, a great many points of contact exist between the United States and Europe: soldiers are serving jointly in Afghanistan, intelligence and police officers work together in the fight against worldwide terrorism, both trade blocks engage one another in the World Trade Organization over subsidies for agriculture and industry, and the establishment of the International Criminal Court is a focus of heated discussion. The European Union is in the process of writing a constitution for itself and is actively engaged in preparing the way for enlargement by ten new members by 2004, thus creating a block of 460 million inhabitants. NATO expansion in Europe is also currently in progress. The annual current account deficit between the U.S. and the European Union in fall 2002 amounts to \$60.5 billion. All of these factors require that American students be well informed about European affairs as they affect the United States, that they understand local cultures beyond the trivial, and that they speak a variety of European languages at a professional level. A European Studies Minor helps to achieve these objectives.

In enhancing the new Minor in European Studies, this project will accomplish the following four goals:

1. To create a fuller interdisciplinary curriculum consisting of existing courses in history, political science, geography, new courses in business, culture, history, politics and revised courses in business language in French, German, and Spanish.
2. To promote study abroad at European universities and to develop internship programs that enable Weber State students to gain the knowledge and experience required for their future careers on the international stage.
3. To train faculty to administer international business language examinations in French, German, and Spanish.
4. To provide ways for local and visiting European scholars and students to contribute their experience to the internationalization of our campus.

A two-year budget in the amount of \$237,844.00 of which \$118,104 represents Federal funds through the Title VI grant and \$119,740 represents Weber State University's contribution (direct funds and in-kind) is proposed. The budget requirements for the

enhancement of this minor focus on three main areas: curriculum development, partnership development, and faculty training.

The current tightness of state and therefore institutional budgets requires assistance from external sources so that the new European Studies program can take its place alongside the older area programs at WSU for Latin America and Asia.

Restructuring International Studies and Chinese Language at Whittier College
Submitted by Whittier College, PO Box 634, Whittier, CA 90608

Abstract

Whittier College's request to the Department of Education under its Undergraduate International Studies and Foreign Language Program (Title VI) is to revise and restructure its International Studies, Comparative Cultures, and Area Studies programs into a single interdisciplinary major that will: (1) provide a more substantive and coherent educational experience for our students; and (2) give greater support to the faculty involved with this program. The newly designed major course of study will be called "International and Cross-Cultural Studies" (ICS) and will include what we consider to be successful elements of our existing interdisciplinary majors, such as Comparative Cultures, International Studies, and Asian Studies. As we learned from recently completed departmental and programmatic self-studies,¹ many of these interdisciplinary programs have not been as successful as we would like for a number of reasons. The self-assessment process enabled us to identify those reasons and provided guidance as to ways in which we could combine and restructure those separate yet related majors/minors into a single cohesive program. Hence, with the assistance of Title VI funds, we propose to build on the facets of existing majors that we have identified as "successful" and augment them with new components to ensure educational and intellectual coherence and rigor are built into the new major. Once implemented, this major will become a model for interdisciplinary study on the Whittier College campus and, we believe, for other colleges as well.

One of the other findings of the self-study process was that there are some significant flaws with our existing Modern Language Program, which includes the teaching of French, Spanish and Chinese. While the first two areas have respectively two and three full-time tenure-track faculty members supporting it, Chinese only has one. We learned that this has undermined significantly not only the College's ability to support a true Chinese language program, but also the interdisciplinary programs, such as Asian Studies, that has Chinese as one of its core components. Adding a second tenure-track faculty member in this capacity will contribute directly to strengthening the teaching of the language as well as to the prominence of the new major proposed here.

For the new ICS major we will create a common core of courses that will introduce students to the issues, paradigms and approaches to the course of study; the major will culminate with a capstone seminar developed specifically for this revised major. Included in the major will be a requirement for language proficiency, a study abroad component, and the expectation that each student will complete a comprehensive integrative research paper upon his/her return to the campus after studying abroad. The program will be administered by a single chair or program director who will be responsible for recruiting students to the major, tracking their progress once they are in it,

recruiting faculty to teach, and ensuring ongoing assessment and evaluation of both the program and the integration of Chinese language. The result will be a major that will improve undergraduate instruction at Whittier College specifically in the areas of international and cross- cultural studies (broadly defined) and foreign language.

¹ The self-study process was required of all departments and programs over the past three years. This process included a comprehensive evaluation by the faculty associated with the department or program, faculty from outside the major but who have been associated with it, and student and alumni input. In addition, each department/program was required to invite an external evaluator to campus to review the self-study document, meet with relevant constituencies and submit a report. The Vice President of Academic Affairs and Dean of Faculty as well as the College's Assessment Committee, all of whom then met with the department for a feedback session, then reviewed these. This process was necessary both to prepare the College for an upcoming accreditation visit but also to help inform the Strategic Plan that has just been completed.