

U.S. Department of Education - Title VI
Undergraduate International Studies and Foreign Language Program (UISFL)

George Mason University
Department of Modern and Classical Languages
PI: Dr. Jeffrey Chamberlain

Building Bridges for Asia-Pacific Studies: Language, Culture, and Connectedness

Abstract

In this Undergraduate International Studies and Foreign Language Programs application, George Mason University (GMU) proposes to develop a minor in Chinese, expand its course array in Japanese, and thereby enhance the University's Asia-Pacific Studies minor. Our plan implements three components: 1) new upper-level Chinese and Japanese language courses; 2) increased study abroad options for students; and 3) new and redesigned courses in a variety of disciplines to support the minors in Chinese and in Asia-Pacific Studies.

We propose to form for the project an advisory group of faculty members who will collaborate on the curricular changes and host seminars to be given by Asian language and culture experts from within and outside the university. The budget underwrites the development of ten new courses and the revision of four existing courses; supports the creation of a Chinese minor and the enhancement of the existing Asia-Pacific Studies minor; and makes possible the inauguration of a semester-long study abroad program in China. GMU demonstrates its commitment to the project by contributing well over half of the required resources, with an increase in GMU's contribution in the second year of the project.

The resources needed to help this project succeed are in place and are of high quality. Fully 66% of GMU's instructors are tenure-line professors; nearly half are tenured. The university's D.C. metro location puts it in close proximity to 11 other major universities with which it has no-cost reciprocal arrangements, including access for students and faculty to university libraries in the D.C. metro area. GMU's libraries are excellent in their own right. They are one of only a few depositories for European Union documents. In its *Plan for 2007*, GMU committed substantial institutional resources to a wholesale internationalizing of the university. GMU's students, in full concert with this effort, have enrolled in Chinese and Japanese language courses in triple the expected numbers.

In addition to internal audits involving the Dean, Associate Dean and the Project Director, GMU has obtained the services of Dr. Thomas W. Burkman, Director of the Asian Studies Program at the State University of New York, Buffalo, who will come to GMU for two on-site evaluations of the project, in spring 2003 and 2004.

GMU's commitment to internationalization is extensive. Intermediate-level proficiency in one foreign language is required of every B.A. student, and all students must take one course that meets its global understanding criteria. The Center for Asia Pacific Economic Cooperation, a consortium of faculty from 15 GMU departments, sponsors seminars on globalization issues, publishes a journal that explores the evolving role of Asian cultures and economies, and advocates for internationalization of the curriculum. In a partnership with the United Nations, GMU sends student volunteers to developing nations to help them make better use of technology. GMU's Center for Global Education offers programs in over 20 countries; the university has been ranked third nationally in number of students studying overseas.

Recent articles in the national and international press have stated flatly that American universities need to graduate more students with expertise in Asian languages and cultures, or see America's ability to meet its global challenges undermined. GMU students and faculty sense this need. The proposed project will meet the demand for more courses in Chinese, Japanese, and Asia-Pacific studies.

Georgetown College

THE COMMERCE, LANGUAGE, AND CULTURE PROGRAM: A LIBERAL ARTS RESPONSE TO GLOBALIZATION

ABSTRACT

Georgetown College seeks a total of \$145,270 over the two-year period of this grant to complete the development of and to implement the Commerce, Language and Culture (CLC) Program. This new program combines foreign language acquisition and the analysis of culture with the study of international business and the methodology of rational decision-making.

In today's world, college graduates must be able to function effectively in the global economy whether they live in Kentucky or Katmandu. Most students at Georgetown College have grown up in rural areas and many are first-generation college attendees. For such students the broadening of cultural horizons is an absolute necessity to their successful functioning in the professional arena. The CLC program offers our students the opportunity to develop the capacity to navigate other cultures and languages while at the same time building a strong foundation in business practices. The CLC program addresses this need by establishing an interdisciplinary major which offers the equivalent of a minor in a foreign language and a minor in business followed by a series of integrated courses which combine the two disciplines. Course offerings are supported by and integrated with a business internship and a study-abroad experience.

To implement this program, faculty members from the Foreign Languages and the Business Administration and Economics Departments will introduce seven entirely new courses, two significantly revised courses, seven moderately revised courses, and two real-world components.

Successful graduates of this new program will:

- Integrate effectively the study of business with the study of languages and cultures;
- Bring high levels of language and cultural competence to careers in business; and
- Demonstrate awareness of global issues and the analytical capacity for resolving problems growing out of these issues.

Graduates of the CLC program will function effectively as global citizens, within the business community and beyond it.

The most notable aspect of the CLC program is the degree to which the disciplines—foreign languages and business administration and economics—are integrated at all levels of the curriculum. Even at the foundational level of the program, students are presented with information and methodological approaches of the complementary discipline in all of their classes. (For foreign language classes the complementary discipline is business and economics, and for business and economics classes, the complementary discipline is foreign languages.) At the upper tier of the curriculum the integration is even more thorough. Three upper-level courses will be a combination of team-taught and interdisciplinary classes, offered in conjunction with an internship and study-abroad experience. Whereas these integrated courses will be more costly than traditional courses, the benefits from such a cross-disciplinary perspective will be greater as well.

Because this is a complex, highly integrated program, the bulk of the funds requested under this grant will underwrite the curricular development necessary for program implementation. Other key project activities include the development of faculty expertise in the complementary discipline, internship development and maintenance, and the enhancement of our study-abroad program. Completion of these activities will provide students at Georgetown College with the type of high-quality interdisciplinary program that they have been requesting for a number of years.

ABSTRACT

PROPOSAL TO DEVELOP A LATIN AMERICAN STUDIES PROGRAM AT LEE UNIVERSITY

Our project is to develop a Latin American Studies Program at Lee University over the next two years. There is already strong interest in Latin America at Lee, and through a Latin American Studies Program, we will create a versatile minor, enrich the general education language offerings, foster study abroad and exchange opportunities, and enhance awareness of Latin American culture, history, languages, and ecology on the Lee University campus.

OBJECTIVES

- ❑ **Create a Latin American Studies minor** by supporting faculty members in their development of nine new courses in a variety of disciplines on Latin American culture, geography, history, literature, economics, media, biology and geology.
- ❑ **Expand foreign language offerings** through the introduction of five new courses, including Portuguese for Spanish Speakers, Language and Culture courses in Portuguese, Guarani and Quechua, and a Spanish course in Folk Music and Culture of Latin America.
- ❑ **Expand study abroad options in Latin America** by assisting faculty in doing the necessary travel, research and Spanish language study to establish new programs in Chile, Ecuador, Mexico, and Brazil.
- ❑ **Develop and strengthen relationships between Lee University and universities in Latin America** through increased cooperation with Universidad Americana in Asuncion, Paraguay, and by establishing a relationship with four universities in Chile, Mexico, Argentina, and Brazil. These relationships will allow Lee faculty and students to study in Latin America and will bring Latin American scholars to Lee for short-term teaching.
- ❑ **Enhance awareness of Latin America on campus** by introducing a film and lecture series.

A Proposal to Establish an Integrated Peace and Global Studies Program

at Le Moyne College, Syracuse, New York

Abstract

Le Moyne College, a Jesuit liberal arts institution in Syracuse, New York seeks to strengthen its offerings in foreign languages and international studies by creating an integrated campus-wide program in Peace and Global Studies. The program will have two interlocking components: (1) the transformation of an already strong international studies major into an interdisciplinary Peace and Global Studies major and (2) the establishment of the Le Moyne College Center for Peace and Global Studies. The center will act to support the new major, augment the College's long-term goal of teaching global studies across the curriculum, increase participation in study abroad and facilitate community outreach. To enhance the educational experience of both Peace and Global Studies majors and the student body at large, additional efforts will be undertaken to use computer-aided technology in language instruction, to provide greater opportunities for faculty research and development, and to grow the available library holdings in non-Western films and Middle Eastern studies. Through these initiatives, the school intends to intensify the links between the classroom experience and concrete issues of peace and justice in our global community.

Founded in 1946, the College's 2000 undergraduate students come primarily from the Northeast, although the school is increasingly attracting students from outside of the region. The school also has a growing international student population, with undergraduates from such diverse places as Jordan, Nicaragua and Bulgaria. As one of 28 Jesuit institutions of higher learning in the United States, Le Moyne draws upon a 450-year tradition of academic excellence in the liberal arts and a commitment to values-based and person-centered involvement in the broader world. Offering bachelor's degrees in 18 fields, Le Moyne College has been consistently rated in the top tier of its division by *U.S. News and World Report*, and plays a significant role in the cultural and intellectual life of central New York.

Le Moyne College students generally come from the top 15 percent of their high school graduating class. The average combined SAT scores of our entering freshman is 1105 and nearly 50 percent of our entering students receive some form of merit-based financial aid. Many of our students are the first members of their families to attend a four-year College. More important, while our students come to Le Moyne with a solid educational background, they often lack any meaningful international experience and instead possess a sense of isolation or disconnection from the broader world. With the events of September 11, 2001 in mind, the authors of this proposal contend that helping students become aware of their place and responsibilities in that broader world and encouraging them to explore it for themselves are among our most fundamental responsibilities as educators. In the long term, we hope to change the entire underlying campus culture from one in which taking foreign languages, studying abroad and making connections between the local and the global is no longer the exception, but rather the norm.

ABSTRACT

“Educating for a Global Community” addresses the need to assist North Harris College to become a world-class community college in which students, faculty, staff and administrators gain international knowledge and experience through educational and scholarly activities and community and global partnerships. This mission is particularly urgent because of the rapid globalization of the Houston economy and society.

In order to facilitate moving the institution to the next level of global interchange, North Harris College is seeking support through the Undergraduate International Studies and Foreign Language Program in the amount of \$89,780 in FY 2002-03 and \$88,995 in FY 2003-04.

The College’s commitment to this venture is evidenced by the creation of the Center for International Education and Languages and its plan to build an Associate of Arts concentration in International Studies. This initiative will begin with a group of selected faculty working to enhance a number of targeted courses, developing instructional components that introduce students to the international context of their coursework. Within two years, students will have the option of selecting a sequence of coursework that provides a solid perspective on international issues, at the same time that it meets current Associate of Arts requirements. This option should be particularly attractive for students who wish to pursue bachelor’s level studies in international relations, international business, or foreign language study. But potentially all of our students will benefit from the availability of this coursework, achieving a broader perspective on international issues.

Significant progress has already been made. Faculty members of the Core Curriculum received approval from the Executive Council and Board of Trustees to add a multicultural requirement to the core requirements for the Associate of Arts and the Associate of Science degrees. Partnerships and affiliations with various international universities, consortia and associations have been established, and the institution is actively pursuing several study abroad and faculty exchange programs.

Funding of this proposal will provide support for faculty fellowships and workshops, curriculum development, expansion of the modern language program, and resource acquisition. Expected results include a coherent International Studies program, leading to an Associate of Arts Degree, which fully articulates with the Bachelor’s level programs in International Studies at local universities; a Diploma in Mexican Studies; instruction in Vietnamese, Mandarin Chinese, Arabic and Japanese and an infrastructure that promotes increased access to international exchange opportunities for both students and faculty.

North Harris College has made a commitment of approximately \$185,000 in support of this project. Funding of this proposal ensures that the college is able to accomplish its goal to internationalize its curriculum and programs.

A Project to Redesign, Renovate and Strengthen the International Core Providing Students with an Alternative Set of Graduation Requirements

ABSTRACT

Need Statement

The latest resurgence of interest in international education indicates recognition on college and university campuses that educated people must live effectively and responsibly in a global world. While the initiation of international programs ebbed and flowed in the 1970s and 1980s, now they are part of the undergraduate mainstream. What were isolated initiatives have become institutional imperatives.

Yet despite all that has been done to date, the general education curriculum as a whole has not been systematically and substantially impacted. It must be if the overall goal that international educators have extolled for decades is to be met, one version of which states that generally educated people are able to analyze and respond constructively to the basic issues facing humankind in the contemporary world.

Many campuses, including PLU, have responded to the need for international education by adding to their graduation requirements such categories as modern language study, an international studies course, and/or a cultural diversity course. Yet, as stated by Martha Nussbaum in *Cultivating Humanity*, "An amorphous elective diversity requirement does not adequately prepare students for the complex world they will confront." (Nussbaum 1997, 96)

Pacific Lutheran University has decided to meet the challenge of enabling its undergraduates to become globally literate by offering a revised and strengthened International Core for students to meet their graduation requirements. In this world of internationalizing societies and systems contrasted with revived cultural identities, educated people must live and work in a global context as they choose occupations and lifestyles, problem solve and participate in the political process, and respond ethically to events. They are consumers and citizens contributing to the pattern of international interests and demands. As components of complex systems, students should become conscious of their place in the world.

Goal Statement

Pacific Lutheran University's Core II is distinct from Core I in that, as a typical distributive core, Core I mandates courses in literature, philosophy, modern language, natural and social sciences, mathematics, cultural diversity, writing and critical conversation. In the process of renovating and strengthening its International Core II, Pacific Lutheran University will address a major international education issue, namely the linking of international and general education, plus create a constructive response to pedagogical imperatives facing higher education in general, that is achieving curriculum coherence and student outcomes assessment.

Goal One: Produce a coherent, cumulative, systematically designed international general education core curriculum. Forty seven faculty, 20 percent of PLU's full time faculty, will design and teach 14 new courses and 12 revised courses two with several sections.

Goal Two: Hold three-day summer workshops followed up by one day each semester in which participants will collaboratively learn from each other in applying the common content and student skill development themes that will link each course in the program.

Goal Three: Design and develop two program assessment methods that will be built-in to the program as measures of student learning: 1. A pre and post test using objective as well as competency essay strategies, and 2. Creating a new strategy using what the project planning committee now calls student self assessment academic essays that will be required in every course in The International Core.

**DEVELOPING AFRICAN AREA STUDIES
TEXAS SOUTHERN UNIVERSITY
HOUSTON, TEXAS 77004**

Abstract

Texas Southern University seeks support from the Undergraduate International Studies and Foreign Language Program of the United States Department of Education to institutionalize its African studies activities into an undergraduate African studies program. Texas Southern University is a historically black, state supported, urban, university in Houston, Texas. The University has engaged in a decade long program of enlargement of its support for teaching African studies. It hosted a Fulbright Scholar in Residence from Tanzania, it has increased the number of faculty with expertise in African studies and the number of courses with Africa oriented content, it has won competitive grants from the Fulbright program and the National Endowment for the Humanities for projects devoted to Africa, it has piloted a study abroad program in Tanzania, it has developed an externally funded linkage program with an institution of higher education in South Africa, it has helped sponsor the organization of a group devoted to promoting African studies in Houston, it has served as one of the host institutions for the Annual Meetings of the African Studies Association in Houston in 2001, and several of its faculty members have engaged in sponsored research in Africa and published significant contributions to scholarship based on that research. Texas Southern is committed to taking the next step in this process, and using resources available through the Undergraduate International Studies and Foreign Languages program to institutionalize its African studies program.

Towards this end, the University has engaged in a two-year process of evaluation and planning. A core group of members of the faculty has identified specific goals and the actions needed to achieve them. The administration has committed significant resources towards those ends. Funds generated through grantsmanship have been utilized to bring to campus internationally recognized experts on teaching Africa in higher education to advise on the process. The result is a realistic and sustainable plan of action.

A need for a program of African studies at Texas Southern exists. One oft noted aspect of the growing internationalization of the United States society and economy has been the relative lack of participation by minority group members, especially African Americans, in this internationalization. Texas Southern University has an unique opportunity to increase participation by minority group members, particularly African Americans, in international affairs through its African studies program. The program seeks funding for faculty development activities to increase faculty expertise in African studies and revise existing courses, for the development of foreign language programs focused on Africa, for support for a student study abroad program in Tanzania, for the improvement of library and media holdings on Africa, and for administrative support for the program. Program development has already begun. Significant outside support for some activities has already been received. Other significant support for our program is being sought. We intend to make Texas Southern a recognized center for international and African studies.

The specific goals to be realized with the support of an Undergraduate International Studies and Foreign Languages grant are:

1. The development of a minor in African Studies
2. The implementation of foreign language courses in African languages
3. The regularization of its study abroad program in Tanzania

Elements of the program to be directly supported by this grant include:

1. Faculty development activities directed towards curriculum development
2. The beginning of foreign language instruction in African languages
3. Continuation of the study abroad program in Tanzania
4. Support for enrichment activities and faculty workshops on campus that include lectures by distinguished academics and activists
5. Acquisition of library and other teaching materials
6. Support for the administration of the program

The University's commitment to the program includes:

1. An office and structure for the African studies program
2. Release time for key personnel
3. Administrative support
4. Support for faculty workshops
5. Continued financial support for the study abroad program
6. Support for curriculum revision and the implementation of an African studies minor

Measurable outcomes of the program will be:

1. The creation of a minor in African studies
2. The continuation of the study abroad program
3. The offering for foreign language courses in African languages
4. The number of courses revised or created
5. The number of enrichment activities

The Iowa REEES Distance Learning Consortium

Abstract

The dramatic advances in simulated communication environments of the past decade have suggested myriad potential educational applications that faculty are only slowly putting to use. The exploration of new technologies for educational purposes is both exciting and, if applied in haste, potentially hazardous. Experienced teachers are right to be skeptical of flashy applications that promise miraculous results with little student effort. While new technology must therefore be approached with care and foresight and with an ever critical questioning of supposed benefits, clear potential for constructive innovation nevertheless exists.

While technology has leapt forward, budgetary pressures on public institutions serving relatively specialized subject areas have grown more acute in recent years. With enrollments as the bottom line in deans' offices across the country, more specialized fields of study have found themselves at a distinct disadvantage before the most heavily enrolled subject areas. Slavic, East European, and Eurasian area studies have been among the disciplines most affected.

With these two broad considerations in mind, the Center for Russian, East European, and Eurasian Studies at the University of Iowa, in partnership with the Department of Foreign Languages and Literatures at Iowa State University and the Department of Modern Languages at the University of Northern Iowa, has begun a pilot program of distance learning for REEES students at the three Iowa Regents Institutions. Through the REEES Distance Consortium, we hope to pool faculty resources and combine student populations such that undergraduate foreign language and area studies offerings at all three campuses are simultaneously enriched. Based on specific institutional strengths, faculty resources, and student demand, we have selected three REEES languages—Czech, Polish, and Serbian-Croatian—for initial concentration. These will be augmented by a series of new, English-language area related courses on Russian environmental health, Central Asian area studies, Yugoslav cultural politics, Central European history, literature, and culture, and spiritual responses to violence in the former USSR. Finally, without ignoring the possibility that certain of our new courses may attract wide student interest, we anticipate that the exploration of educational delivery systems in common will enable us to provide some solutions to the general problem of how to sustain smaller classes in public institutions.

The consortium partners have been working together since the summer of 2001 to evaluate technologies, carefully select courses, and explore internal funding sources. We have decided initially to employ an internet-based video conferencing technology (Polycom) as our primary delivery system. This proposal outlines the next stage of our activities, which may be divided into the following three categories: (1) curriculum development for 12 new courses designed specifically for distanced delivery; (2) procurement of additional computer hardware and related equipment; (3) establishment of study abroad opportunities for students who wish to pursue their studies beyond the level envisioned by the consortium. Finally, we are seeking limited funds for the organization of a series of REEES speakers to enhance our general area effort by touring the three host institutions.