

## **Undergraduate International Studies and Foreign Language Program FY 2006 Abstracts**

### **Integrating Latin American Studies into the University's Strategic Plan University of Texas—Pan American**

Our project aims to strengthen and to reposition Latin American studies at the University of Texas—Pan American (UTPA) so that the program assumes a prominent role amid the tremendous growth of the university and the Lower Rio Grande Valley (LRGV), which it serves. The LRGV region has developed into a major gateway for trade and population movements between the U.S. and Latin America, and has one of the fastest growing populations in the nation. UTPA, which is second in the nation in the numbers of undergraduate degrees awarded to Latinos, is expected to double its annual enrollment by 2015. To meet the needs of the growing population, and to build on the university's tradition of bridging the U.S. and Latin America, UTPA's president has set a goal of enhancing inter-American and global perspectives throughout the university community, one of six strategic goals over the next five years. We will meet that goal by transforming Latin American studies into an institutional force that can underpin and complement initiatives throughout the university's various academic divisions.

Our project involves the collaboration of eighteen faculty members, representing ten different departments and five of UTPA's six colleges, and has three major foci:

- (1) Developing new, innovative courses on Latin America. This effort will result in four new courses on Latin America, including a capstone course for the Latin American studies major, two courses in the social sciences, and an introductory colloquium on Latin America in the humanities. We will design the colloquium for entering students, and offer it as a new option within the core curriculum. In addition, we will redesign sections of the two American history courses required of all entering students, as part of UTPA's learning communities initiative, so that students can pursue a comparative, bilingual history of the Americas.
- (2) Establishing a cutting-edge program for Portuguese language acquisition. Building on and complementing existing language programs, this effort will begin with the development of a new two-semester course, Portuguese for Spanish speakers. Our plan for the second year is to hire a tenure-track specialist in Brazilian studies, who will offer courses in Brazilian literature and culture in the target language.
- (3) Creating two new interdisciplinary concentrations within the Latin American studies major: Brazilian Studies and Public Health. This innovation, which offers specializations that are not available through any other UTPA program, is designed to have maximum impact, by attracting more students to the major, drawing more faculty members into the program, and increasing the number of upper-level courses with an emphasis on Latin America. The concentration in Brazilian studies will require the redesign of three existing courses in different departments, and the addition of a new tenure-track specialist in Brazilian studies will sustain faculty collaboration on this new concentration for the long term. The concentration in public health will involve the redesign of four existing courses, and the development of a new Spanish language course for health professionals and a field research component in Reynosa, Mexico.

In conjunction with the activities outlined above, we will increase the library's holdings of material related to Brazil and public health in Latin America, strengthen UTPA's relationship with a Brazilian university through faculty visits, initiate a series of lectures by experts from other universities, host four in-service training programs for a total of sixty high school teachers, and implement effective evaluative measures for all aspects of the Latin American studies program.

Strengthening Islamic and Middle East/South Asia Studies  
**University of California, Davis**

The University of California, Davis (UC Davis) proposes to strengthen international and foreign language studies and to meet critical student, faculty, and national needs in the areas of Islam, the Middle East, South Asia, and in Arabic and Hindi/Urdu languages. The objectives of this project are to expand the newly established Minor and develop the proposed Major in Middle East/South Asia Studies (ME/SA) through curricular and faculty development. Curricular development will be achieved by launching Arabic and Hindi/Urdu instruction; hiring two faculty for the campus initiative on Islam, Culture and Society; introducing 21 new courses, and revising 15 current courses on Islam and ME/SA. The faculty development activities will intensify faculty expertise on Islam and ME/SA by engaging faculty in quarterly development seminars, annual lecture series, and conferences; funding faculty to travel to ME/SA countries to gather teaching materials and develop scholarly exchanges; mentoring junior ME/SA faculty; linking ME/SA and non-ME/SA faculty as “course partners” to assist non-experts in adding course content on Islam and ME/SA; and fostering K-12 faculty development through summer training workshops on Islam and ME/SA.

UC Davis has created an innovative program – the first in the University of California system and one of the few in the country – that rethinks area studies by linking two crucial world regions – the Middle East and South Asia – in one curriculum. Studying the Middle East and South Asia in relationship to each other sheds critical light on complex historical and pressing contemporary religious, social, political, and economic issues in a region of the world, which always has been connected. The urgency for understanding is felt by UC Davis administration, faculty, and students who enthusiastically established the ME/SA Studies Program in 2004. In its first year, 1,052 students enrolled in the 21 offered courses supporting the ME/SA Minor, and 874 students signed a petition requesting Arabic and Hindi/Urdu instruction. Further reflecting campus-wide support for this project is the fact that 34 faculty from nine different academic programs in four different divisions are participating in the proposed activities, and nine different administrative offices and institutes contributed to the UC Davis matching funds. The project will increase course offerings for ME/SA by 88 percent. It will increase non-European foreign language instruction at UC Davis by 100 percent, and allow the proposed Major to require two years of competency in an area language. It will intensify the expertise in Islam and ME/SA of the 22 ME/SA faculty, 12 non-ME/SA faculty, and 50 K-12 teachers. This project will have a significant impact on and beyond the campus through the engagement of national and international scholars with UC Davis faculty, students, and the Davis/Sacramento public. The national and international imperative for competency in Arabic and Hindi/Urdu and understanding Islam and the Middle East/South Asia drives this proposal which will bring the study of 2.5 billion (30 percent) of the world’s peoples to this historically science-oriented campus. This UISFL grant is key to making a permanent place for Middle East/South Asia Studies at UC Davis, transforming its institutional culture to meet its responsibilities as a global university in the 21st century.

Enhancing International Education for a 21<sup>st</sup> Century Curriculum  
**Johnson County Community College**

Johnson County Community College (JCCC), the third largest institution of higher education in Kansas, is a comprehensive community college in the metropolitan Kansas City area. It enrolls more than 18,000 credit students and a similar number in continuing education programs and activities. For years JCCC's mission has included a commitment to diversity, to sharing resources and ideas internationally and broadly to expanding the opportunities for personal growth and cultural enrichment of every college constituency. The college has been willing to advance that mission through the commitment of resources, both financial and human. Enhancing International Education for a 21<sup>st</sup> Century Curriculum seeks to build on the existing foundation of courses and programs at the college and to develop areas that are underrepresented in the existing curriculum. The greatest area of need is in the inclusion of content related to the Muslim world. Although attention to Islam and to Muslim countries is evident in courses in Western Civilization and World History, the absence of such content in other areas of the curriculum is apparent. This grant project is designed to address this challenge through four primary objectives. These include:

1. The growth and development of faculty knowledge and expertise about the Muslim world through a directed seminar series and the expansion of print and media resources on Islam, Arabic language, and the cultures of the Islamic world;
2. The addition of significant content to the curriculum through the creation of fifteen modules and nine new courses that focus on Arabic, Islam, and Islamic cultures;
3. The development of three new Learning Communities that bring together language (Arabic, Chinese, and Russian) and culture studies during the first two years of undergraduate study. Each Learning Community will include content on Islam and Muslim populations in the respective cultures;
4. The development and expansion of overseas opportunities and on-line course for students and faculty to study language and to experience the cultures of the Middle East and Central and South Asia.

The two-year project will produce an enhanced foreign language program and create a more inclusive and vital curriculum for our students and our community.

Asian Studies Program  
**East Carolina University**

East Carolina University (ECU) proposes to create a multidisciplinary Asian Studies Program. This program will explore, from the perspectives of various disciplines, a variety of Asian cultures.

**Curriculum Enhancement**

We will propose templates for Asian Studies concentrations for the Multidisciplinary Studies Major. We propose to expand the courses available by creating seven new Asian Studies content courses and at least seven courses revised with new Asian Studies units. This expansion will enhance the Asian Studies minor established two years ago and the International Studies minor. We will also establish at least two undergraduate study abroad or exchange opportunities in Asia. We will solidify the Japanese language and literature program with the hiring of a full-time faculty member and add Chinese by hiring a part-time faculty member. We will tie first year of Chinese to an intensive intermediate Chinese language program in China. We will establish an e-learning consortium with at least two other University of North Carolina institutions to distribute Japanese and Chinese courses. We will link our Asian Studies program to our Russian Studies program. We will establish a digitized database of images provided by faculty members. We will select and procure appropriate research and instructional materials for our library.

**Faculty Development**

We will expand our Asian Studies Advisory Board. We will establish an Asian Studies Forum that will meet at least twice a year for presentations by project participants and visiting Council for International Exchange of Scholars (CIES). Faculty members with Asian Studies expertise or experience will compete for summer stipends and funds for research/curriculum development stays. A total of eight awards will be made.

**Outreach Activities**

In addition to the Asian Forum, we will establish an Asian cultural series including a film festival. We will develop an Asian Studies web page. We will also undertake at least two outreach projects each semester with the eastern North Carolina community including workshops in area public schools. We will establish at least one exchange between Chinese public school teachers (K-12) and their counterparts in North Carolina public schools.

## Strengthening Components, Strengthening Connections in International Studies **Butler University**

Butler University seeks funding from the UISFL Program in order to strengthen key components of international studies – in the core curriculum, in the regional and foreign language concentrations of the international studies major, and in study abroad. We also seek to systematically strengthen the connections among these components so they are mutually reinforcing. We will focus our efforts on two critical world regions – Latin America and Asia.

The University has just completed the most comprehensive review and redesign of its core curriculum in more than two decades. The new core framework, which takes “Self, Community, World” as its organizing principle, includes a six-credit requirement at the sophomore level in “Global and Historical Studies.” Our project responds to the opportunity for interdisciplinary faculty teams to create new courses for this requirement. Three faculty teams will work with outside experts to develop and then regularly teach courses titled “Frontiers in Latin America,” “East Asian Interactions,” and “South Asian Civilizations.” Sections of these courses will enroll 300 or more students each year.

A second component of our proposal involves support for the development of nine completely new courses (and the enhancement of several existing courses) for the Latin American and Asian regional concentrations of the international studies major. Butler has made several new faculty appointments in Latin American and Asian studies in recent years. UISFL support will enable us to rapidly develop new upper division courses about these regions. We will also add Portuguese to the university’s language offerings. This will reinforce other initiatives involving the study of Brazil.

We will link these developments in the core curriculum and the international studies major with the expansion of study abroad/exchange opportunities in Latin America and Asia. Butler’s Office of International Programs will work closely with the three core course development teams and their outside consultants to identify and develop relationships with promising exchange partner universities in Mexico, Brazil, Japan, and India.

These initiatives are designed to be mutually reinforcing. The new core courses will be developed as gateways into more advanced area studies and foreign language courses. All courses will encourage students to undertake language study and to participate in study abroad or exchange programs in Latin America or Asia. And when students return from periods of study abroad, they will make presentations about their experiences in the respective core courses and upper division area studies courses.

Our project represents a close collaboration between International Studies, an interdisciplinary academic major of the College of Liberal Arts and Sciences, and the university-wide Office of International Programs, which is responsible for study abroad and exchange programs as well as international faculty and curriculum development projects. This collaboration will insure strong academic leadership for curriculum development and strong administrative leadership for budgetary and logistical oversight and the establishment of international partnerships.

## Development of a Latin American Studies Program Viterbo University

Hispanics are the largest and fastest growing minority group in the United States. Even in rural areas and small towns in the Midwest, the Hispanic population is growing far more rapidly than all other racial and ethnic groups. It is within this context that Viterbo University proposes to develop a Latin American Studies (LAS) minor, which will be accessible to all students, but especially those in professional fields.

A small private liberal arts institution in western Wisconsin, Viterbo welcomes all students and strives to prepare them for a future characterized by interdependence, globalization, and unprecedented change. Viterbo awards baccalaureate degrees in 51 majors in the schools of Letters and Science, Fine Arts, Education, Business, and Nursing.

By developing this new Latin American Studies minor and through the associated activities of this grant project, Viterbo aims to serve its 1,900 undergraduates in the following four ways: 1) enrich and internationalize the selection of general education offerings; 2) create new study abroad and exchange opportunities in Latin America; 3) strengthen the Spanish Department and improve language instruction; and 4) enhance cultural sensitivity in professionals serving an increasingly Spanish-speaking population in the United States.

To support the minor, faculty will develop and teach Latin American Studies coursework, suitable for general education credit, within the fields of broad field social studies, business, dietetics, environmental studies, literature, nursing, philosophy, and social work. Spanish language teaching and learning will be strengthened through the development of three courses tailored for professional program students (Spanish for Business, Spanish for Health Care, and Spanish for Social Services), plus two courses suitable for Spanish majors and applicable to the LAS minor: Latin American Films and Literature, and Contemporary Issues in Latin America.

Faculty and key administration have designed a practical, cost effective two-year project consisting of the following eight interwoven and mutually supporting activities:

- Build expertise among 13 faculty members through a comprehensive Summer Institute designed and implemented by the University of Wisconsin-Milwaukee Center for Latin American and Caribbean Studies, a U.S. of Department of Education National Resource Center;
- Form a Faculty Learning Community to promote knowledge development, community building, interdisciplinarity and the scholarship of teaching and learning;
- Support faculty in the development of 10 new courses on the history, culture and issues of Latin America, available to all students as General Education courses, which may be elected to fulfill the new minor in Latin American Studies;
- Develop a new summer study abroad opportunity in South America tailored to the needs of professional program students, plus new practicum experiences in Nursing and Dietetics;
- Strengthen Spanish language education through the development of five new courses to better serve professional program students and Spanish majors;
- Build capacity in the Spanish department and strengthen the new minor through the hiring of a new position, professor of Latin American Studies;
- Heighten excitement and interest on campus through extracurricular activities, namely a humanities symposium on Latin American culture and issues and a Latin American performing arts ensemble residency; and
- Evaluate at every step the success of this project, through formative and summative evaluation of project, program, and course outcomes.

Strengthening Global Studies and World Languages  
**California State University - San Marcos**

California State University – San Marcos (CSUSM) is applying for a Title VI-A grant in order to enhance the breadth and quality of its Global Studies and World Languages programs. The Global Studies program currently offers an interdisciplinary minor consisting of courses drawn from nine different departments and plans to offer a major in Fall 2008. Title VI and University funds will be used to broaden the Global Studies course curriculum, enhance faculty skills in interdisciplinary curriculum development and teaching methods, increase the number and frequency of upper-division French and German course offerings, and initiate an Arabic language program.

In 2006-07, federal funds will pay for a curriculum development mini-grant competition designed to increase the disciplinary variety of courses in two geographic areas: the Middle East and Sub-Saharan Africa. Six faculty from disciplines currently underrepresented in the Global Studies curriculum will each be awarded a \$1000 stipend to create a new course for one of these geographic areas. During 2007-08, a similar competition will make six \$1000 stipends available to Global Studies faculty interested in either revising an existing course to make it more interdisciplinary, or creating a new interdisciplinary course altogether. Both competitions will directly contribute to a broader and more dynamic Global Studies curriculum.

The second element of CSUSM's Title VI-A project is an organized effort to enhance the interdisciplinary curriculum development and pedagogical skills of the CSUSM faculty. During the Fall 2006 semester core Global Studies faculty will participate in two workshops run by an external consultant. Workshop participants will learn how to create and teach high quality interdisciplinary courses with global content. While undergoing this training, participants will develop the syllabi for the interdisciplinary core of the Program: GBST 100 Introduction to Global Studies; GBST 300 Global Economics, Politics, and Society; and GBST 400 Senior Seminar. During the Spring 2007 semester, three Global Studies faculty who participated in the workshop will team teach GBST 100, and three will team teach GBST 300. The combination of workshop training and team teaching will give a critical mass of Global Studies faculty the expertise and experience necessary to offer the interdisciplinary core courses of the Global Studies program individually in the future. In addition, these faculty will offer four internal workshops in 2007-08 in order to help other CSUSM and local community college faculty learn how to infuse their courses with interdisciplinary global content. A combination of federal and University funds will pay for the costs of this effort.

The third component of CSUSM's Title VI-A project is a plan to strengthen and expand foreign language instruction at the University. Title VI and university funds will be used to hire a new lecturer in French and German, a new tenure track faculty member in French, and a lecturer in Arabic. The hire of a new lecturer in French and German, as well as a new tenure line faculty member in French will make it possible to increase the number of upper-division French and German courses offered by the World Languages Department so that Minor programs in both languages can be further developed into Major programs. Hiring a lecturer in Arabic will allow the University to satisfy growing student demand for instruction in this strategic language and further enhance the Middle East Studies curricula being developed by several faculty members. Strengthening offerings in Western and non-Western languages will also allow Global Studies students to meet the Minor and Major foreign language competency requirements in either Arabic, French, German, Japanese, or Spanish.



## An Arab World Perspective within a Globalization Studies Curriculum **Gettysburg College**

Gettysburg College, a liberal arts undergraduate college located in Gettysburg, Pennsylvania, proposes the project, "An Arab World Perspective within a Globalization Studies Curriculum." By fall 2006, Gettysburg will have a new interdisciplinary program, offering a major, in Globalization Studies (GS). GS emerges after two years of faculty discussion of how to create a cohesive program that will help students integrate their learning about international affairs and other languages and cultures, and provide them with international skills and knowledge. The program builds on strong existing resources: curriculum for six modern languages (Spanish, French, Italian, German, Japanese, and Chinese) with majors in four and a two-year language requirement for all students; a new state-of-the-art Language Resource Center; a core group of 28 faculty who combine teaching with scholarship on international issues; a growing number of courses and programs (including an International Affairs Concentration) that critically examine global challenges; established area studies in Africa, East Asia, Europe, and Latin America; a dynamic off-campus studies program in which 50 percent of students participate; and a Center for Public Service that sponsors international service learning projects. GS will be led by a highly respected faculty member in political science, whose experience includes having served as Program Coordinator of Latin America Studies as well as leading service-learning trips to Nicaragua. A distinguishing feature of the new major is the emphasis on active and participatory ways of understanding the global system and the challenges it poses. In addition to on-campus courses that provide students with the knowledge and skills to analyze global issues critically, the new major will require students to study off campus and take part in a learning experience that focuses on innovative responses to global problems. The GS program will also contribute to internationalizing the broader curriculum for all students, in support of the College's new general education goal of preparing all students for "local and global citizenship."

Gettysburg College's proposed faculty and curriculum development project, "An Arab World Perspective within a Globalization Studies Curriculum," will produce another essential building block for the new program and the internationalization of the college curriculum. The current world situation demands that American students develop a more profound understanding of Arab cultures and some proficiency with the Arab language. There is growing interest in international issues and affairs in general within our current student body, and more and more applicants for admission are asking about courses on the Middle East and the Arab world. Our project goal is to develop faculty expertise in this area, resulting in a variety of courses (in different disciplines) that include an Arab world perspective. Specific objectives include: (1) bringing to campus each year four visiting scholars from nearby institutions that have established programs in Middle Eastern or Arab studies to assist with faculty training, visit classrooms, and give public lectures on the Arab world; (2) offering an eight-session faculty seminar each year to develop faculty expertise and lead to new or revised courses for the GS curriculum; (3) providing support for course development, co-teaching, and travel for faculty to broaden or deepen their knowledge in the area of GS, with particular regard to the Arab world; (4) launching an Arabic language program of instruction; (5) offering a film and lecture series (open to the public) on globalization topics, including an Arab world perspective; and (6) supporting a linkage with the American University in Cairo.

South Asia in Global Studies  
**Arizona State University**

Our project aims to enhance undergraduate education about South Asia at Arizona State University (ASU). ASU is a major research university located on three campuses in the Phoenix metropolitan area. It has a student enrollment of about 61,000, with eight colleges located on the Tempe campus. Through its Center for Asian Studies, founded in 1966, and its Program for Southeast Asian Studies, founded in 1986, Arizona State offers undergraduate certificate programs in Asian Studies, East Asian Studies, and Southeast Asian Studies. The Center has recently joined ASU's new School of Global Studies, which will extend the reach of Asian studies in a new undergraduate curriculum.

Under a UISFL grant, we would inaugurate an undergraduate certificate program in South Asian Studies to be developed alongside the newly implemented curriculum of the School of Global Studies. Within Global Studies, a designated track in Asian Studies will have an option of specializing in South Asia. The certificate, which would be awarded in conjunction with a student's bachelor's degree in Global Studies or in any existing major (history, political science, or religion, for example), would require the student to complete:

- 1) two years of study of a South Asian language;
- 2) the course, "Introduction to South Asia;"
- 3) at least three other courses on South Asian history, religion, music, art, society, politics, environmental design, and/or economics.

In order to provide the courses needed by students working for this certificate, we propose a combination of one new hire, development of existing ASU faculty, and use of guest lecturers to supplement faculty expertise.

Under the UISFL grant we plan to:

- 1) initiate the teaching of modern South Asian languages and literatures in the undergraduate curriculum, beginning with Hindi/Urdu;
- 2) bring professors from other universities for guest lectures in new courses;
- 3) further strengthen ASU's course offerings on South Asia by having current ASU faculty members develop new courses on South Asia in their respective fields;
- 4) improve ASU's library holdings on South Asian studies;
- 5) further develop a winter-term study-abroad program dealing with modern material culture in India;
- 6) sponsor a series of recent films on and from contemporary South Asia, along with a series of related public lectures by invited speakers. The films and lectures will complement the new curriculum and increase the visibility of South Asian Studies on ASU's campus and in the broader Arizona community; and
- 7) develop a series of outreach programs on South Asia for K-12 teachers.

## A Proposal to Enhance South Asia and Chinese Programs San Francisco State University

In support of our UISFL grant proposal, faculty from the Colleges of Behavioral and Social Sciences, Business, Ethnic Studies and Humanities at San Francisco State University (SFSU) are collaborating to expand the breadth and depth of our current undergraduate programs in international studies and foreign language instruction. This will be accomplished by the implementation of three new interdisciplinary academic programs: a Minor in South Asia Studies; a Minor in International Healthcare in China; and Business Chinese language instruction.

The purpose of the South Asia Studies program will be to design and offer a new undergraduate minor that is both interdisciplinary and comprehensive in scope. To support this new minor, we will develop six new courses, provide service learning and internships for South Asian communities in the Bay Area, implement a study abroad program in Hyderabad, India, augment our South Asia library and audio-visual resources, establish a South Asia Business Institute to capitalize on our proximity to technology-based firms in Silicon Valley, and offer Hindi-Urdu language instruction courses.

The second program will focus on China and will develop a new minor in International Healthcare in China. The minor will be offered as a joint program, drawing from the expertise of over twenty faculty members across four colleges on campus. To support the development of this minor, we will develop new language and area studies courses, build an internship program in China, revise existing courses, and create service learning internships in the Bay Area. A unique feature of this minor is that it will require students to spend at least a semester in China doing volunteer work in various healthcare related agencies, as well as complete two semesters of Chinese language instruction. In addition, this program also will collaborate with the Confucius Institute at SFSU that will provide specialized Chinese language instruction applicable to healthcare context.

The third program on Business Chinese responds to a growing need for specialized Chinese language skills at SFSU and in the Bay Area business community. This program consists of two interrelated projects: (1) developing an introductory and an advanced course in Business Chinese; and (2) collaborating with the Multimedia Education Resource for Learning and Online Teaching (MERLOT) to develop and integrate online digital modules for teaching Business Chinese.

These three undergraduate academic programs provide timely and innovative curricula enhancements that will address the changing international studies and foreign language needs of our culturally diverse student population. For example, 48 percent of the student body in the College of Business is of Asian descent, and over two-thirds of undergraduate students at SFSU are ethnic minorities. Moreover, these three programs contained in our UISFL proposal focus on two geographic regions, South Asia and China, that are emerging as important social, economic and political powers in today's world.

## Growing a Cross-Cultural Learning Environment Carroll College

A convergence of many ideas and events culminated in this grant proposal. Our self-study and accreditation review in the fall of 2000 indicated a need to broaden our courses in International Relations and build greater cultural awareness across the disciplines. In 2001, a new president of the College was installed with a background in international education. Also that same year, the tragedy of 9/11 brought an increased interest among students, faculty, and the broader community in understanding the world around us. September 11 underscored, in a horrible way, the earth shaking changes wrought by globalization. However, we recognize that a globalizing world may affect us positively as well as negatively. Reflecting on Carroll College's mission to "prepare leaders to serve the global community," infusing global awareness across the curriculum became part of our strategic plan. A new core curriculum was approved in spring 2003 requiring all students to take courses in global and national diversity. We identified a nascent capacity and interest for a Latin American Studies Program through faculty surveys and discussion. As Carroll is a Catholic Diocesan College, we also possess a natural bridge to Latin America. Carroll College has the need, desire, strategic vision, capacity, and common bonds to grow a cross-cultural learning environment. We look to Title VI funds to provide the seed for fertile soil.

Specifically, we are requesting \$75,932 from Title VI funds in the first year of the project and \$81,489 in the second, for a total request of \$157,421. Carroll College has committed cash and in-kind contributions amounting to \$67,525 in the first year and \$90,055 in the second, for a total match of \$157,581, providing 50 percent of the total project cost. Although, Carroll qualifies for reduced matching requirements, the College's match represents a strategic decision to move to a new stage in international education in order to prepare our students for service and leadership in a globalizing world.

Growing a Cross-Cultural Learning Environment at Carroll College is a project involving four primary objectives. We will create a Latin American Studies minor, bringing to campus an interdisciplinary area studies minor incorporating foreign language training and cultural immersion. Through a Faculty Language Acquisition Program, we aim to provide faculty members the language skills and cultural immersion experiences necessary to internationalize their courses. A third objective is to acquire a Latin American Resource Collection to serve the needs of faculty, students, and the community. Additionally, we will generate Latin American Cultural Experiences to bring global awareness to our campus and community as well as producing opportunities for Carroll's faculty and students to go abroad.

All four tasks are necessary to grow the learning environment we seek. We believe Growing a Cross-Cultural Learning Environment will serve as a model and catalyst for further internationalization across the curriculum. This program enhances academic excellence and distinguishes Carroll College in the region. It furthers our strategic vision of preparing students for service and careers in a world marked by globalization. It advances the goals of Title VI by enhancing undergraduate international studies and language acquisition. By disseminating international understanding, this project fortifies Carroll's mission of dedicating its "resources to the service of the citizens of Montana ... and to the worldwide human family." Cultivating a cross-cultural learning environment is integral to our future.

An Enhanced Latin American Studies Program: An Interdisciplinary Approach Toward Strengthening and Integrating Global Perspectives  
**King's College**

King's College requests \$85,005 over a two-year period from the U. S. Department of Education Title VI A, Undergraduate International Studies and Foreign Language Program. King's is proposing: (1) to foster an interdisciplinary approach to international studies; (2) to strengthen its existing Latin American Studies minor; (3) and to extend language study into content areas beyond the traditional foreign language classroom. The plan of operation encompasses curriculum development, faculty development, language infusion, and institutional/community outreach. Eleven (11) new courses and five (5) revised courses will emphasize opportunities for study, research, internships, and service learning in Latin America. Specifically, the project will address four areas requiring federal funds:

- Curriculum Development. The current Latin American Studies minor lacks integration into the wider college curriculum. To gain recognition for the program and to better integrate it with other disciplines and campus events, King's will develop eleven (11) new courses and five (5) revised courses.
- Faculty Development. Faculty will participate in: (1) intensive workshops to acquire basic language skills and cultural competency; (2) travel abroad to either Peru and/or Mexico for two weeks to experience a Latin American culture, particularly as it pertains to the faculty member's content area, and to establish connections for student research and study abroad opportunities; (3) the development of one-credit language modules; (4) brown bag lunches to share their newly acquired experiences/knowledge; and (5) faculty workshops on pedagogy and assessment.
- Language Infusion. Language modules will: (1) be one-credit additions to regular three-credit classes; (2) be designed to enhance the curriculum offered in a particular content area; (3) represent a collaborative effort between a Spanish language instructor and the instructor in the content area; (4) be offered to students either currently or previously enrolled in the three-credit content course as the modules cannot stand independently of the course content; (5) at the instructor's discretion, be required for one or more sections of a specific course in any given semester; (6) carry as a minimum pre-requisite Spanish for Communication III or its equivalent; (7) be mandatory for students wishing to enroll in faculty-led study abroad courses to Mexico and/or Peru.
- Institutional/Community Outreach. The final component of the project is two-pronged. It will include the presentation of a multidisciplinary conference titled "Developmental Challenges of Latin America" organized by the International Business Program of the McGowan School of Business and a Latin American focus on music, art and theatre through the King's College Experiencing the Arts program.

The above program initiatives will be co-directed by Dr. Beth Admiraal, Assistant Professor of Political Science, and Dr. Anne Massey, Assistant Professor of Spanish.

Latin American Studies and Foreign Language Program  
**Texas A&M International University**

Our project is designed to improve Texas A&M International University's (TAMIU's) Latin American Studies and Spanish heritage language program over the next two years to prepare our students for careers in business, government, and public service related to Latin America. TAMIU is a growing, Hispanic-Serving Institution located at the Laredo, Texas gateway to Mexico and Latin America. The University's strategic location and students' linguistic heritage should promote careers bridging the United States and Latin America, but their potential is largely unrealized owing to the South Texas region's traditional insularity. Students have little awareness of developments in Latin America or even beyond the border into Mexico, and many are economically disadvantaged, first-generation university students. Over 90 percent are Hispanic, with Spanish as a heritage language, but most require substantial language training to read, write, and speak Spanish at academic and professional levels.

TAMIU's Latin American and Spanish language program aims to provide students with the regional expertise and language skills needed for successful careers. The program has developed the following objectives to meet these objectives:

- 1) Expand Latin American Studies (LAS) course offerings by assisting faculty to develop 14 new courses. This will double the number of courses currently available for the undergraduate LAS major, and accordingly increase not only the program's effectiveness but also its attractiveness for students.
- 2) Teach 2 new courses on-site in Central America to enhance students' understanding of Latin America.
- 3) Acquire library and teaching materials to support the Latin American Studies and Spanish language curriculum.
- 4) Develop Spanish heritage language placement and proficiency exams for secondary and post-secondary students, in conjunction with public school teachers. This will foster accurate placement of heritage language speakers and subsequent assessment of their language skills.
- 5) Conduct 2 workshops with secondary and post-secondary language teachers to improve K-16 heritage language training techniques.
- 6) Team-teach content courses in Spanish with Spanish-speaking faculty from the Spanish department and relevant discipline. Students will conduct research, write, and perform other class activities in Spanish to develop academic and professional language capabilities.
- 7) Invite four experts on bilingualism and Latin American issues for workshops and presentations to increase the TAMIU and surrounding communities' awareness and involvement in Latin America.
- 8) Conduct an annual Latin American Studies Week on campus with faculty and student presentations, music and dance, food, art, and other regionally-oriented activities.

Enhancing Asian Studies  
**Nazareth College**

The primary goal of this grant application is to strengthen the Nazareth College's curricular offerings in Asian studies to serve an increasing interest in this region on the part of the community, faculty and students. Central to this effort will be an expansion in curricular offerings by faculty who already possess Asian expertise in the social sciences, humanities, and foreign languages, as well as the revision of courses offered by non-Asian specialist faculty. Faculty who teach courses that comprise the Asian Studies program will also have multiple opportunities for professional development to deepen their knowledge of the region. The Asian Studies program is an interdisciplinary endeavor that will examine the history, political economies, cultures, and languages of people of Asia, ranging from indigenous perspectives to transnational Asian diasporic communities in the United States past and present. In summary, UGISFL funding would support the realization of the following initiatives during the grant period:

Curricular

1. The grant will provide course development funds for the creation and teaching of 10 new courses. The departments in which these courses will be housed are anthropology (2), English (2), history (2), religious studies (3), senior "capstone" seminar in Asian Studies (1).
2. The grant will also provide funds to revise five courses across a range of disciplines in order to enhance their Asia-specific content. Members of the Asian Studies consultation group will solicit and rigorously evaluate revised course proposals in a competitive process.

Ten-percent of the stipends in each of the two aforementioned categories will be set aside to host teaching and learning circles for faculty receiving these course development funds to discuss, reflect, and collaborate with respect to the integration and enhancement of Asian Studies in the college-wide curriculum.

Faculty & Staff Development

1. In order to install and maintain the technical inputs required to support the teaching of Chinese, Japanese, and Hindi, it will be necessary to hire a Language Laboratory technician. Funds are sought under the grant to support twenty-percent of this new staff member's salary for the two-year period (2006-08) of the grant.
2. The grant will provide funds for faculty with Asian expertise to participate in the teaching endeavors of the Center for Interfaith Studies and Dialogue, which regularly sponsors presentations to history, social and global studies teachers in several local school districts (Brighton, Pittsford, Rochester, Rush-Henrietta), as well as nurses and health care personnel, about the history, societies, cultures, and religions of Asia.
3. Funds are sought under the grant to support two inter-related initiatives that will contribute to the pedagogy of the Asian Studies minor, its internal process of evaluation, and faculty development, namely:
  - a. Speaker Series: Funds will be set aside to host a minimum of one outside speaker per semester whose primary expertise is in Asia from any disciplinary perspective. In addition to giving a guest lecture, he/she will also lead a symposium for faculty in the Asian Studies program as part of their ongoing professional development.

- b. Faculty/Staff/Student Retreat: Each spring term during the grant period and thereafter, an on-campus retreat will be held for all faculty, staff, and students participating in the Asian Studies minor program. The retreat will serve as part of an ongoing internal review process to assess the minor's curricular, personnel, and programmatic elements.

#### Language Learning

1. Chinese and Japanese: The teaching of these languages, which are already part of the Department of Foreign Languages and Literatures regular course offerings, will be enhanced via distance-learning technology as follows:
  - a. Year 1: Nazareth College will become an affiliate of SCOLA, a 501(c)(3) non-profit educational organization dedicated to providing audio, video, and other language learning content via its Internet-based video-stream technology.
  - b. Year 2: A satellite system will be installed linked to the language laboratory that will permit continuous broadcast of direct programming through SCOLA's U.S. facility. Students studying foreign languages as well as Nazareth College's growing body of international students will be able to choose from broadcasts in over 70 possible languages via the satellite link.
2. Hindi: Grant funding would cover costs for self-guided, computer-based instructional materials in first-year Hindi developed by Rosetta Stone/Fairfield Learning Technologies. This initiative is scheduled for Year 2 of the grant as it is linked to the establishment of a student exchange and study-abroad agreement with Delhi University described below and herein.

#### Study-Abroad Initiative

1. A site visit by faculty and administrators from Nazareth College will be made to the Developing Countries Research Center at Delhi University, India. The goal will be to assess the adequacy of the facilities and to negotiate a Memorandum of Understanding leading to student exchanges and/or internships between the institutions, with further exchanges thereafter.



Instituting a Program in International Language and Culture for the Professions  
**University of Colorado at Denver and Health Sciences Center**

This program will allow the Department of Modern Languages at the University of Colorado and Health Sciences Center to address the growing importance of cultural fluency to students who will be entering an increasingly international work environment. It will widen the scope of all lower-division language courses to include learning segments on international business culture, create new courses in German and Chinese business and cultural practice for English speakers, and offer new professional tracks in the Spanish and French majors. Specifically:

- Modern Language faculty members will work with experts in business language pedagogy and with faculty from the School of Business to develop curricular units that incorporate a case-based study of contemporary business practice for all lower-division language courses in Spanish, French, German, and Chinese. These materials, which will be appropriate for language learners at each level, will then be made available for use at other universities. Units for first- and second-semester courses will be developed and those courses piloted in the first year of the project; units for third- and fourth-semester courses developed and those courses piloted in the second year.
- The department will also create new, one-semester courses covering German and Chinese cultural practices, designed for students in business, but appropriate for students in all majors. These courses will be taught in English, and will include basic, targeted language instruction, as well as the study of contemporary German and Chinese political and social structures and institutions. Students will learn how to negotiate cultural differences in living, working, or doing business in each country.
- In addition, faculty members in Spanish and French, working with faculty members in economics, business, and international affairs, will develop new major tracks in Spanish and French for the Professions that will be modeled loosely on a similar, very successful program at the University of Colorado at Boulder. The new tracks will integrate language acquisition, cultural analysis, and business skills, and will include international study, either through a traditional term abroad or an intensive two-week study tour. They will also require the successful completion of an internationally recognized language exam, which will attest to students' fluency, providing valuable credentials. The required courses in economics and business, combined with second-language fluency, will make students attractive to employers looking for workers who can combine business skills with international experience and a solid background in the liberal arts. In addition, students will be eligible to participate in an articulated, five-year degree program that offers the opportunity to earn both a bachelor's degree in Spanish or French for the Professions and a Master of Science Degree in International Business.

## Globalizing the Le Moyne Core: Exploring Justice in an Interdependent World Le Moyne College

Le Moyne College, founded in 1946 as one of the 28 Jesuit colleges and universities in the United States, is a comprehensive institution of higher education located in Syracuse, New York. Like students in most American colleges, Le Moyne's 2400 undergraduates have limited knowledge of global affairs. Modest "global literacy" and incomplete appreciation of the justice dimensions of global issues hamper the students' ability to be effective global citizens. Globalizing the Le Moyne Core: Exploring Justice in an Interdependent World will focus on core curriculum enrichment as the most efficient way to address that problem.

Based upon principles of the American Council of Education's (ACE) Internationalization Strategies, this project proposes to help globalize the core, thus improving global literacy and the awareness of global justice throughout the campus community by implementing the following activities:

a. Faculty development seminar--three groups of four competitively selected faculty (approximately 10 percent of the core Arts and Science faculty), will meet every two weeks for a semester and engage in intensive reading and discussion with a faculty mentor. Readings will focus on different aspects of global justice and different areas of the world.

b. Faculty field experience--the faculty development seminars will culminate in separate three-week residency periods in China, South Africa, or Jordan, Jerusalem and the Occupied Territories, led by Le Moyne faculty with experience in each area. Each group's itinerary will be coordinated with the themes raised in the development seminars to reinforce the issues encountered in the readings with real-world experience.

c. Course Development requirements--those faculty members who participate in the seminar and travel will be required to create or enrich three core courses/sections (totaling 36 new or enriched offerings campus-wide) based upon their reading in the seminar and the field experience.

d. Development of prototype foreign language courses integrating language study and a specific content area of the core--philosophy, religious studies, and history. This prototype will serve as a model for greater integration of language courses into the core curriculum by linking history, philosophy, and religious studies, which are in the core, with French and Spanish, which are not.

e. Visiting speakers and scholars in residence--speakers and visiting scholars who can enlighten the community on global issues, especially those relating to justice, as they apply to the geographical regions of the seminars will be brought to campus.

f. Funding for additional library holdings on international/and or global issues of justice--librarians have indicated a need for more material (especially primary sources) on human rights, distributive justice, women's rights, and environmental issues. Moreover, the DVD collection of international and foreign language films needs to be expanded in support of language courses and the newly enriched core.

When complete, this project will help Le Moyne faculty incorporate global issues and global justice themes into the common educational core of all Le Moyne students and will develop a prototype of language courses that combine study in core areas with language instruction. In this way, it is anticipated that the campus community will have an enhanced level of "global literacy" and a greater appreciation of the normative aspects of world politics.

Ethics in a Globalizing World  
**Drake University**

This proposal seeks funding for a curriculum development project at Drake University focusing on the theme of “Ethics in a Globalizing World.” This proposal was initiated by the Drake University Center for Global Citizenship and is consistent with the Center's mission. As our interdependence with peoples beyond our borders grows, important questions arise about how to manage this interdependence ethically. Potential responses to the ethical challenges presented by globalization require inquiry in and knowledge from a wide range of academic disciplines. Accordingly, this project is multidisciplinary in scope and seeks to engage faculty and students across disciplines in the exploration of ethics in a globalizing world.

**PROJECT GOALS**

1. Develop new and revised courses that explore the theme of Ethics in a Globalizing World. This project will strengthen international studies at Drake University by developing eight new and fifteen revised courses that explore the theme of Ethics in a Globalizing World. Among these will be a new general education course that provides an overarching examination of global ethical issues. Twenty two faculty and two staff representing three of Drake's five undergraduate colleges and schools will participate in course development through this project.
2. Provide collaborative training opportunities for faculty members in both ethics and international studies. This project will provide multiple training opportunities for faculty members. First, we will hold a workshop during the first summer of the grant period focused on how to bring international ethical perspectives into the classroom across disciplines. Second, we will hold a workshop during the second summer that will focus on pedagogical strategies for effectively integrating the theme into courses. Third, the project will provide a focused international travel opportunity for five participating faculty during the first summer. In addition, the Project Director and Co-Directors will provide regular opportunities for faculty to discuss their progress on the development of new and revised courses and to share new research, resources, and pedagogical strategies.
3. Develop multiple methods for teaching foreign languages through a focus on international ethics and for teaching international ethics through the use of foreign language resources. This project will provide a model for the linking of foreign language study with substantive content. Based upon collaboration among specialists in international ethics, area studies and language professionals, three new upper-level language courses will be developed that focus on the topic of “National Identity in a Transnational Age.” Also, a subset of participating faculty will receive instruction in “language-across-the-curriculum” techniques, providing them with tools for integrating language resources into their new and revised courses. Finally, the project will generate a foreign-language film series focusing on international ethical issues related to the new and revised courses developed under the grant.
4. Raise awareness among faculty, students, and community members about the ethical challenges and opportunities presented by globalization. In addition to the foreign-language film series and the scheduling of a major speaker in the first year, we will hold a campus-community conference on the theme of Ethics in a Globalizing World at the culmination of the grant period. In addition, a planning group will begin preparations for a future workshop that will allow faculty from Drake and other schools to compare strategies for integrating international ethics into the campus-wide curriculum.

Understanding Contemporary Africa: The Challenges of Natural Resources,  
Health, and Conflict  
**Ohio State University**

The Center for African Studies (CAS) at The Ohio State University seeks funding in the amount of \$177,768 for a two-year project to develop an interdisciplinary program that deals with natural resources, health, and conflict in Africa. The main objectives of the program are to expand the language and non language curriculum in the fields of agriculture, health, international studies, the humanities, and social sciences.

The proposed program is driven by the belief that in order to help undergraduates understand the realities of contemporary Africa, it is essential that we examine the multifaceted nature of the debilitating conflicts that have been raging in many African countries. Most of these conflicts stem from competition over natural resources, from environmental changes, and the politics of ethnicity and cultural identity. Civil wars and inter-state conflicts often result in the death and displacement of millions of people and have a profound negative impact on health, food security, and economic development. These conflicts and their consequences in turn pose a serious threat to peace and stability in the continent as well as to global security.

Specific activities will include:

- Two new Africa related courses in the School of Public Health: Introduction to Global Health and Infectious Disease in the Developing World.
- A new course on Ethnicity, Identity, and Conflict in the Horn of Africa will be developed in the Department of African American and African Studies, will be offered at the Ohio State University and Ohio University.
- Revise two existing courses, Food Security and Globalization and Economic Development of Sub-Saharan Africa to address linkages between natural resource management, food security, conflict management, and other dimensions of security.
- Introduce Somali language to expand African language instruction on campus and for outreach purposes.
- Develop a Study Abroad program in Senegal in collaboration with the Office of International Affairs.
- Expand Outreach activities to K-12 teachers by supporting: 1) an on-line Global Education course; 2) a 10-week course, Global Connections to the P-12 Classroom; and 3) a summer workshop. Other outreach activities will promote study abroad to Africa for minority students.
- Organize a lecture series and a conference on the subject of natural resources, health, and conflict in Africa.
- Support faculty development through on and off-campus activities.
- Expand library holdings in African studies.

International Non-Governmental Organizations (INGO)/Lusophone & Francophone Focus  
**Rhode Island College**

Rhode Island College (RIC) is a comprehensive, four-year institution located on a 180-acre campus in Providence. It is the oldest of the three institutions of public higher education in the state, having recently celebrated its 150<sup>th</sup> anniversary. With its student population drawn primarily from low-income, middle-class families, the typical freshman class composition comprises: 1) more than 80 percent Rhode Island residents; 2) more than 50 percent first generation college students; 3) approximately 40 percent transfers from the Community College of Rhode Island; 4) 10 percent non-English native speakers; and 5) 15 percent minorities (up from 4 percent 15 years ago), including Latino, African-American, Asian-American, American-Indian and “other non-white.” The college reaches out to inner city and racial/ethnic minority students through such high school programs as Upward Bound, the TRIO Program and the Children’s Crusade.

Rhode Island is densely populated by heritage foreign language speakers: almost 20 percent of who speak a language other than English. Of this population, 40 percent speak Spanish, 19 percent speak Portuguese, 12 percent speak French (including Patois, Cajun, and Creole). Of particular interest is the very active Luso-American community, which comprises 10–12 percent of the population, the highest percentage of any state, with one-third of that group reporting that Portuguese is still spoken in the home. Whether continental, Azorean or Madeiran Portuguese, Cape Verdean or Brazilian, the heritage speakers of this critical need language offer a ready pool of first generation college students. In a 2004 RIC poll, 85 percent of students in our Portuguese Studies Program were native Cape Verdean, native Portuguese or Luso-descendents.

The proposed Minor and Certificate Program in International Non-Governmental Organizations (INGO) will address the needs of RIC’s burgeoning non-native speaking population by creating opportunities to combine interests in foreign language acquisition with in-depth area studies in one of four targeted, core regions: Francophone and Lusophone West Africa; Francophone Caribbean; Francophone and Lusophone America (Canada and Brazil); and the European Union (French and Portuguese). The College has faculty expertise in all of the designated regions, including research, service and teaching experience in modern languages, anthropology, geography, history, allied health professions, literature, and political science. The objectives of the proposed minor and certificate program are to (i) inform newcomer/immigrant and heritage language students of higher educational opportunities to pursue in-depth knowledge of their cultures, polities and languages; (ii) to expose such students to career choices and graduate school opportunities in internationally-oriented fields; (iii) to deliver a truly integrated modern languages and area studies curriculum centered on a new 18-credit minor and a certificate program that includes language proficiency as well as an internship abroad; (iv) to ensure that faculty development, research, service and teaching opportunities are enriched to meet the needs of students through this venture; and (v) to provide state-of-the-art learning facilities for students and faculty engaged in the new INGO academic minor and certificate program.

Building Bridges for Asian Studies: Language, Commerce and Cultures Program  
**Skyline College**

The San Francisco Bay area is one of the most vibrant regions in the U.S. economy. The Bay area is also home to a culturally diverse workforce and industries. It is home to the world-famous Silicon Valley, the cradle of high technology, a melting pot of manufacturers and service sector industries, which conduct business at home and abroad with significant operations in the Asia.

Skyline College proposes to create an associate degree and a certificate program for Asian studies in language, commerce and culture. This new program combines a major Asian language acquisition and analysis of culture, and political systems with the study of international business. It is imperative that students incorporate language, culture, and commerce into their understanding of the Asian markets. The issues at the core of Asian studies draw on at least three disciplines: language, culture, and international business, therefore, requiring an interdisciplinary approach. The new program will offer our students the opportunities to develop the knowledge, capacity and skills necessary to understand other cultures and languages and political systems while at the same time building a strong foundation in international business practices. The proposed project builds on the needs of our students, and community, and will develop an interdisciplinary degree and a certificate program in Asian studies in language, commerce and culture.

Faculty members from the foreign languages, social science and business divisions will work together to develop this interdisciplinary degree and certificate program with six new classes, four revised courses and a real-world component. Program graduates are expected to integrate effectively the study of foreign language, culture, and business; demonstrate high competence of language, culture and business; analyze global issues and their impacts. Graduates will be particularly in demand by employers in the San Francisco Bay area and throughout the state of California who seek candidates who can speak Asian languages and possess an understanding and know-how of Asian cultures and business practices.

The three main goals of the grant are:

**Goal 1.** Curriculum Development: to create an associate degree and a certificate program in Asian studies in language, commerce and culture. This proposed program combines a major Asian language acquisition and analysis of culture, and the study of Asian business.

**Goal 2.** Faculty Development: to enhance faculty expertise and cooperation in Asian culture and languages via faculty development activities by attending national and international workshops, seminars and conferences focusing on Asian language, Asian culture and business practice and conducting research in China in the areas of language, culture, and business practice with partner universities in China.

**Goal 3.** Education Exchange Program: to establish a Summer Study Abroad program to allow faculty to conduct research in the areas of Chinese culture, language, and business practice and to provide our students with value-added Study abroad educational opportunities in partner universities in China and to invite Chinese scholars to team teach a capstone course and deliver a seminar for our annual film and speaker series.

With the assistance of Title VI grant funds from the Department of Education, Skyline College will carry out the following activities in support these goals.

1. To design, develop eight new classes and modify four existing classes in a variety of disciplines on Asian language, culture, political economics, and Asian business practice for the proposed Asian Studies Program.
2. To create an integrated Associate degree and a certificate program with a major in Asian studies in language, commerce, and culture.
3. To enhance program awareness and promotion in Asian Studies on campus and district wide through an annual film and speaker series, program brochures and a Skyline College Asian Studies Program web site.
4. To attend national and international workshops/seminars and conferences in the areas of Asian Languages, Asian culture and Asian Business Practice.
5. To allow two faculty members per year to conduct research studies in the areas of Chinese culture, customs, language and business practice with partner universities in China. The faculty members will in turn integrate what they learned into new course development, program development, modification of existing courses for the proposed Asian Studies Program in language, commerce and culture.
6. To establish an educational exchange programs with universities in China to allow our students to participate in intensive Summer Study Abroad Program in partner universities and to allow faculty members to conduct research study and lectures with partner universities in China.
7. To invite Asian scholars from partner universities to Skyline College to team teach a capstone course and deliver seminars for our annual film and speaker series.

Middle East Studies and Outreach Project  
**Middle Tennessee State University**

This Middle East Studies and Outreach Project for 2006-2007 and 2007-2008 academic years supports efforts already under way to develop a Middle East Center at Middle Tennessee State University (MTSU). With a mission to expand curriculum, initiate outreach programs, and promote faculty research, this center will build on existing programs in Global Studies, Public History and Historic Preservation, Jewish Studies, Mass Communications, and the Business and Economic Research Center, giving it a unique character and identity, one that is truly inclusive of the various populations and cultures of the region.

The following objectives are designed to develop a comprehensive program of activities that will lead to the development of a Middle East Center.

1. To develop an interdisciplinary minor in Middle East Studies. This new 18-hour minor, with a two-course foreign language requirement and a core course in Introduction to Middle East Studies, will build on seven existing courses. This project includes provisions for developing nine new courses for the minor in a variety of disciplines. We will add to library collections to support these new curriculum needs.

2. To provide Arabic and Hebrew language instruction, associated with the minor. Instruction in Middle Eastern languages will be an essential component of our minor. Since our Foreign Languages and Literatures Department does not currently offer courses in any Middle Eastern languages, we will be developing Elementary courses in Arabic and Hebrew in the first year of the project. Language lab materials will be purchased to support instruction in these languages.

3. To develop an outreach program for K-12 teachers and the community. Outreach is an important part of our mission. Our project includes several prongs that are designed to heighten public awareness and knowledge of the Middle East.

- a. Pre-collegiate public schools in the region. We will conduct one workshop annually for pre-collegiate teachers in the region, drawing upon the expertise of Middle East Policy Center staff, members of the South East Regional Middle East Studies Seminar, and MTSU faculty who have been involved with the American History Project and Tennessee Holocaust Commission.

- b. MTSU/Middle Tennessee Community. Throughout the year we will sponsor public lectures featuring distinguished experts in a variety of fields related to the Middle East and a film series featuring classic and new films from Turkey, Israel, Egypt, Iran, Morocco, Algeria, Tunisia, Syria, Lebanon and other Middle East countries. MTSU's home county, Rutherford County, has experienced pronounced growth in recent years. Between 2000 and 2004, the population grew by 15.4 percent. The MTSU campus has reflected that growth. Now the largest undergraduate institution in the state, MTSU has an enrollment of 20,389 undergraduate students and 2,165 graduate students.

Through the activities specified in this project, we aim to serve the needs of our increasingly diverse student body and population of the Middle Tennessee region.



A Renewed Perspective on Latin American Studies  
**Samford University**

This project aims to strengthen and expand the existing Latin American Studies (LAS) program at Samford University over a two-year period. The current major was established in 1998, springing from a Funds for the Improvement of Postsecondary Education (FIPSE)- and National Endowment for the Humanities (NEH)-funded foundational course called Cultural Legacies of Latin America, created as part of a new globally-focused core curriculum humanities sequence in 1992. It is an interdisciplinary concentration that resides in the department of World Languages and Cultures where its Spanish language, culture, and literature courses are taught, as well as its basic courses in Portuguese. The language courses are complemented by a relatively limited series of non-language course offerings from the departments of Political Science, History, and Geography and a list of other options that include opportunities for study abroad in Costa Rica, Ecuador, or Peru. Now in its eighth year, it is clear that LAS is in need of a more robust curriculum, specifically one that prepares students to communicate effectively across cultures and to apply their knowledge and skills to the real-life needs of an increasingly multicultural world. The proposed Title VI grant project will enable Samford to revitalize the LAS program by: (1) creating a wider variety of both language and non-language courses; (2) building collaborative partnerships to strengthen cross-cultural and cross-disciplinary bonds; and (3) engaging students through innovative interactive pedagogies in courses at home and abroad that will make their classroom study come alive. Funding is requested to support these activities. Samford is committed to ongoing assessment of its learning outcomes and to the dissemination of project results through a variety of venues on campus, in the community, and among professional colleagues in the U.S. and abroad.

8/18/06