



NATIONAL ENDOWMENT FOR THE

Humanities

DIVISION OF EDUCATION PROGRAMS

## Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Humanities Initiatives at Hispanic-Serving Institutions application guidelines at [http://www.neh.gov/grants/guidelines/Hi\\_IHHE.html](http://www.neh.gov/grants/guidelines/Hi_IHHE.html) for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Water and Culture: Unifying the Humanities Core Curriculum  
Institution: University of the Incarnate Word  
Project Director: Matthias Schubnell  
Grant Program: Humanities Initiatives at Institutions with High Hispanic Enrollment

**ATTACHMENT 1:**

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## Water and Culture: Unifying the Humanities Core Curriculum

### A NEH Grant Proposal

#### **Abstract**

The University of the Incarnate Word, a Hispanic-Serving Institution located in San Antonio, Texas, proposes a three-year Faculty Initiatives project that will explore “Water and Culture” as a thematic tool to promote better cohesion and connected learning in the university’s Core Curriculum. Recognizing that “water practices are situated in particular historical, geographical and cultural contexts” and “are shaped by social, political, economic, and discursive conventions” (Sofoulis and Williams 51), we will examine the cultural complexity of water through an expanded humanities lens beyond the more typical technical or scientific perspective. Such an approach incorporates the “symbolic, personal, cultural, and even spiritual meanings” (Sofoulis and Williams 52) of water so often overlooked in contemporary discussions of water usage, water issues, and water crises.

In addition to promoting integrative learning, the theme of “Water and Culture” will assist faculty in internationalizing selected humanities courses to broaden students’ global perspective—a goal informed by our institutional mission. Beginning with an initial focus on San Antonio and South Texas, faculty study will extend to Mexico, then to Asia, and, finally, to Africa—with the intention of articulating how unique cultural histories inform current situations and offer models for analysis and application.

Over a three-year period, twenty humanities faculty will read and discuss common texts, attend a coordinated Lecture and Workshop Series, and develop a program that will integrate the “Water and Culture” theme across the humanities core curriculum. Invited speakers’ public lectures will be taped and available as podcasts for public access; follow-up speaker-directed workshops will be taped and available as podcasts for Faculty Development programs. By the end of the project, a public-access webpage will be developed to serve as a resource for continued research and application. Finally, the faculty participants will compile a Common Reader on “Water and Culture” to be used in the initial English Composition course; content will include materials suggested by the invited speakers as well as supplementary readings selected by the faculty participants. Select content from the compiled Common Reader will also be incorporated into other Humanities Core Courses per application to course topics.

In order to maximize the number of students who will benefit from this faculty development initiative, the curricular implementation will be centered in the English Composition and World Literature courses--core courses required of all incoming students. The university’s Learning Community initiative will enable further implementation in related History, Spanish, Philosophy, and Religious Studies courses. The goal of this project is to provide opportunity for faculty to increase their own interdisciplinary awareness so that they can implement a more integrated learning experience for students.

## Narrative

Intellectual Rationale: The University of the Incarnate Word (UIW) proposes a faculty development program to help faculty better internationalize selected humanities courses of the core (general education) curriculum to broaden students' global perspective. UIW defines a global perspective as the ability of students to “display an understanding of the complexity of history and historical interpretation and an appreciation of the differences among, as well as the commonalities between, cultures” (UIW VOICE document 5). To achieve this goal, faculty will revise curriculum to incorporate a focus on “Water and Culture,” an international theme that will be woven through humanities courses in the Core Curriculum, including English Composition I, World Literature, World Religions and World History. This approach will not only enhance students' global perspective but will also significantly improve their ability to draw connections between and among their courses as they participate in the Core Curriculum.

In 1988, our institution implemented a Core Curriculum (general education required of all students) that was intended to be interdisciplinary in nature and international in perspective. Both of these goals were informed by our institutional mission to provide “an integrated program of liberal arts and professional studies that includes a global perspective and an emphasis on social justice and community service” (UIW Bulletin 13). Despite the previous curriculum revision, UIW students still lack an international perspective about world issues, world politics, and geography. This perspective is essential for students to be competitive as a professional in today's increasingly globalized world.

UIW is a Hispanic-Serving institution where 54% of students are Hispanic and most are first-generation college students. Because most UIW students are products of the South Texas education system where high-stakes testing has emphasized standardized test performance over deep understanding of a subject, entering students are not familiar with the intellectual synthesis skills required in integrated learning. Consequently, students tend to isolate the “world perspective” as an academic exercise that lasts for the duration of a course rather than integrate that perspective as a lens through which to more broadly view the world, think about issues, and make decisions. Therefore, faculty must revise

humanities courses from the Core to ensure a true integration of a world perspective that meets UIW's expectations and the general definition of integrated learning established by the university. A revision of selected humanities courses in the current Core Curriculum focused on a single theme would provide a more coherent, common foundation for expanding students' global awareness. This enhanced awareness would spill over to other Core courses and classes taken for the major. The courses that will be targeted are: Composition I, Composition II, World Literature Studies, World Religions, World History and selected courses in Spanish.

To build this coherent foundation, UIW has chosen the theme "Water and Culture." This theme is a natural fit for our university. The headwaters (source) of the San Antonio River are located on UIW's campus and the institution's founding order of Catholic sisters has partnered with the university to establish a non-profit coalition to preserve this ecological sanctuary. The Headwaters Sanctuary also connects to a spring located on UIW's campus that flows from the Edwards Aquifer, the source of all drinking water for San Antonio. The San Antonio River flows to the Gulf of Mexico and provides fresh water to the estuaries vital to much of the economic and ecological stability of South Texas.

Secondly, water and issues surrounding its use dominated the early history of the San Antonio area, and continue to do so. Beyond the local area, water remains a political, economic, and legal concern in South Texas— an area that is "home" to a majority of our students. Finally, our institution's extended campuses in Mexico and China, and the Sisters' mission work in Peru, Tanzania, and Zambia connect our university to water issues across the globe.

Focusing on "Water and Culture" provides a logical strategy to connect students to the university's mission and to help them recognize their common links with people around the world. Focusing on this theme in humanities courses of the Core Curriculum also ensures that all incoming students will have experience with threading an important global issue through diverse courses.

As with all learning, we begin with the familiar and move to the unfamiliar. Consequently, we have chosen a sequence that moves from the local and regional to the international.

Audience: Our primary audience is humanities faculty. We envision a three-year program of faculty development activities aimed at a group of twenty humanities faculty from English, Foreign Language-Spanish, History, Philosophy, and Religious Studies. This faculty cohort will become a “learning community” that discusses selected common readings, attends a coordinated Speaker Series on “Water and Culture,” and participates in follow-up, Speaker-directed, half-day workshops that will explore in greater depth the issues addressed in the Public Lecture of the previous evening. The goal is to provide opportunity for faculty to share knowledge and develop their own interdisciplinary thinking about world issues so that they may refine the humanities courses of the Core Curriculum to become a more integrated learning experience for students.

As the faculty cohort revises humanities courses in the Core Curriculum, students will become part of the larger learning community as well. Exploring “Water and Culture” issues directly connected to a specific course’s scope integrated into course syllabi by this project’s faculty participants will ensure student familiarity with the topic and its eternal presence in the landscape and in society. While the Speaker Series will be open to the general public, the follow-up workshops will be limited to the faculty cohort and invited colleagues from other disciplines related to the speakers’ topics, such as the sciences, social sciences, arts, and business.

Content and Design: The proposed faculty development project will include readings, guest lectures, limited travel and/or service-learning experiences, discussions, and curriculum revision working sessions, around the theme of “Water and Culture.” The impetus for selection of topic, activities, and texts comes from the planning team and its members’ connections to scholars and experts on the theme to be explored, UIW’s global sister-school agreements, and collaboration with the Coalition to preserve the headwaters of the San Antonio River. The Dean of Humanities, Arts, and Social Sciences at UIW is a member of this NEH project planning team and is also on the Board of Directors for the Headwaters Coalition. What follows is a description of the proposed project’s humanities content and design and the topics that will be explored during each year of the project. A complete description of the project’s work

plan, schedule of activities, texts to be used and a rationale of why the texts were chosen is included in the appendix as required in the application instructions.

To facilitate the implementation of this project, the faculty cohort will meet on May 14-15, 2009, prior to the start of the project period, to develop a packet of common readings that will be discussed by the cohort during Year 1. In addition, the cohort will select pertinent readings and media resources on “Water and Culture” to be used in the English Composition I course as a pilot activity. Common resources for Year 1 will include, but are not limited to: Flash Flood Alley, a film produced by the local Public Television Station providing a vivid picture of one of the “water realities” of the surrounding area—flash floods; Journey of the History of Water—a four-part video that provides a succinct, yet comprehensive, overview of the topic of “Water and Culture”; two internet sites to be placed on Blackboard for students enrolled in the Composition I courses—a basic presentation of the Water Cycle and the impact of Global Warming (<http://www.montereyinstitute.org/noaa/lesson07.html>) and “A Short History of Water” (<http://www.unesco.org/uy/phi/libros/histwater/tapa.html>); “The Birth of the Incarnate Word Headwaters Project”—an article by Bob Connelly, Rebecca Cross, Ben McPherson, Margaret Mitchell, Sr. Helena Monahan, and Sally Said (The Eclectic Edition, 2004, UIW); and, “The Columbia River Watershed: Caring for Creation and the Common Good”—an international pastoral letter by the Catholic Bishops of the Region.

The cohort will also develop a pre-test survey of student awareness of international water issues that are also important locally, such as riverine systems and access, aquifer recharge and stewardship, climate change, and the prehistoric and historic importance of water to food sources, settlement, and human migration. This planning workshop will be funded by UIW, and the dates selected ensure that all cohort members will be available.

The first step in revising the curriculum will be, in Fall 2009, to insert selected readings compiled during the May workshop into English Composition I courses mentioned above. Further, in Fall 2009, we will distribute a pre-survey of students’ knowledge of international water issues to create a benchmark against which the results of future student perceptions will be compared to help determine the

effectiveness of the curriculum revision. The Faculty Cohort Reading, the Speaker Series, and the speaker-conducted workshops in Year 1 will be local and regional in scope. In Fall 2009, the focus will be “Water and Culture in San Antonio and South Texas”; in Spring 2010, the focus will move slightly outward to “Issues surrounding Water and Culture in South Texas and Mexico.”

At the end of each semester, we will distribute post-surveys to students in the targeted humanities core courses to assess change in knowledge of the project’s central theme. At the end of Year 1, the humanities faculty cohort will reconvene for a two-day workshop to add readings to the evolving English Composition I Common Reader that will be used in all sections of the course based on what the faculty has learned from their study and guest speakers. Short excerpts from Andrew Mertha’s China’s Water Warriors (more detail about book in the Appendix) will also be included in the packet of common readings for Composition I in Year 2. Another reading added to the Common Reader will be “Water, Hindu Mythology and an Unequal Social Order in India,” from Vol. 3 of A History of Water (119-136). The film documentary Manufactured Landscapes (Dir. Jennifer Baichwal) and material from the accompanying book Manufactured Landscapes: The Photography of Edward Burtynsky (Yale UP, 2007) will provide visual content about Water in China. In addition, in Year 2, R. K. Narayan’s short story “A Horse and Two Goats” will be added to the reading list in World Literature Studies, providing a fictional glimpse of the impact of climate on life in India.

For our Africa focus in Year 3, we will have students view the Allison Berg film Witches in Exile (California Newsreel, 2005) and the PBS NOVA documentary The Desert Doesn’t Bloom Here Anymore as part of their common learning experience. The internet resource “Environment and History of Africa” (<http://www.bu.edu/africa/envr/topic18.html>) will be added to the student Blackboard site. Readings selected for addition to the Common Reader will include Douglas Johnson’s article “Political Ecology in the Upper Nile: The Twentieth Century Expansion of the Pastoral Common Ecology” (Journal of African History, 30 [1989] 463-486); James C. McCann’s “Climate and Causation in African History” (International Journal of African History Studies, 32 [1999] 261-280); and V.I. Khasandi-Telewa’s “Of



Frogs' Eyes and Cows' Drinking Water': Water and Folklore in Western Kenya" from Vol. 3 of A History of Water (289-309).

In addition, during the May workshops of Years 1 and 2, the faculty cohort will identify specific research topics and theme-related activities to integrate into English Composition II, World Literature Studies, World History, World Religions, and the Intermediate Spanish course, and revise syllabi accordingly. We will also collate pre-and post-survey results from both semesters to begin tracking the impact our proposed project has on student perception and synthesis in learning.

Speakers selected for Year 1 bring historical, legal, economic, and literary perspective to our examination of "Water and Culture" in San Antonio, South Texas, and Mexico. Because the first year focus is primarily local and regional, we plan to invite three speakers per semester to launch the Speakers Series; the speakers live in San Antonio or nearby and are actively involved in areas directly connected to our chosen theme of "Water and Culture." Biographies of speakers and titles of talks are included in the appendix.

The proposed project follows a similar pattern during the next two years. In Fall 2010-Spring 2011, our focus will shift to "Water and Culture in Asia," and in Fall 2011-Spring 2012, the focus moves to "Water and Culture in Africa." While our geographic focus changes each year, we will be exploring the impact of water on culture and expanding the scope of that exploration. At the same time that the faculty cohort enhances its knowledge of regional and global water issues, it will continue to revise the curriculum of selected Core humanities courses to include "Water and Culture" issues and provide students a broad view of this theme. We will use pre- and post-surveys of student awareness of the international implications of water issues that are also important locally in each semester to measure changes in student knowledge and perception.

At the end of each project year, we will hold a two-day workshop in May to evaluate and plan. On Day 1 of this workshop, we will look back to assess what worked, what we learned, what we need to refine; on Day 2, we will look ahead and prepare the necessary materials (readings, common text purchase for cohort study, and Speakers' Series flyers) for the coming year as well as make additional

revisions to various syllabi of the selected Core Humanities courses to ensure continued thematic integration in these courses. As in Year 1, we will read and discuss a common text throughout the respective semesters by the faculty cohort and a work recommended by the Speakers themselves. In addition, we will include viewing and discussion of selected films to supplement faculty reading and curriculum refinement.

In year two, Dr. Scott Slovic (University of Nevada, Reno), whose scholarship and experience emphasize water and ecological concerns in China, will serve as consultant for Common Readings and will be the Fall 2010 speaker. Dr. David Eaton (University of Texas, Austin), whose scholarly work focuses on Water Issues in South Asia, will be the Spring 2011 speaker. Biographies and lecture titles are included in the appendix.

In year three, Dr. Patricia Lieveid (UIW School of Pharmacy) will speak on her study and work on “Water Accessibility in Tanzania” and Dr. Sally Baynton (UIW) will speak on her work on “Water Concerns in Uganda” in Spring 2012. Biographies and details follow in the appendix.

Institutional Context: The emphasis on internationalizing students’ course of study originates from UIW’s mission, which states that “the Curriculum includes a global perspective and an emphasis on social justice and community service” (UIW Mission). In addition, one of the five themes of UIW’s 2002-2011 Strategic Plan is the expansion of international initiatives. In the last five years, the university has expanded its international programs through sister-school agreements, establishing campuses in China and Mexico, adding International Studies to the undergraduate program, and broadening Study Abroad opportunities for students. While the Core Curriculum prescribes that the humanities serve as a vehicle to teach students to develop a global perspective, it has been left to the individual faculty member and departments to decide how this should occur. The proposed project provides an opportunity to create a common thread throughout the humanities core that will help link seemingly disparate subjects, while at the same time introduce faculty to new methodologies through which to internationalize the Core Curriculum.

The Core Curriculum includes courses in World Literature, World History, World Philosophy, World Religions, and World Art. Environmental Studies and water quality courses are offered in Biology, and several individual courses across the curriculum include environmental issues as a topic. In keeping with UIW's mission, Social Justice has been integrated into course syllabi in most degree programs and a similar initiative regarding integration of Ethics across discipline syllabi begins in Summer 2009.

University support for these projects, including this NEH grant project, are evident in research assistance from the Library and Office of Graduate Studies and Research, from the office of the Provost, and from the office of the Dean of Humanities, Arts, and Social Sciences, whose budget will fund the May 2009 two-day workshop and whose Conference Room will temporarily house the initial texts, readings, and media resources collected by the NEH grant advisory group over the course of this current academic year. The Audiovisual Librarian continues to provide assistance with identification of resources available for immediate use in this project and with the acquisition of additional audiovisual materials determined vital to the curriculum integration the project envisions. The Headwaters Coalition and disciplines housing the specific Humanities Core Courses associated with this project will co-sponsor each Speaker Series event and follow-up workshop, providing for receptions and lunches. What sets this Humanities Project apart from our work with integration of Social Justice and Ethics into the curriculum are the Speakers Series, the Speaker-conducted workshops, and the resulting podcasts and tapes of these events for continued reference proposed in this grant project

Follow-up and Dissemination: We plan to revise the curriculum of the Humanities Core Courses so that the "Water and Culture" theme and its international perspective will be studied by all entering students. A website accessible to the public will serve as a repository of all the resources used and materials developed for this project. At the conclusion of the project's final year, we will host a Symposium on campus for sharing what faculty have learned and developed. We anticipate compiling a group of research articles authored by the cohort faculty into an edited work on "Water and Culture." Finally, we plan to apply what we have observed in evaluating this project's implementation of

integration across Humanities Core Courses to the development of a Core Curriculum assessment tool related to “global perspective” for use across the complete UIW Core Curriculum.

Dissemination of project content will begin with the first Speaker Series Presentation in Fall 2009 since all Speakers Series events are planned as public lectures open to the campus and wider community. Likewise, the project website will be available for access by the end of Fall 2009 and will continue to be revised and expanded throughout the entire project. The proposed website will contain links to the podcasts of all the presentations from the Speakers Series, added after each event. The tapes of the Faculty Cohort Workshops will be made available to faculty through the Project’s Blackboard Site and from links included in each of UIW’s school/college Blackboard Sites to which both full-time and part-time faculty have access. The Common Reader developed as part of this project will remain a common text in the English Composition I course and will be available as a common resource for the other Humanities Core Courses. The collected essays in the faculty cohort’s text on “Water and Culture” will be available as an online publication and in-print publication.

Evaluation: In evaluating the effectiveness of the project, we will use both direct and indirect measures. Indirect measures include comparison of NSSE/FSSE data from the project years to 2008 NSSE/FSSE data about student and faculty perceptions gleaned from questions directly related to “international perspective” and “course synthesis”; these questions will be identified during the May 2009 cohort workshop. Direct measures will include the use of pre- and post-surveys of student awareness of the international aspects of water issues to be used in each semester of the three-year project and a survey tool developed by the faculty cohort in May 2009 to measure faculty perceptions of growth of interdisciplinary thinking at the end of each of the three years. A second direct measure will come from discipline-specific content questions agreed upon by discipline faculty and included on final exams in the Humanities Core Courses of this project to determine student knowledge of “Water and Culture” as addressed in respective humanities courses.

A third direct measure will track actual access to the website and links to determine the extent of use and suggesting the content’s on-going relevance to a wider audience. A similar tracking of UIW

faculty use of resources and links is available from Blackboard and will offer a snapshot of actual usage across campus. Besides recording “visits,” the Blackboard tracking also records length of visits and the distinct links accessed during a visit. Since one outcome of the project is to extend faculty development opportunities beyond the three-years of the project, usage of the resources targeted to faculty development would suggest how effective the developed resources are, especially for faculty outside the initial cohort. A fourth direct measure would be the creation and implementation of a Core Curriculum assessment tool that measures “student global perspectives” in the core.

**Appendix A**

Work Plan, Reading List, & Activity Schedule

**Year 1, 2009-2010.** Common Reading to be discussed throughout the year by Faculty Cohort:

Donahue, John, and Barbara Johnston, eds. Water, Culture, and Power: Local Struggles in a Global Context. Washington, D.C.: Island P, 1998. [selected because it provides a foundational context for the three –year project, addressing the “values and meaning associated with water and how changes in power result in changes in both meaning and in patterns of use” (back cover)].

Faculty Cohort meets to discuss common text on the following Fridays: Sept. 11, Oct. 9, Nov. 13, Feb. 5, Mar. 12, and Apr. 16. *A primary purpose for the Faculty Cohort discussions is to consider how to integrate key ideas in the common texts into the selected humanities core courses; thus, faculty will not only be engaging in cross-disciplinary discussion, they will also be collaborating on curricular content and pedagogy.*

A second text, to be used as general reference for the specific focus of this initial year, is:

Meyer, Michael C. Water in the Hispanic Southwest: A Social and Legal History, 1550-1850. Tucson: U of Arizona P, 1996. [Extensive research into primary and secondary documents characterizes this text of theory and analysis. It situates its focus on the Hispanic Southwest within the same context as the Donahue and Johnston text above: i.e. examining the pivotal role played by water in determining how humanity views itself and how it copes with its physical and spiritual environment].

Speaker Series/Fall focus: “Water and Culture in San Antonio and South Texas”

<b>Speaker</b>	<b>Topic</b>	<b>Date</b>	<b>Follow-up Activity</b>
Dr. Gil Hinojosa (UIW Professor of History)	“The San Antonio Missions and Water”	Sept. 17	Sept. 18: Speaker-directed workshop for faculty cohort.

Dr. Char Miller (Trinity University Professor of History)	“Political and Economic Aspects of Water for San Antonio and South Texas”	Oct. 22	Oct. 23: Speaker-directed workshop for faculty cohort and invited faculty from Economics and Political Science.
Dr. Jimmie Killingsworth (Texas A&M University Professor and Chair of English)	“Water, Ecology, and Literature”	Nov. 19	Nov. 20: Speaker-directed workshop for faculty cohort and remaining English faculty.

Speaker Series/Spring focus: “Water and Culture in South Texas and Mexico”

Speaker	Topic	Date	Follow-up Activity
Dr. Mary Q. Kelly (Gardner Law Firm, San Antonio)	“Water Law in Texas”	Feb. 11	Feb.12: Speaker-directed workshop for faculty cohort and pre-law advisor.
Dr. Ismael Aguilar-Barajas (Monterrey Tech, México)	“Water: Issues and Solutions for Mexico”	Mar. 25	Mar. 26: Speaker-directed workshop for faculty cohort and invited Economics, Biology, and Management faculty.
Dr. Javier Arjona (UIW Engineering)	“Water: Engineering Insights”	Apr. 22	Apr.23: Speaker-directed workshop for faculty cohort and invited Engineering faculty.

May 13-14, 2010: Two-day Faculty Cohort Workshop. Review past year; plan for coming year.

Identify materials to add to Common Reader to be used in English Composition I courses and materials suitable for integration into other Humanities Core Courses. View film Ganges, a BBC production examining water issues in Asia, the focus of year two, and a film used in the World History course.

Review pre-and post-survey results, refine survey if needed.

**Year 2, 2010-2011.** Year-long focus: “Water and Culture in Asia.”

Common text for cohort reading and discussion throughout this year:

Logan, Michael F. The Lessening Stream: An Environmental History of the Santa Cruz River. Tucson: U of Arizona P, 2002. [Because it situates contemporary realities within a well documented history, this text serves as an excellent model of “application” that may be adapted for our Humanities Core Courses].

Faculty Cohort discusses common text on the following Fridays: Sept. 10, Nov. 12, Feb. 11, and Apr.8.

Three additional texts will be used as general reference during the cohort discussions:

Juuti, Petri, Tapio S. Katko, and Heikki S. Vuorinen. The Environmental History of Water. London, UK: IWA, 2007. [Arranged thematically and informed by the conviction that lessons learned from earlier societies help us to understand present crises and challenges, this work becomes an essential reference tool that faculty may consult during group discussion as well as during discipline-specific consideration of course content and integration of project theme].

Mertha, Andrew C. China’s Water Warriors: Citizen Action and Policy Change. Ithaca, NY: Cornell UP, 2008. [Offers a study of popular opposition to the Nu River Project in Yunnan province and to dams in Dujiang-yan and Pubugou in Sichuan province].

Ray, Binayak. Water: The Looming Crisis in India. Lanham, MD: Lexington Books, 2008. [Offers contemporary picture of water policies among India, Pakistan, Bangladesh, Bhutan, Nepal, and China—all areas included in this year’s focus].

As in year 1, we will administer pre- and post-surveys of student awareness of the international perspective of water issues in each semester.

Speaker Series for Year Two:

<b>Speaker</b>	<b>Topic</b>	<b>Date</b>	<b>Follow-up activity</b>
Dr. Scott Slovic (Professor of English and the Environment,	“Water Concerns in Contemporary	Oct. 21	Oct. 22: Speaker-directed workshop with faculty cohort.



University of Nevada, Reno)	China”		
Dr. David Eaton (Bess Harris Jones Centennial Professor in Natural Resource Policy Studies, LBJ School of Public Affairs, University of Texas, Austin)	“Water Issues in South Asia”	Apr. 14	Apr.15: Speaker-directed workshop with faculty cohort.

May 12-13, 2011: Two-day Faculty Cohort Workshop--Review past year; plan for coming year.

Identify materials to add to Common Reader to be used in English Composition I courses and materials suitable for integration into other Humanities Core Courses. View film Witches in Exile, a film that raises the issue of water scarcity in Africa “within a gendered framework, linking African patriarchal social structures and the dehydration of women”(http://www.prairie.org/humanities-resources/keep-learning-online-resources-ihc-program)]. Because the third and final year of the project focuses on “Water and Culture in Africa” this film will initiate the discussion of the proposed theme. In addition, the gendered framework of the film offers a particularly important perspective from which to discuss Achebe’s novel Things Fall Apart, one of the required readings in the World Literature Studies course, in light of the patriarchal society presented by Achebe. Finally, the film provokes additional commentary from history, philosophy, and religious studies perspectives and permits comparison/contrast with the patriarchy that permeates historical Spanish culture and still occurs in contemporary Hispanic society.

As in the previous two years, the pre-and post-surveys will be reviewed and analyzed by the faculty cohort during this workshop in order to make refinements if needed and to begin the process of drawing conclusions about the effectiveness of the project at this point. In addition, discipline faculty members of the cohort will plan August faculty development workshops for their respective part-time faculty who will be teaching in the Humanities Core Courses in the upcoming academic year to keep these instructors aware of and informed by the project’s integration into various courses.

**Year 3, 2011-2012:** Year-long focus: “Water and Culture in Africa.”

Common text for cohort reading and discussion during this year:

Yohannes, Okbazghi. Water Resources and Inter-Riparian Relationships in the Nile Basin: The Search for an Integrative Discourse. Albany, NY: SUNY Press, 2007. [This text discusses the competition for Nile waters among 10 countries in the basin region. Instead of focusing on water scarcity as the determinant factor in the water issue, the author examines water scarcity as an effect, “the external expression of the potential collision between social and natural worlds” (2). This book’s primary focus and its particular perspective will offer the faculty cohort important context and background with which to study this year’s focus on “Water and Culture in Africa”].

Faculty cohort meets to discuss this common text on the following Fridays: Sept. 16, Nov. 18, Feb. 10, and Apr. 20.

A second text will serve as a key reference for the faculty cohort during this year as well:

Chamberlain, Gary L. Troubled Waters: Religion, Ethics, and the Global Water Crisis. Lanham, MD: Rowman & Littlefield, 2007. [This text explores the varied meanings of water in different religious traditions and considers their implications for resource management. In addition, the text examines the legacy of various water stories across cultures and time as well as explores the ethical issues surrounding water use and management. Because this text combines theory with historical, literary, and cultural commentary, it will serve as a fitting resource for faculty discussion throughout the third year].

Speaker Series for Year Three:

<b>Speaker</b>	<b>Topic</b>	<b>Date</b>	<b>Follow-up Activity</b>
Dr. Patricia Lieveld (UIW, Associate Prof. Feik School of Pharmacy)	“Water Accessibility in Tanzania”	Oct. 20	Oct. 21: Speaker-directed workshop for faculty cohort.

<p>Dr. Sally Baynton (UIW, Instructor of English, Founder and Executive Director of Africa Ellipsis...Project)</p>	<p>“Water Crises in Uganda”</p>	<p>Mar. 22</p>	<p>Mar. 23: Speaker-directed workshop for faculty cohort.</p>
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May 17-18, 2012: Two-day workshop for faculty cohort. Review pre-and post-survey results of third year, compare to previous two years, and draw conclusions regarding effectiveness of this project to enhance student awareness of the international perspectives of local water issues. Review the project website and refine all content of that public access venue. Evaluate extent of growth in faculty interdisciplinary thinking as a result of this project. Finalize plans for faculty articles to be compiled into text for online and in print publication. Finalize content for the Common Reader to be used in English Composition I courses. Apply lessons learned from this initiative to develop additional assessment of the core curriculum. Finalize plans for Research Symposium, “Water and Culture: Imagining Possibilities,” to be held in Fall 2012 on the University Campus and intended to showcase faculty research and curriculum development resulting from this initiative as well as spotlight selected student research connected to this initiative.

**Reading List: Sources Used for Abstract and Narrative**

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Tvedt, Terje, Eva Jakobsson, Richard Cooper, and Terje Oestigaard, eds. A History of Water. 3 Vols. London: I. B. Tauris, 2006.

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## **INSTITUTIONAL PROFILE**

One of the leading private universities in South Texas, University of the Incarnate Word in San Antonio, Texas strives to educate men and women who will become concerned and enlightened citizens. In 1881 the Sisters of Charity of the Incarnate Word founded Incarnate Word College as a center of higher education for young women. The college was chartered by the State of Texas in 1909, admitted to membership in the Association of Colleges and Secondary Schools in 1919, and joined the Texas Association of Colleges as a senior college in 1920. The Graduate Studies division was established in 1950. Male students were first admitted into the college's undergraduate programs in 1970. The college became University of the Incarnate Word in March 1996.

The mission of University of the Incarnate Word (UIW) is based on five tenets: education, faith, innovation, service, and truth. As part of its commitment to serve both the spiritual and material needs of those in the surrounding communities, UIW has focused on educating a diverse population of students, most of whom will return to their home communities following graduation.

UIW's current total enrollment is 6,703 students. UIW is now the largest Catholic university in Texas, as well as the fourth largest private university in the state. The UIW student population reflects the ethnic diversity of the South Texas community we serve, as 68% of our students represent minority populations (54% Hispanic, 32% White non-Hispanic, 7% African-American, 5% non-resident alien, 2.3% Asian, and 0.6% American Indian or Alaskan Native). Sixty-four percent of our students are female. Currently, the "traditional" UIW student is a first-generation college student – that is, the first one in his or her family to attend college. Unlike many other universities, this group forms the bulk of the present UIW student body. Because of the low-income status of students, the majority receive financial aid (83%). Most of the financial aid goes to the minority student population at UIW (76% of financial aid).

UIW offers over 70 undergraduate and graduate fields of study, including the areas of Education, Nursing, Natural and Physical Sciences, Mathematics, Business, Communication Arts, Fine Arts, Humanities and Social Sciences, Nutrition and 7 Pre-Professional Programs. At UIW, we have worked to provide students with an environment that encourages excellence in academics. The overall student-to-faculty classroom ratio is 14:1. UIW also has a commitment to providing students with technology to enhance their education. Since Fall 2000, all full-time students and faculty have been equipped with laptop computers with wireless capability. This technology allows the UIW community to conduct research and share information during any class and anywhere on campus.

UIW is nationally recognized for its academic success with underrepresented Hispanic populations. *Hispanic Business* consistently has ranked UIW as one of the top 10 best colleges and universities for Hispanic students. Of the 2,450 institutions in the United States accredited as baccalaureate-granting, four-year colleges and universities in 2002 (National Center for Education Statistics, 2001), UIW is recognized as one of the top 100 U.S. institutions graduating Hispanics with bachelor's degrees. For the past seven years, *Hispanic Outlook in Higher Education* magazine has consistently ranked UIW in the top 50 colleges and universities in the U.S. in graduating Hispanic students with bachelor's degrees in Biological Sciences, Business, Health Professions, and Multidisciplinary Studies/Teacher's Education. In 2004, UIW was ranked #6 by Consumer Digest magazine as a "best value" for private universities in the United States.

UIW is authorized by the Texas Higher Education Coordinating Board and accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, Master's and Doctoral degrees. Other accreditations include the American Music Therapy Association, the Association of Collegiate Business Schools and Programs, the Texas State Board for Educator Certification, the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing, the Joint Review Committee on Educational Programs in Nuclear Medicine Technology, and the American Dietetic Association. UIW holds membership in the Association of Texas Colleges and Universities, the American Association of Colleges for Teacher Education, the National Association of Independent Colleges and Universities, the Council for the Advancement of Support to Education, the Independent Colleges and Universities of Texas, and the Higher Educational Council of San Antonio. UIW is a member of the Hispanic Association of Colleges & Universities and qualifies as a Hispanic-serving institution (HSI) under federal guidelines.