

# FY 2007 Project Abstracts

## Undergraduate International Studies and Foreign Language Program

U. S. Department of Education  
Office of Postsecondary Education  
Washington, DC

A Multidisciplinary and Competency-Based Program Focused on Chinese, Japanese, and Korean Languages and Cultures  
**California State University, San Bernardino**

Responding to an increase in United States-Asia globalization in economics, education, science and technology, California State University, San Bernardino (CSUSB), a minority- serving institution, will implement a new multi-disciplinary Asian Studies minor focusing on Chinese, Japanese and Korean languages and cultures. While creating new courses, building on existing courses and international programs, and infusing Asian content into several academic disciplines, this new Minor will expand undergraduate instruction and study abroad opportunities while increasing awareness of Asia both on and off campus. Modeling and building on success of the proven Latin American Studies minor program, the Asian Studies minor will meet the needs of a growing Asian population in the Inland region of southern California.

The program's graduates will acquire both a measurable level of language proficiency as well as content knowledge in their disciplines infused with a broad background in Asian issues. Graduates from this program will be all the more attractive to employers needing to hire individuals proficient in both the languages and cultures of these Asian countries.

The programs objectives include: (1) internationalization and expansion of the curriculum through the development of new courses, modification of existing courses; (2) language proficiency at intermediate levels in Japanese, Mandarin and Korean; (3) cultural competency by promoting study abroad experiences and dissemination of cultural information on Asia; (4) faculty development via incorporation of Asian content in several disciplines as well as research and travel abroad experiences; (5) community outreach with the involvement of K-12 teachers and Asian businesses and organizations.

Launching Middle East Studies in the Central Valley  
**California State University, Fresno**

California State University, Fresno plans to expand its language and area studies programs by establishing two-year language programs in Persian and Arabic and developing a minor in Middle East Studies. A summer study abroad program will also be offered in Cairo through the Division of Continuing & Global Education.

The College of Arts and Humanities offers a wide range of European languages (Spanish, French, German, Italian, Greek and Latin) and an array of non-western languages (Chinese, Japanese, Hmong, Hebrew, and Sanskrit). Title VI funds are requested to broaden our existing offerings thereby addressing the critical need to educate graduates proficient in Middle Eastern languages and cultures and to promote understanding of this important region of the world.

The proposed project is comprised of three major elements. The first element is the implementation of two-year language programs in the critically needed languages, Persian (Farsi) and Modern Standard Arabic, with an established assessment plan. The second element is the provision of an enriching international experience in the Middle East through a summer study abroad program for Arabic in Egypt. The third element is the establishment of an interdisciplinary minor in Middle East Studies which combines the language programs with courses in history, political economy, cultural anthropology, religious studies, and Islamic art and architecture, a number of which are currently offered in five different departments.

## Introducing an International Studies Major and Advanced Chinese Language Instruction Western Illinois University

Western Illinois University (WIU) proposes to develop and implement a new International Studies major and seven new courses, including four International Studies (IS) courses, two advanced-level Chinese courses, and a course on International Business in China and Taiwan to further enhance academic international instruction at WIU. Funding requested from UISFL is consistent with Western Illinois University's theme: "Global Challenges and Personal Responsibility – Cultural Diversity." There is campus-wide support for the development and implementation of an International Studies major, as it will benefit all four colleges offering courses in the interdisciplinary major. This proposal for a new International Studies major and seven new courses reflects the mission of Western Illinois University: "...to prepare a diverse student population to thrive in and contribute to our global society." To achieve this, WIU students will enhance their understanding of global issues through funding of a new major and seven new courses.

The International Studies major will include two portals: Area Studies (e.g., European Studies) and Thematic Options (e.g., Arts & Communication). WIU proposes the development and implementation of four new IS courses:

1. International Studies 100 – Introduction to International Studies (IS 100): General survey course offering an overview of most of the major cultures of the world.
  2. International Studies 200 – Cross-Cultural Relations (IS 200): This course will examine various relationships among cultural groups in specific global areas, e.g., Hindus and Muslims in Kashmir, Israelis and Palestinians in the West Bank, Sunnis and Shiites in Iraq, and so forth, both in theory and specifically in practice.
  3. International Studies 300 – Study Abroad (IS 300): Students pursuing a B.A. in International Studies must successfully complete a study abroad experience (short- or long-term) with a pre-approved university.
  4. International Studies 390 – Senior Seminar in International Studies/Capstone Course (IS 390): Students seeking a B.A. in International Studies must successfully complete IS 390 during their junior or senior year in order to graduate. This course will consist of an in-depth study of major theories and topics relevant to international relations.
- Western Illinois University seeks Title VI (A) UISFL funding for the four courses listed above as well as two new Chinese courses and a new business course: Western Illinois University will work in cooperation with the Illinois Consortium of International Studies Programs (including more than 60 universities and community colleges) and universities in China and Taiwan with which WIU has articulation agreements to help students study abroad and gain greater fluency in foreign language acquisition.

The creation of a new major and courses to support the major will further enhance academic internationalization efforts at Western Illinois University and provide students with the knowledge and experience in international studies needed to gain a competitive edge in the increasingly global marketplace.

## Strengthening Undergraduate International Studies and Foreign Language Instruction College of Lake County

The College of Lake County (CLC) has as its overall goal to strengthen and expand the existing international education program by creating a program in East Asian Studies, with a core emphasis on Chinese language, culture, and society. The project will build on existing resources and faculty expertise, including the rich resources of the Chicago area, to turn what is now a scattered overview of a critically important area of the world into a more comprehensive and coordinated program.

The project has three major objectives: (1) creating a range of new courses in East Asian societies and cultures, and facilitating the inclusion of modules and topics from this area of the world in existing course offerings (this objective includes the emphasis on enhanced Chinese language instruction); (2) increasing faculty knowledge and skills in East Asian societies and cultures through professional development opportunities; (3) establishing a multifaceted study abroad and faculty exchange program with Xian International Studies University (XISU) in China. This partnership program would involve: (a) a summer Chinese language immersion program at XISU; (b) a faculty exchange, in which one faculty member from XISU teaches at CLC and assists in faculty development programming, in spring 2008; (c) a credit semester-long study abroad program at XISU for CLC students in fall 2008, accompanied by one CLC faculty member, to be institutionalized in the spring of 2009 by the Illinois Consortium of International Studies and Programs and thereby be made available to all Illinois community college students.

The College of Lake County is a comprehensive community college located in Lake County (population 685,000, 2005) in the northeast corner of Illinois. CLC has a main campus in Grayslake, a Lakeshore Campus in Waukegan, and a Southlake Education Center in Vernon Hills. Fall 2006 headcount enrollment was 15,558. The majority of students, 70 percent, attend part-time. About 38 percent are racial or ethnic minorities (8 percent African-American, 23 percent Hispanic, 6 percent Asian, 3 percent other), and 63 percent are first generation college students. About 47 percent of the student body is enrolled in a baccalaureate transfer program. CLC offers 82 programs leading to associates degrees, and 88 certificate programs.

The College of Lake County is aware of its responsibility to help this diverse student body, many of whom are first generation college students, understand the interdependent world of the 21<sup>st</sup> century. The Title VI-A grant will enable CLC to achieve this end by providing the resources needed to consolidate a number of ideas and initiatives into one coordinated whole. This part of the program will result in a permanent and deep enrichment of international education at the college.

## Enhancing the Asian Studies Curriculum Washington State University

As a Pacific Rim state, Washington enjoys vast business relations with nearly all Asian countries, especially those on the Pacific Rim. Training undergraduates to be conversant in the languages and cultures of Asia is essential for international business, cultural understanding and the security interests of the United States. Washington State University is a full-service institution with a wide range of academic and professional programs that has the potential to function as a major institution in Asian Studies serving the Inland Northwest. WSU maintains a close working relationship with the University of Idaho (U of I) which is eight miles away. Some courses, such as Chinese, are open to U of I students through direct matriculation. The Asia Program is a long-standing interdisciplinary major at WSU. The College of Liberal Arts has demonstrated strong support for the study of Asia as evidenced by adding two tenure-track positions in Chinese language in the past six years. Moreover, the Dean of the College of Liberal Arts has made a commitment to permanently fund a new tenure-track position in Japanese, provided that we help fund the first two years of the position with this grant from the Undergraduate International Studies and Foreign Languages Program. This grant will enhance the breadth and quality of our curriculum by accomplishing the following objectives:

- Broadening the curriculum with eleven new courses or course clusters.
- Expanding the library collection with reference books in Asian languages.
- Improving the delivery methods for courses with the innovative use of technology.
- Raising the profile of the Asia Program on campus through major cultural events.
- Building on Our Teaching Successes with Pedagogy Workshops.
- Enriching Faculty with Domestic and International Research/Conference Travel.
- Deepening our language offerings by adding a tenure-track position in Japanese.

Interdepartmental in nature, approximately eight to ten tenure-track faculty in the “core areas” of history, philosophy, art history and foreign languages and cultures, housed in various departments, participate in the Asia Program. Approximately six non-tenure-track faculty with on-going contracts embellish the core permanent faculty. In disciplines such as international business, rural sociology and economics, there are faculty whose research is based in Asia.

Many students in these disciplines choose Asian Studies as a minor or second major. Enrollments in Asia courses have increased dramatically in the past six years. This grant will allow us to meet this demand by enlarging the quantity, as well as quality and depth, of offerings in history, literature, film, philosophy and religious studies, language, economics and sociology. Enriching faculty with travel grants will improve their teaching. Building a reference section of Asian language materials will improve the ability of students to conduct in-language research. Major cultural events will allow us to communicate the vitality of Asia to the larger campus community. By seeding a tenure-track line in Japanese, the grant will bring stability, leadership and depth to the Japanese language program, expanding language courses from the current two to a four-year program. This position will be an addition to, not a replacement of, our current non-tenure track instructor position. It also will enable us to create a Japanese minor. In

addition to the expansion of the curriculum and increased profile this grant will bring, it also will help add new dimensions to the methods of delivery of our curriculum with the increased use of Web-based technology. This will give students opportunities to access course work online and to interact with professors and fellow students online.

## Development of a Latin American Studies Program Edgewood College

Edgewood College, a small liberal arts college in Madison, Wisconsin, seeks to develop a Latin American Studies Program to carry out its Dominican global mission. Edgewood is proposing: (1) to foster an interdisciplinary approach to Latin American Studies; (2) to strengthen the Spanish Program and improve language instruction; and (3) to develop a Latin American Studies minor. The plan of operation entails curriculum development, faculty development, course development in Spanish, and creation of study abroad opportunities in Latin America. Ten (10) new and fifteen (15) revised courses will make both a broad and deep impact on the curriculum, ensuring that Edgewood students have significant knowledge about this important world region.

The project will address five areas requiring federal funds:

- Curriculum Development. To develop an interdisciplinary Latin-America- Across-the-Curriculum Program, suitable for general education and in support of a Latin American Studies minor, ten faculty from three Schools will develop seven new and revise twelve courses in art, religious studies, political science, economics, environmental studies, natural science, education, and Spanish.
- Faculty Development. Faculty in these fields will participate in: (1) a faculty development seminar on Latin American and country-specific topics; (2) a study tour to Mexico or Peru for two weeks of cultural immersion, particularly as it relates to their respective disciplines and establish connections for future student research and study abroad; and (3) a learning community as they develop courses.
- Spanish Program. To improve language instruction, faculty in the Spanish Program will develop three new courses and revise three courses to enhance the Spanish regular and teaching majors and minors and to support the new Latin American Studies minor.
- Study Abroad. A new Edgewood-sponsored summer study abroad in Latin America will be created to meet the needs of students, increase cultural and linguistic proficiency, and to expand language instruction.
- Latin American Studies Minor. As a result of all the above activities, a new Latin American Studies minor will be created as an integrated curriculum combining interdisciplinary content with language instruction and study abroad. In conjunction with the activities outlined above, we will increase library holdings on Latin America, host a conference for regional K-12 teachers, and implement effective evaluation measures of all initiatives in the Latin American Studies Program.



## Developing an Asian Studies Program Lee University

Lee University will develop a comprehensive Asian Studies Program that will include the addition of Chinese to the language options in the general education core, a multi-disciplinary Asian Studies minor, an Asian Studies emphasis within the International Business minor, enhanced study abroad and exchange opportunities for students, and expanded awareness of Asian culture on campus. Lee's Director of Global Perspectives will direct the two-year project and will coordinate faculty involvement and manage the program after it is established. By adding Asian Studies to the existing Latin American Studies and International Studies courses, the university will take a significant step toward a comprehensive degree program in Global Studies at Lee University.

### OBJECTIVES:

- 1) Expand the foreign language offerings with the development of six courses that will add elementary and intermediate Chinese to the core language curriculum, introduce a specialized Chinese language course for business, and offer a Thai language and culture course. To complete this objective, Lee will add a tenure-track faculty position in Chinese language.
- 2) Create an interdisciplinary minor in Asian Studies by supporting faculty members in their development of eight new courses with an Asian focus in anthropology, business, communications, history, humanities, music, political science, and religion. Faculty development opportunities will include an Asian Studies Faculty Institute and travel to Asia.
- 3) Expand study abroad options in Asia by assisting faculty in doing the necessary travel and research to establish four new programs involving the countries of China, Japan, Korea, Thailand, Malaysia, India and Nepal.
- 4) Strengthen existing relationships with three universities in China and Korea and develop new relationships with four universities in Japan, Thailand and the Philippines. Relationships will facilitate study and exchange opportunities.
- 5) Create an Asian emphasis as a new option within the existing International Business Minor for business majors. A primary feature of the program will be a required internship experience for students in Asia that faculty will develop during the project.
- 6) Increase language resources and library holdings in Asian Studies by acquiring print and digital books, journals, and an electronic database and by purchasing instructional materials and foreign language resources to support the Asian Studies curriculum.
- 7) Enhance awareness of Asian culture on campus through a lecture series and a two-day Asian Studies Seminar.

**Project BIC: Building International Competencies  
University of Tampa**

The confluence of a number of events in the past 20 years have made the education of an American citizenry equipped to deal effectively with emerging new worlds a national priority. By a formal vote of the faculty, the University of Tampa (UT) has made the commitment to create global-ready students with international skills, global knowledge, and cross-cultural attitudes and values.

The proposed grant has five goals: (1) implementation of an all-campus assessment model for creating global-ready graduates; (2) development and revision of courses (revised core courses and new senior research capstone course for the International and Cultural Studies major, new types of language offerings, a common analytical framework and specific proto-type courses for the required freshmen global issues course, an education-abroad pre-departure course for students in individualized programs, and a capstone course for the Certificate in International Studies program; (3) expansion of foreign language offerings by adding Arabic, “language-for-travel” courses, and “language-for-survival” non-credit modules; (4) training of faculty to teach new/revised courses, design and deliver faculty led travel-study programs, and deliver the outcomes assessment instruments; and (5) establishment of a campus-wide lecture series on current global issues.

## Enhancing Latin American and Caribbean Studies **Michigan State University**

Michigan State University (MSU) through the Center for Latin American and Caribbean Studies (CLACS) is requesting funds to create, restructure, and enhance MSU's core Latin American courses to buttress our venerable specialization in Latin American and Caribbean studies and to jumpstart our new major in Global and Area Studies with a Latin American track (GLAS-LA). To do this, we have targeted areas of our curriculum that will increase the options and improve the quality of courses available to our undergraduates that fulfill the requirements of our specialization and major. These areas of emphasis include the development of Latin American content courses in Less Commonly Taught Languages, MSU's professional schools and residential colleges, and a new foundational course and capstone seminar for our GLAS-LA majors. Our fundamental objective is to utilize funding to develop an intellectually challenging and well rounded major with a broadened base of high-quality course offerings, especially in departments and colleges that currently offer fewer courses with Latin American content. Our plan is to develop courses and programs that will provide our students with a deeper appreciation of Latin American societies and better prepare them to be productive and well-informed citizens in an increasingly interdependent hemisphere. Ultimately, we hope to infuse Latin American studies into the fabric of the university, so that programs and courses are not subject to the vagaries of personnel turnover or periodic financial constraints.

The decision to develop a Latin American Studies major came as a result of discussions among the faculty and with the various MSU college deans. It has become clear that CLACS faculty face a fundamental curricular need to augment the options available to new GLAS-LA majors that will facilitate scheduling and their timely completion of major requirements. It also reflects the strong desire to expand and diversify the students enrolled in our programs, especially those in professional and pre-professional disciplines. Four main priorities for capacity building guide our Plan of Operation: (1) strengthening and extending our language programs; (2) developing new GLAS-LA requirements designed to provide our majors with intellectually sophisticated foundational and advanced-level courses; (3) enhancing professional school and non-traditional disciplinary offerings; and (4) developing academic options in Portuguese Language and Brazilian studies.

As the grant narrative demonstrates, our Plan of Operation will forge even stronger partnerships between CLACS and numerous colleges across campus where we have historically had success in recruiting students to our programs: the Colleges of Arts & Letters; Social Science; and James Madison [Residential] College (Pre-law). At the same time, our efforts will engage colleges where our efforts to recruit new students have been less fruitful: Natural Science; Business; Communication Arts and Sciences; the School of Packaging; and Pre-Medicine (Nursing, Epidemiology, Bioethics). Finally, this grant will help CLACS to solidify a relationship with MSU's new Residential College in the Arts and Humanities, which will open its doors to enrollment in fall 2007.

## Languages and Internationalization Across the Curriculum: Health, and Cultural Integrity University of New Mexico

The University of New Mexico (UNM) proposal on Languages and Internationalization Across the Curriculum: Health and Cultural Integrity addresses the central purpose of the Undergraduate International Studies and Foreign Language (UISFL) program to create innovative international studies programs for undergraduate students that emphasize language proficiency and significant thematic content. The UNM proposal, coordinated by the Latin American and Iberian Institute (LAI), represents the combined efforts of 13 full-time faculty members and four instructors from three major colleges and schools and seven departments, crossing disciplinary and administrative lines. The proposal is designed to meet perceived needs to expand the UNM international studies curriculum, raise the rates of successful degree completion -- especially among the traditionally under-represented minorities who now constitute a majority of the UNM undergraduate enrollments -- and open new opportunities for study and direct service-learning experiences in an international setting.

The key qualities of this proposal are the dual axes of international and interdisciplinary curriculum design, the linkage between language instruction and undergraduate education in all phases of the project, and the close fit of the thematic emphases on health sciences and cultural preservation with pre-professional education and viable career options for UNM undergraduate students.

The UNM proposal will use Title VI.A funds to reach two major goals in accord with the purposes of the UISFL program: (1) build an integrated international studies program with language instruction, social sciences and cultural content, and pre-professional preparation for careers in public health, medical care, museum studies, and heritage preservation; (2) develop a Center for Indigenous Languages with special relevance for the United States Southwest and the University's longstanding linkages to Latin America. The Plan of Operations for project design, management, and evaluation establishes a coordinated sequence of course development and revision, instruction, study abroad, and field service learning, that identify specific objectives to fulfill the major project goals: increase the number of courses developed and integrated into regular departmental offerings with international content; expand the number of academic units that participate in the internationalization of the curriculum; raise the number of undergraduate majors and minors in Latin American Studies and other area studies programs; increase undergraduate enrollments in the indigenous language courses and in Medical Spanish. The UNM proposal targets the Native American languages of K'iche' Maya (Guatemala and Honduras) and Quichua (Ecuadorian highlands), which together are spoken by over three million people, and Medical Spanish, a professional skill that is in high demand in the United States and Latin America and directly related to the UNM undergraduate bachelors/masters degree in program in Health, Medicine, and Human Values. Lastly, this proposal addresses major concerns in United States higher education to develop the skills needed for the international environments of the twenty-first century in which global and local issues of health, cultural integrity, and political enfranchisement meet.

## A Proposal To Expand The Rutgers Contemporary Iranian Studies Program (CISP) Rutgers University

### OBJECTIVES:

The following objectives, related to international studies programs, are identified in the University Strategic Plan (adopted in 1995):

- Undertake innovative multidisciplinary initiatives at all campuses and encourage cooperation among units in order to strengthen their contributions to research, instruction, and public service throughout the state.
- Draw on faculty expertise in international issues throughout the university, in arts and science programs; in specialized centers, bureaus, and institutes; and in professional schools to develop specialized programs to prepare students for a global environment.
- Integrate computer and information technology into the curricula, pedagogy, and administration of the university.

### ACTIVITIES:

In order to ensure the achievement of the above-listed program objectives, the Committee on Middle Eastern Studies and the CISP Advisory Board has identified the following activities:

- 1) Curriculum Development: Enhance the Iranian Studies curriculum by enhancing four existing courses, adding four new courses, and adding Iranian content to four interdisciplinary courses in concert with other international and regional studies programs; offer both a minor in Iranian Studies to undergraduates at Rutgers
- 2) Faculty Enhancement: Conduct four faculty workshops each year on aspects of Iranian Society and Culture, for a total of eight workshops over the two-year period.
- 3) Foreign Languages: Expand library holdings in Iranian languages such as Farsi, and the repertoire of undergraduate courses on these languages. Develop a professional certification program in Farsi translation and interpretation.
- 4) Dissemination: Disseminate overviews of the program contents and progress through an academic/informal quarterly newsletter and the CMES Web site ([mideast.rutgers.edu](http://mideast.rutgers.edu)).
- 5) Public Service: Act as a bridge not only to other international studies programs at Rutgers, but also to the general public through a lecture series showcasing Iranian political, academic, and cultural figures as well as sponsorship of cultural events.
- 6) Technology: Make CISP more accessible to undergraduates through a distance-learning program. Increase quantity and quality of the holdings in the center's audiovisual library.
- 7) Evaluation: Evaluate the project using students, faculty, and review committees. Solicit the expertise of an external evaluator in years one and two of the program. Workshop effectiveness will be evaluated via participant surveys, including self-assessment measurements. The success of the program and of the courses to which Iranian content has been added will be evaluated by the project's key personnel and the external evaluator, based upon student input, faculty portfolios, and curriculum development products.

## Strengthening Middle East Studies Northeastern University

In charting a course for Northeastern University (NU), new President Joseph Aoun has called upon students, faculty and staff to engage more broadly with the world. He has committed the University to substantively expand its cultural immersion and modern language programs, especially as more students choose international coop employment opportunities.

With support from Title VI, Northeastern University (NU) will strengthen significantly its emerging Middle East Studies program. As Boston's premier national research university committed to providing students with practice-oriented, professional, and theoretical education, Northeastern has long been committed to promoting dialogues about diversity within the United States as well as to understanding the complexities found in nation-states and societies across the globe. The NU campus has demonstrated a strong commitment to understand, engage, and pursue dialogue with Arab, Middle Eastern, and Muslim societies. The proposed new Middle East Studies major will be an integral component of our International Affairs Program, one of the largest and fastest growing undergraduate interdisciplinary majors at NU with over 270 majors.

Northeastern's Middle East Center (MEC) is committed to strengthening Middle East, global/international studies, and foreign language instruction to meet the growing needs of the student, faculty, regional, and national communities by achieving the following goals:

1. Expand and strengthen the existing minor and develop a major in Middle East Studies;
2. Strengthen existing Arabic and Hebrew language study and increase enrollments;
3. Support NU students and faculty especially those in the professional fields as they engage with the Middle East by expanding relevant studies abroad and exchange programs; and
4. Deepen and expand cooperation with Middle East institutional partners. These objectives will be achieved by hiring full-time faculty (at least one during the grant period) and through curricular and faculty development. Curricular development will be achieved by revising five courses on the Middle East and expanding Arabic and Hebrew offerings, including advanced levels of Arabic and Hebrew. Drawing upon existing collaborations with Northeastern's Middle East partners, the MEC plans to extend its successful study abroad model, Dialogue of Civilizations, by increasing the diversity of participants, locations, and disciplines to more fully reflect Northeastern's reputation for interdisciplinary research and the integration of classroom learning with real-world experience.

Strengthening Africana Studies  
**James Madison University**

The Africana Studies Program at James Madison University (JMU) has worked diligently to enhance the quality and visibility of interdisciplinary studies at the university and to develop a rigorous minor program. Africana studies—the study of African peoples (both on the continent of Africa and in the Diaspora)—uses an interdisciplinary approach to document global migrations and to reconstruct African peoples’ linkages to the African continent. In the past ten years, we have developed two quality summer study abroad programs in Ghana and Kenya, redesigned our minor program to include an introductory course and a capstone experience, expanded the number of faculty members involved in our activities, and developed new courses with significant Africana content. Last year, we began offering a General Education course (GAFST 200: Introduction to Africana Studies) that enables us to contribute to the university’s liberal arts mission and to recruit students to our minor program.

Specifically, we will use the grant to achieve three major objectives:

- (1) To strengthen Africana Studies course offerings and African language instruction. To achieve this goal, we will use the UISFL grant to enhance and increase Swahili instruction by cost-sharing a permanent full-time position for a Swahili instructor. Ideally, the person hired for this position will also offer one Africana course each semester (either AFST 200: Introduction to Africana Studies or AFST 400: Africana Studies Capstone) to help alleviate the strain on current Africana studies faculty and allow them to develop and offer new courses. The UISFL grant will also provide summer course development grants for faculty to develop and/or improve Africana courses.
- (2) To enhance faculty expertise in Africana Studies and promote faculty development. To this end, we will organize an annual faculty development workshop that involves both Africana and non-Africana faculty working on relevant issues. These workshops and other Africana Studies programming will help recruit faculty from disciplines and schools where Africana Studies has traditionally been underrepresented to participate in Africana Studies activities and integrate Africana content into their courses. In addition, we seek to support non-Africana faculty participation in study abroad programs in Kenya and Ghana. Finally, we will offer faculty development grants for research and teaching-related travel.
- (3) To increase awareness and knowledge of Africana Studies at the University and in the broader community. To achieve this goal, we will organize an annual film series, invite a series of speakers to campus, and organize workshops for K-12 teachers—to enhance their knowledge of Africa and the diaspora.

The achievement of these objectives builds on the work of a dedicated group of faculty at JMU. The systematic study of Africana issues will increase our students’ appreciation for diversity and culture and enlighten them through an enhanced global perspective. In today’s interconnected world, we believe these are particularly important goals.

Critical Languages Eurasia Initiative  
**Fairfield University**

Fairfield University plans a two-year program to strengthen its teaching of Chinese and Russian languages, develop new courses in Asian Studies, Russian Studies, and Central Asia in the context of a revised International Studies curriculum, and stimulate greater exchange of students and faculty between Fairfield and its partner universities in China and Russia.

Key components of such a program will include the following:

- The hiring of a tenure-track assistant professor of Chinese language, culture, and literature, to strengthen the teaching of Mandarin Chinese by developing new courses to complement the current basic and intermediate Chinese offerings with courses in Chinese culture, literature, and civilization, and advanced Mandarin.
- The expansion and strengthening of current Russian language (basic, intermediate, and continuing) to full-time equivalency and the development of courses in Russian literature, culture, and civilization.
- Yearly workshops for current Fairfield University Chinese and Russian language instructors focused on techniques for the development of Oral language proficiency, the bridging of the gap between reading and oral competency, and the integration of culture and civilization into all levels of teaching.
- Summer seminars for international studies teaching faculty in history, politics, sociology, anthropology, religious studies, economics, and visual and performing arts on Eurasia: Central Asia, the Caucasus, China and Russia-Chinese borderlands, and Chinese, Russian and United States foreign policy aimed at developing new courses and components of courses for enhanced international studies, Asian Studies, and Russian and East European Studies curriculum. It is anticipated that three new courses will be developed over the first year and three the second year and will be integrated into revised international studies curricula.
- Consultation and assessment of Fairfield University study abroad programs in Russia and China in terms of their fit with language and international studies curricula at Fairfield.

The specific components of the program will be sustained by Fairfield into the future by university commitments to continue and expand its teaching of Russian and Chinese languages, its strong and vibrant International Studies, Asian Studies, and Russian Studies curricula, and its long-term partnership commitments to universities in Russia and China.



## Developing a Minor in Latin American Studies **Stephen F. Austin State University**

Stephen F. Austin State (SFA) University is a four-year institution of higher education that serves the east Texas area. The campus of some 11,500 students offers a unique learning experience by combining a public education opportunity with small classes and a low student to teacher ratio. In addition to personalized attention, students benefit from a multicultural student body, with over 15 percent African-Americans, a growing Hispanic population, and a steady increase of international students. SFA has developed a new strategic plan, which includes the creation of an Office of International Programs and shows a strong commitment to recruiting international students and sending SFA students to study abroad. With a rapidly growing Hispanic population in east Texas, one of the target areas for growth in the university is Latin American Studies.

This grant will allow SFA to further develop a strong, sustainable and highly visible university-wide interdisciplinary minor in Latin American Studies (LAS). The revised program will offer an accessible way for students to learn about and appreciate the changing culture of the region through new language and LAS courses. It will comprehensively provide visibility to the Hispanic influences on campus and in the community with opportunities to experience Latin American culture on campus and abroad, and a stronger focus on Hispanic issues in the health care field. In order to achieve these goals, the following six objectives have been determined:

- (1) Develop five new courses, including two Portuguese language and literature courses in Modern Languages, one Brazilian history and culture course in Latin American Studies, and two Latin American Studies courses with a focus on health and Hispanic competencies (one undergraduate level and one graduate level online course) with the School of Nursing.
- (2) Develop a Reciprocal Exchange Program with the Universidade Federal do Rio Grande do Norte in Natal, Brazil, to exchange students during the academic year and use campus facilities during the summer terms for faculty-led study abroad programs
- (3) Provide faculty development by sending six faculty members to workshops, seminars, conferences, and language courses in order to enrich faculty expertise in Latin American Studies and infuse Latin American perspectives in existing courses not typically associated with LAS.
- (4) Host one visiting professor from Latin America for one semester each year in the LAS program to participate in the team taught LAS core course and to teach two additional courses in his/her specialty.
- (5) Bring an artist, composer, or author from Latin America (dance, music, painting, photography, theater or literature) to campus each semester to promote community awareness.
- (6) Host an annual LAS conference at SFA for both scholars in the field of LAS, as well as undergraduate students, and publish selected presentations.

This program will provide our students the opportunity to build a strong background in Latin American Studies and better prepare them for careers or continued graduate study in many different disciplines. The interdisciplinary nature of the Latin American Studies program will strengthen relationships within the University, provide our students with a well-rounded perspective on Latin America, and insure a better understanding and acceptance of our international community.

Missouri Consortium For Global Education  
**Missouri Community College Association**

This is a project to benefit the 18 community colleges of the state of Missouri. The Missouri Community College Association's Missouri Consortium for Global Education proposes this project to support its goal of promoting and facilitating global education at its member colleges and to support the broader mission of educating to produce globally competent citizens. While the project will also engage the offices and talents of a number of local and national universities and their faculty/staff, it will work closely with the University of Missouri-St. Louis Center for International Community College Education and Leadership.

This project proposes to:

1. Strengthen and expand global studies offerings in colleges throughout Missouri, globalizing/infusing more than 72 courses by 72 faculty members. Twenty (20) of these, including four new courses on Africa, will be further developed for Web-based delivery. Focus will be on West and North African societies and cultures.
2. Strengthen instruction and offerings in foreign languages at Missouri community colleges focusing specifically on the development/enhancement of intermediate Arabic and French for distance delivery across the state, and on staff development opportunities for part time faculty, in particular, in all foreign languages.
3. Promote additional knowledge about Africa to all community college educators by sponsoring a conference on "Understanding Africa through its Languages."
4. Strengthen and ensure the sustainability of the newly developed International/Global Studies Certificate.

The global studies enhancements above will occur as a result of faculty development, enrichment and training opportunities. These will take the form of workshops, seminars and conferences, consultation, immersion experiences, training in distance course delivery, and time and incentives to focus on offering quality global education programming for Missouri community college students. These efforts will build on work already begun, including the accomplishments of a previous Title VI-A grant, and further ensure the sustainability and permanence of global education in Missouri community colleges.

Africa, Southeast Asia & Asia: An Interdisciplinary Approach to  
Understanding World Views  
**Joliet Junior College**

Since its establishment in 1988, Joliet Junior College's International Education Office has continuously sought new and innovative ways to maintain a high level of internationalization of the general education curricula and the improvement and expansion of world language courses. Now through this grant proposal we intend to take our efforts to the next level of commitment through the development of a new programmatic vision that will take an interdisciplinary approach to understanding world views in three world areas identified by faculty surveys as currently neglected or underrepresented: Africa, Southeast Asia and Asia. Further, we will develop four new language courses related to these areas and identified by student surveys as necessary for their professional and personal development.

The four grant objectives are:

1. To internationalize courses with perspectives from countries in Africa, Southeast Asia and Asia across the curriculum;
2. To develop two additional semesters of Conversational Chinese;
3. To develop two semesters of Conversational Tagalog;
4. To develop an interdisciplinary approach to understanding world views focusing on countries in Africa, Southeast Asia and Asia.

To achieve the first three objectives, we have enlisted the help of experts from the University of Chicago's Center for International Studies and Northern Illinois University's Center for Southeast Asia Studies to both develop the new language courses and to work with the Project Faculty to internationalize their selected courses with perspectives from Africa, Southeast Asia and Asia. The disciplines, which will be internationalized, are Anthropology, Art, Biology, Engineering Physics, English, French, Horticulture, Literature, Sociology and Veterinary Science. To accomplish the fourth objective, we will continue to work with the abovementioned area experts who will also serve as consultants and resource advisors in the classroom in the International Negotiations Module Project (INMP) phase of this grant, an innovative model for developing critical thinking and writing skills in a global context across the curriculum that has been used in community colleges and universities in various states since 1995 with great success.

The Project Faculty has identified three global issues that will be addressed in the first year of the International Negotiations Module Project: Identity, Human Rights and the Environment. The second year's issues will be Sovereignty, Immigration, and National Security. Half of the sixteen courses to be internationalized under this project are in the general education curriculum with a potential impact on the majority of our 13,500 student population. Five of the courses are in the Horticulture and Veterinary Science majors with annual enrollments of approximately 1,200 students.

## Arabic Language and Culture Program: Strengthening the Arabic Language and Culture Instruction

### **George Mason University**

George Mason University proposes to strengthen its Arabic language program by building up advanced-level Arabic language and culture training and proposes the creation of an undergraduate Arabic minor. In doing so, the Arabic language program, as well as programs and departments across the university will benefit, specifically through:

- a new undergraduate minor in Arabic language and culture;
- a new faculty member with expertise in Arabic language and culture;
- a faculty development seminar;
- curriculum and materials development focusing on Arabic for the Professions and Dialect;
- four (4) new advanced-level Arabic courses;
- conversation sessions for students to practice outside the classroom; and
- new library resources.

The strengthening of Arabic language and culture studies involves an innovative approach that focuses on advanced-level courses, and offerings in Arabic for the Professions and courses in Dialects. These courses will include not only basic Arabic courses, but also courses that focus on professional needs and services, such as Culture and Civilization, Advanced Arabic Writing Skills, Topics in Arabic Dialectology, and Arabic for the Professions. To this end, we propose to hire a new faculty member, focus on curriculum and materials development aimed at the professions and dialects, and hold faculty development seminars once a semester, with invited experts as speakers. The seminar series will also serve as a platform for sharing more broadly the results of faculty research and expertise in the teaching and learning of Arabic. Bolstering this area will allow Mason to bring together existing programs in an innovative discussion and to add new advanced core courses with benefits to undergraduate education and to the wider community.

## Improving the Asian Studies Curriculum through a Focus on China University of Central Arkansas

This project aims to add a Chinese language minor and eventually a major in Chinese studies to the existing Asian studies program at the University of Central Arkansas (UCA). Centrally located in Arkansas with over 11,500 students, UCA is the second largest college in Arkansas. Yet, nearly 70 percent of the undergraduates come from small rural towns with limited knowledge about Asia, a region critical to the world economy and politics. Thus, this project is critical to internationalizing UCA's undergraduate curriculum. It aims:

1. To improve the Asian studies minor through course revisions and the addition of an emphasis in Chinese studies;
2. To create eight language courses to develop a Chinese minor as the backbone of the Chinese studies program;
3. To develop a language immersion program to support the Chinese language minor;
4. To support faculty development in curricular internationalization, including Chinese teacher preparation; and
5. To reach out to schools and enhance student exposure to Chinese culture by showcasing Chinese performing arts.

For these objectives, UCA has completed the groundwork through curriculum and faculty development and outreach to Arkansas schools. For example, UCA has built the language immersion site in China and will offer the first Chinese language class in spring 2007. It has supported more than a dozen faculty members to attend national workshops on teaching about Asia. In fall 2007, it will add several tenure-line positions in China-related specialties, such as Chinese language and history. Currently, a general education course, Global Environment of Business, reaches more than 300 undergraduates each year. The International Studies major has been approved by the Arkansas Higher Education Coordinating Board. The East-West Regional Center at UCA, a regional center designated by the East-West Center at the University of Hawaii, held regional workshops in 2003 and 2005 and will host another one in February 2007.

Further, the Arkansas State Board of Education has approved Chinese as a subject in foreign language education, and the Arkansas Department of Education has invited UCA to develop a Chinese teacher preparation program for the state. The two-year funding period will witness the development of an interdisciplinary Chinese studies curriculum through an inter-college consortium, the development of a Chinese minor enriched by language immersion, and art activities to reach out to schools and enhance UCA students' exposure to Chinese culture. By the end of the funding period, UCA will have a Chinese language minor to support Chinese studies as an integral part of the Asian studies curriculum and will begin to develop the Chinese studies program into a major in order to provide Arkansas schools with Chinese language teachers within five years. This project, a first of its kind in Arkansas, will meet urgent student and state needs in cross-cultural understanding and communication demanded by global economic and strategic issues increasingly connected to China.

## Initial Certification in the Teaching of Asian Languages **State University of New York at Stony Brook**

There is a severe shortage of certified Asian language teachers in secondary schools nationwide. In New York state, among teachers of all subject areas, foreign language teachers at 7-12 grades are the single most difficult to recruit, whether it is individuals with professional certification at the graduate level or those with initial certification at the undergraduate level. At Stony Brook University we have the rare concentration of academic expertise, administrative experience, and institutional infrastructure necessary for building a pedagogically sound and theoretically informed, state-of-the-art program to provide Initial Certification in the teaching of Asian languages (hereafter ICTAL) that are crucial to national security. Our objective is to pursue federal funding to establish such a program within our existing Department of Asian & Asian American Studies.

The proposed ICTAL program will provide a much needed opportunity for undergraduate students to develop knowledge and skills necessary for and unique to the teaching of Asian languages. It will require that its students enter the program with two years of college level courses (or equivalent) in Chinese, Hindi, Japanese or Korean and complete two additional years of Asian language studies at advanced levels in the university as well as a total of 45 credits of undergraduate course work (which includes pedagogical grammars of Asian languages, theories and methodologies appropriate to the teaching of Asian languages, theories of language acquisition sensitive to the experience of Asian language learning, intercultural communication, human development, and foundations of education) and teaching practicum that build linguistic and cultural foundations and satisfy professional educational requirements for the teaching of Asian languages.

## Transatlantic Studies Degree North Georgia College and State University

Seven institutions within the University System of Georgia are proposing to deepen their existing consortium to create a Bachelor of Arts (BA) degree in Transatlantic (TA) Studies. The momentum to launch the degree is driven by a range of factors. These include regional needs (economic development and graduate-level education), student interest, and institutional internationalization strategies. The transatlantic relationship between the United States and the European Union constitutes the bedrock alliance for each partner in terms of commercial, security, and cultural collaboration. Yet recent research has revealed growing academic indifference to the study of transatlantic issues. This situation undermines national interests and leaves students unprepared for the primary international context they will confront in their lives. The objective of this proposal is to restore vitality to the understanding of the transatlantic relationship.

The project will construct twenty new courses in an online format. Five courses will examine how the transatlantic partnership interacts with other global regions: the Americas, Asia and the Pacific Rim, Africa, the Middle East, and Eurasia. In addition, five courses— Environment and Energy, Health and Welfare, Trade and Economics, Religion and Culture, and Security —will focus on key policy issues to determine how transatlantic influence shapes international approaches toward them. This curricular structure is being adopted to build a bridge between the competing schools of international affairs—area studies and policy analysis —by incorporating both methodologies to ensure students obtain an optimal learning experience. Moreover, each course will be composed by an interdisciplinary team of faculty so that students are presented with an integrated overview on a topic, not a discipline-specific perspective. The goal is to equip students with a broad set of skills and a wide knowledge base to enable them to become life-long learners. A dedicated minor in either French or Spanish will be mandated as a degree requirement. To accommodate this requirement, the area and policy courses will have a co-requisite one-hour language course (French or Spanish) and students can apply three of these hours toward the minor. The degree will also strive to promote professional education in international affairs. A professional orientation is increasingly being prescribed at the undergraduate level to apply practical, rather than theoretical, solutions to global problems.

Thus courses will utilize problem-based and applied research assignments to challenge students to address real-life social and economic concerns. An internship or study abroad experience will deepen professional credentials. Each of the ten new courses will be developed by interdisciplinary faculty teams, involving one member from four discipline areas: Arts and Humanities, Social Sciences, Business and Economics, and Natural and Health Sciences. Faculty members will be drawn from consortium institutions through a call for participants issued in the first year of the grant. The remaining ten courses will involve language instruction that accompanies each of the regional and policy courses. A parallel set of language designers (French and Spanish) will coordinate with content designers to determine what readings and research would be appropriate to the subject matter. The language courses will be at the 3000-level and will carry one hour of credit. Students will need to complete six of these courses and also must fulfill a dedicated minor in either French or Spanish.

## Enhancing Latin American Studies and Global Studies Lewis University

Lewis University is located 35 miles southwest of Chicago in suburban Romeoville. Since its founding in 1932 as a technical and aeronautical school, Lewis has grown and evolved tremendously. Today, Lewis is a comprehensive Catholic and Lasallian university with an enrollment of more than 5,300, including 3,500 undergraduates, offering 70 undergraduate majors and 13 graduate programs at our Romeoville campus and four other centers located throughout the Chicago metropolitan area. Lewis University is proud to have been recently named one of the best colleges in the Midwest by the Princeton Review, and one of America's best colleges by U.S. News and World Report. Lewis University has devoted considerable energy and resources over the past five years to improving its capacity to deliver international studies and foreign language instruction. Lewis is seeking Title VI funding to strengthen Latin American area and language studies by connecting with the network of 14 Lasallian universities across Latin America (attached as Appendix 1).

With federal support, Lewis will make significant progress toward its strategic goals for international education by weaving together the University's various existing international initiatives and programs with the targeted, Latin American-focused language and area studies initiatives described below, resulting in enhancements to the Latino studies minor and the Global Studies major. By weaving these elements together, Lewis will have created a rich tapestry of opportunities for teaching and learning about Latin America.

1. **Foreign Language** The grant will allow Lewis to strengthen foreign language instruction by providing increased coordination, standardization and support for Spanish and Portuguese instruction, including the development of intermediate and advanced Spanish courses. Title VI funding will also allow Lewis to integrate the study of languages into more majors and minors, and provide increased library resources to support language study and Latin American area studies.
2. **Increased Undergraduate Study Abroad** Additional Short-Term Travel Study opportunities to Latin America will be developed. Predeparture and re-entry programming specific to Latin America will be developed at Lewis University. Study abroad opportunities created through the grant will be integrated into a number of degree programs including Latino Studies, Contemporary Global Studies, History, Sociology and Theology.
3. **Curriculum Development** Lewis will develop new courses and revise existing courses to infuse Latin American content and build on the Latin American network. The existing Latino Studies minor will be enriched through this curriculum development, and the Latin America track in the Contemporary Global Studies major will be strengthened as well.
4. **Faculty Development** - Through a United States and Latin American Lasallian faculty network, Lewis University will provide faculty development opportunities. Lewis's primary partner will be the Lasallian university in Mexico City, Universidad La Salle.



## Strengthening Asian Studies and Languages across the Curriculum **University of Kentucky**

With the support of the Undergraduate International Studies and Foreign Languages initiative, the University of Kentucky Asia Center will strengthen Asian studies and languages in three ways:

### Faculty Development

Twelve faculty with experience or research interests in Asia from the colleges of Agriculture, Arts and Sciences, Business, Education, and Fine Arts will be selected to participate in the program. The faculty will attend workshops at national resource centers or study tours to deepen their knowledge about the region. They will also participate in summer curriculum development workshops to read across the represented disciplines and to plan new courses and new course components on Asia. The Asia Center will establish an Asian Studies faculty colloquia series that will meet at least twice a year for presentations by project participants to their colleagues across the campus.

### Curriculum Enhancement

We will enhance the curriculum for Asian Studies in five colleges and augment the offerings for an Asian Studies concentration in an International Studies major that commences in 2007. At least four new courses will be created including three courses in a new series on Asia for Honors students and a "Discovery" seminar for freshmen, as well as at least eight revised courses with significant content on Asia added. This expansion will also enhance the FLIE (foreign language and international economics major) and new international programs for pre-service teachers and business majors. We will also establish one undergraduate study abroad course in Asia. The faculty participants will select and procure appropriate research and instructional materials for our library.

### Asian Languages

We will solidify both the Japanese and Chinese language programs. This program will allow the Japan Studies department to begin an intensive first-year Japanese language program, which will increase the number of students in the advanced level Japanese courses, and serve students from other colleges and universities in Kentucky. This program and federal support will also support the Chinese language program through the hiring of third and fourth year language instructors, in stages, allowing an incoming Chinese language faculty member to create new literature and culture courses.

An Integrative and Multidisciplinary Approach Engaging Students and Faculty with a Local Resource -- the Mexican Borderlands  
**University of Arizona**

The University of Arizona (UA), through the Center for Latin American Studies (CLAS), is requesting funds to: (1) transform international studies by drawing on a unique but underutilized local resource, the United States -Mexico border region; (2) strengthen and internationalize undergraduate training in professional programs; specifically journalism, business, and public health; (3) create two new certificates within the Latin American Studies Program that would include research and translation training; (4) develop new language and professional tracks for heritage Spanish learners; (5) deepen undergraduate international training through learner-centered and conference-based courses; (6) design a new course to link study abroad programs to career planning (7) create a faculty international enhancement program; (8) create new internship and research opportunities for undergraduates in the borderlands, and (9) support a comprehensive summative and formative evaluation program.

The University of Arizona is located 60 miles from the Mexico-United States border, yet it does not take advantage of the proximity to educate undergraduates about the Mexican border region. CLAS proposes to change this by introducing students to international and trans-border themes including: immigration, co-management of natural resources, conflict resolution, trade and popular culture. Advanced students will have the option of internships and participating in faculty research. Students who go through this intercultural program early in their academic career will be stimulated to take advantage of long-term study abroad opportunities in Latin America and around the world.

We will draw on ties with professional school colleagues to strengthen undergraduate international training. We are proposing to develop a new broadcast and print journalism training program on the border. Undergraduates interested in health sciences will be able to take a course on border health developed by the College of Public Health. New modules on Latin American business and public administration will be developed to draw on Mexican colleagues' expertise in the border region. A new set of internships for professional school students as well as LAS majors will be developed as part of the grant.

One of the major resources of the Arizona/Mexico border region is the large number of bilingual students. The proposal would enhance students' ability by creating a new heritage language program in Mexico and by drawing students into professional training programs with a new emphasis on language training for work internationally. Funding of the proposal will attract students at the beginning of their academic career, stimulating them to deepen their international education and critically examine how international experience relates to domestic issues and solutions. The UA administration, with a new emphasis on quality international training for its students, is committed to building on this program.

Global Horizons Project  
**Madison Area Technical College**

Madison Area Technical College (MATC) will launch a dynamic program of foreign language expansion and internationalization of the curriculum. This project will establish new languages sequences Arabic and Chinese; develop 20 new courses in international studies; support the internationalization of 12 existing offerings; and establish an Interdisciplinary Global Studies Certificate program. Faculty development will be supported through the establishment of summer institutes for international curriculum development and other training opportunities.

This project represents a significant leveraging of regional resources. Language curriculum will be developed in partnership with the University of Wisconsin-Madison (UW-Madison) African and East Asian Languages and Literature Departments and courses will articulate with the UW system. Curriculum development workshops will be developed in cooperation with the UW-Madison area studies centers including centers for Global Studies, African Studies, and East Asian Studies. Other national and regional partnerships are support the project plan, including the United States Institute for Peace, the Midwest Institute for International/Intercultural Education, the Wisconsin Technical College System, the Wisconsin Institute for Peace and Conflict Studies, the Illinois Consortium for International Studies and Programs, and the Wisconsin Department of Public Instruction.

## Creating A Program in Latin American and Caribbean Studies Morgan State University

Morgan State University seeks funds to create a fully interdisciplinary undergraduate program in Latin American and Caribbean Studies (LACAS) with a primary focus on the African experience in Latin America and the Caribbean. Our commitment to international studies, our status as an HBCU (Historically Black College / University), and the changing demographics of Baltimore make this institution a logical home for such a program. Yet, our curriculum does not adequately reflect the importance of this region to our city and to our nation. Few of our faculty members have expertise in this area. Funds from the U. S. Department of Education would allow us to strengthen this aspect of our curriculum and would allow our faculty to receive adequate training to teach new courses and/or enhance and infuse pertinent information on Latin America and the Caribbean into existing ones.

With the support of the U.S. Department of Education, the university will:

- strengthen the programs in French and Spanish and add courses in elementary Portuguese;
- offer faculty members the opportunity to work with colleagues to develop expertise in LACAS;
- strengthen and enhance existing courses dealing with Latin America and the Caribbean;
- add 16 new courses with a Latin American and Caribbean focus to the curriculum;
- pull new and existing courses together to form a LACAS minor;
- procure relevant national and international internships and service learning opportunities for undergraduates through the United States Department of State, Intelsat, the Organization of American States, the Washington Office on Latin America and the World Trade Center in Baltimore;
- organize lectures and on-campus workshops dealing with Latin American and Caribbean studies;
- arrange for an artist-in-residence to spend one month at the James E. Lewis Museum of Art, in conjunction with a special exhibition of Latin American and Caribbean art;
- prepare for faculty exchange and study abroad in Honduras, Peru, Colombia, Brazil, and the Caribbean (University of the West Indies and Université des Antilles et Guyane).
- enhance the library holding and collection so that it can effectively support the new program and the greater Baltimore community and beyond; and
- provide outreach activities to Maryland K-12 schools by hosting in-service training for teachers.

A short-term goal of the program will be the establishment of a minor in LACAS. Mid-term goals are offering Portuguese on the intermediate as well as the elementary level and reviving majors in French and Spanish. A long-term goal will be for the LACAS minor to feed into a future major in Africana Studies.

Enhancing Chinese Studies  
**East Tennessee State University**

East Tennessee State University (ETSU) does not have a Chinese language program. Chinese Language is being offered this year by professors from North China University of Technology (NCUT). We wish to establish a permanent Chinese Language program and an interdisciplinary China studies program that includes a summer semester of study in China and an additional month of language study at NCUT in China. Except for Chinese Language, we already have courses in place for an interdisciplinary study of China in Political Science, History, Philosophy, Foreign Languages (Film), and Biology. We want to add an introductory course on Chinese Culture/Tradition and a capstone course. Unique to our program will be the one-month intensive language study at NCUT in China after our students' completion of a one-year Chinese language study at ETSU. Students will sit for the standard Basic Chinese Language Proficiency Exam after the one-month study, the passing of which earns a student a Chinese Language Proficiency Certificate. We are cooperating with NCUT on this course. In 2006 we took a group of students to NCUT as a test run. This effort was successful in our eyes and in those of the students. Thus, we have tested the rudiments of our program. The funding will help us establish a permanent Chinese language program and an interdisciplinary China Studies Program.

## **Broadening the Reach: Enhancing African Studies in the Curriculum and Beyond University of Pittsburgh**

The University of Pittsburgh proposes to enhance the breadth and quality of its undergraduate education in African Studies and African languages. The African Studies Program, established in 2001, has grown tremendously due to the increasing interests of students and faculty in African Studies. However, the program remains limited in course offerings across disciplines, in African language instruction and study abroad opportunities for students. This proposal seeks funding to enhance the existing program through a series of activities that include: (1) curriculum development (designing new interdisciplinary courses, revising and updating existing courses, and expanding and strengthening language programs in Swahili and Xhosa); (2) developing study abroad programs (Ghana, Kenya, South Africa); (3) enhancing Africanist faculty capacity (through a seminar series, visiting scholars program and regional conference); and (4) expanding community outreach by establishing K-12 summer workshop programs for teachers in Western Pennsylvania in collaboration with the World Affairs Council of Pittsburgh. The proposed activities will build on the University of Pittsburgh's outstanding resources that already support vibrant international studies programs in other world regions and have nourished the nascent focus on Africa.

While there has always been a healthy scholarly foundation for the study of Africa at the University of Pittsburgh, a strategic focus on East Asia, Europe and Latin America has historically limited the growth of African Studies. However, the establishment in 2001 of the undergraduate certificate in African Studies and the growing enthusiastic interest of students reflected in enrollment trends make this proposal to enhance and further institutionalize academic programs focused on Africa at Pitt both timely and appropriate.

The proposed new courses will help build bridges between the African Studies Program and other campus departments and schools, and connect the undergraduate experience to Africa and the world. We will fortify our team of faculty specializing on Africa through seminars, a grants program for travel to conferences or research and hosting a regional conference on campus. African language instruction will be strengthened by (a) creating a summer immersion program in Kenya and offering a second year of Swahili, and (b) developing and offering a two-year instruction sequence in Xhosa. Our focus on faculty development acknowledges the importance of engaging the students and academic colleagues into meaningful dialogs on issues pertaining to Africa. The K-12 summer workshop recognizes the importance of promoting African Studies through outreach to schools. By the closure of this grant we will have developed a stronger program in African studies that will provide our students a wider understanding through which they can better evaluate current African events through African perspectives and within a broader global context. They will also be equipped with the necessary skills to fill crucial needs in government, business, education and other fields dealing with this strategically important world region.

Training the Next Generation of Africanists:  
Developing an Undergraduate Major (B.A.) in African Languages and Cultures  
**University of California – Los Angeles**

The main objectives for the program at the University of California - Los Angeles (UCLA) are to increase opportunities for undergraduates to study African languages through at least the intermediate level, to contextualize language study within African area studies and through study abroad opportunities, to expose undergraduates aware to the diverse career opportunities available to those with expertise in Africa, and to prepare them for such careers. The proposed program is driven by the belief that cultural and linguistic proficiency are deeply, and necessarily, interrelated. Knowledge of African languages not only provides access to the many disciplines through which one can study African area studies, but also deepens the knowledge gained in those disciplines, while also providing numerous career opportunities in diverse fields.

Specific activities of the proposed program will include:

- Change of existing B.A. in African Languages to the new B.A. in African Languages and Cultures.
- Introduction of beginning and intermediate Chichewa, Yoruba, and Zulu courses to expand African language instruction.
- Training opportunities for language instructors to encourage pedagogical excellence.
- Development of online materials for new language offerings to extend learning beyond the classroom and to facilitate distance learning opportunities with other University of California campuses.
- Three new culture courses, Malawian Cultures, Yoruba Culture, and South African Cultures, to teach undergraduates about the relationship between the languages and cultures they are studying and to encourage study of Africa within and across the disciplines.
- A new sociolinguistics course: Language in African Societies, to teach undergraduates about the role of African languages in culture, politics, education, and the arts.
- Enhancement of existing undergraduate study abroad opportunities to Egypt, Ghana and South Africa, Senegal and Tanzania through the development of a new team taught pre-departure course, Preparing to Study in Africa.
- A lecture series, Building Careers through Knowledge of Africa, open to the public with the option of one credit for undergraduates who attend.
- Increased outreach to undergraduates through partnerships with the International Institute's interdepartmental degree programs, the National Heritage Language Resource Center, the Center for World Languages, the Academic Advancement Program, Freshman Orientation, the College Academic Counseling services, the Career Center, the Education Abroad Program, and Summer Sessions. To develop and sustain these initiatives, federal funds will be matched with an equivalent of \$87,240 in the form of resources from UCLA.

## Developing Middle Eastern Studies and Arabic Language Instruction **Elon University**

Today, more than ever, events in the Middle East and American national interest require that our universities provide students with opportunities to learn about the region's languages, history, culture, religion and politics. Our proposal will support the development of Middle Eastern Studies and Arabic language instruction at Elon University. Successful completion of the project would allow us to offer a Middle Eastern Studies minor and a Middle Eastern Studies regional concentration within Elon's International Studies major.

The heart of the project will be the development of 11 new courses on the Middle East, supported by release time for Elon faculty, and the creation of a full-time faculty position for teaching Arabic in 2007-2008 and 2008-2009. We view these efforts as complementary. The new course offerings on the Middle East will create interest in studying Arabic. Arabic language skills will enable student research on and a better understanding of the Middle East.

The project builds on Elon's strong International Studies major, Foreign Language Department and study-abroad programs. It is both supported by and supportive of the Religious Studies Department's hiring of a specialist on Islam. The widespread participation and commitment to the project by the campus community will help ensure its success and interdisciplinary character.