

## **OAKTON COMMUNITY COLLEGE DISTRICT #535**

### *Pathways to South Asia: Building Global Studies Capacities and Opportunities Related To South Asia and the Hindi and Urdu Languages at Oakton Community College*

Oakton Community College proposes a multi-faceted project that will involve all constituencies of the college community, as well as residents of Oakton's district, local high school teachers, and colleagues from community colleges across Illinois, in gaining a greater understanding of the fascinatingly complex societies of South Asia. There will be a range of opportunities, or pathways, for learning. South Asia content will be infused in humanities, philosophy, history, women's studies, literature, anthropology, business, macroeconomics, English composition, science and technology, health careers and others. Individuals will have the opportunity to learn the Hindi and Urdu languages, and heritage speakers will become more aware of the legacy of their South Asian roots. A special topical "Pathways" series open to all Oakton employees is designed to generate interest in and celebrate Oakton's new South Asia curriculum.

Grant objectives are to:

1. Develop beginning, intermediate and conversational Hindi/Urdu language curriculum;
2. Increase faculty, administrator and staff knowledge of South Asian societies and cultures through various professional development opportunities;
3. Develop at least four new courses on South Asia, as well as enhance 20 existing courses by infusing them with South Asian content, through recruitment, support and development of selected curriculum development faculty members;
4. Establish opportunities for students and faculty members to study in India and participate in exchanges; and
5. Increase awareness of Oakton's global studies programming, specifically new courses or sections on Hindi, Urdu and South Asia, and study abroad opportunities in India.

The objectives are ambitious but nonetheless attainable. Oakton already has an established Global Studies Program, so there is significant institutional commitment for the enhancement and expansion of the existing program. The college currently offers coursework in 11 modern languages, including some priority languages, thus ensuring the successful delivery of Hindi and Urdu instruction. Oakton is privileged to receive strong support in implementing this project from the Center for South Asia (CSA) at the University of Wisconsin-Madison. As a Department of Education-funded National Resource Center, CSA brings area and language expertise to the project and passion for the educational initiatives that Oakton envisions. The University of Hyderabad also will play an integral part in the planning and performance of project activities. Their Study in India Program will be the model for in-country student and faculty learning opportunities. The cross-disciplinary involvement in the project will foster a vibrant and sustainable learning community.

# UNIVERSITY OF WISCONSIN-MILWAUKEE

## *Enhancing Middle East and North African (MENA) Studies*

The University of Wisconsin-Milwaukee (UWM) will measurably strengthen its Arabic language and Middle East and North African (MENA) studies programs through integrally-related, mutually-sustaining activities designed to improve and expand curricular options and enhance student recruitment and retention. A UISFL grant will enable UWM to fully realize the benefit of its own recent investments in new faculty lines for these programs, providing the necessary seed funding to achieve its programmatic improvement and expansion objectives.

This proposal's central goals are to improve student enrollment and retention to advanced levels in Arabic courses, demonstrate student learning outcomes through proficiency assessment, and double the number of students enrolled in the Middle Eastern and North African Studies certificate program. To achieve these goals, the project incorporates curriculum assessment, planning and course development, expansion of learning opportunities beyond the classroom, K-12 outreach, teaching materials development and library acquisitions as essential components of its program strengthening plan. The project builds on existing UWM program and staff resources as well as external partnerships for cost-effective and sustainable outcomes within the context of a curriculum that has an array of international studies yet fewer area-specific courses. It emphasizes an expansion of curricular options in order to provide more pathways to the study of the region. As such, it reflects a programmatic strategy that will markedly improve UWM's curriculum while serving the interests of its students and expanding the resources for teachers.

With this initiative, UWM will realize:

- 1) A new Arabic minor and associated courses to encourage Arabic language study, including *Arabic for French and Spanish Speakers* and *The Geography of Arabic*;
- 2) Three new area studies courses appealing to students with diverse disciplinary interests: *Picturing the Maghreb*; *Health and Environment in the Middle East/North Africa*; and *Thinking across the Divide: Palestinian and Israeli Literature and Film*;
- 3) A *MENA studies portfolio program* that enables students to earn credits toward their certificate with coursework completed in non-area studies courses;
- 4) A diverse array of both short- and long-term study abroad opportunities in the Middle East and North Africa region, providing students with valuable language and area studies immersion opportunities;
- 5) A variety of co-curricular activities (an *Arabic Language Roundtable*; a *MENA Speaker Series*; *Distinguished Lectures*; and a *MENA Film Festival*) to enhance student learning, recruitment and retention; and
- 6) A cadre of Wisconsin high school language and social studies teachers who have received formal training and personalized assistance in incorporating teaching about the MENA region through the *Global Studies Summer Institute* and a *Weekend Workshop on Francophone North Africa for K-12 French Teachers*.

## **THE GRADUATE CENTER OF CUNY**

### *Broadening the Boundaries of Middle Eastern Studies at CUNY*

The objective of this project is to broaden programs on the Middle East and its diaspora at The City University of New York (CUNY), the largest urban public university in the United States. The Middle East and Middle Eastern American Center (MEMEAC) at the Graduate Center (GC), CUNY, will take the lead in this development, providing an umbrella to initiate, coordinate, and improve programs. Located in the heart of New York City, MEMEAC uniquely links the study of the region and its diaspora. Building on a previous Undergraduate International Studies and Foreign Language (UISFL) grant, MEMEAC will implement the following with the assistance of UISFL funding:

- 1.) *Program Development:* Under this grant, we will develop a minor and major in Middle Eastern Studies at City College. The grant will be used as well to assist in the implementation of the approved Arabic Studies major at Hunter College, the proposed major in Middle Eastern Studies at Queens College, and the proposed minor in Middle Eastern Studies at Lehman College;
- 2.) *Curriculum Development:* We will develop core and capstone courses for Middle Eastern Studies at City College; eight courses on the Middle East diaspora, Iran and the Gulf, and other topics where need is identified; an advanced Arabic language texts course; and Persian language courses (see below);
- 3.) *Language Development:* CUNY will begin to offer an affordable six-credit eight-week intensive summer course in Persian. The Summer Persian Program will be based on the highly successful model of the Summer Arabic Program now at Hunter College, building upon a previous grant. We will offer a course in reading advanced Arabic texts. To familiarize students with the most widely spoken Arabic dialect, we will develop a winter Study Abroad Program in Egypt;
- 4.) *Faculty Development:* We will offer faculty seminars, lecture series, colloquia, and workshops that enrich pedagogy and content in Middle Eastern Studies. MEMEAC will launch a monthly interdisciplinary seminar that draws together CUNY Middle East Studies faculty to discuss works in progress. To help promote Persian language study at CUNY, MEMEAC will run a lecture series on “Iran and Beyond,” covering Iran, Iraq, Afghanistan, and the Persian Gulf, and the diasporas from these countries and regions. We will convene an interdisciplinary colloquium: “Crossing Boundaries: Religious Conversion in the Middle East.” In order to strengthen the teaching of Middle East Studies at CUNY, we will collaborate with the CUNYCAT (Creative Arts Team), to sponsor a pedagogy workshop, “Shake up Your Teaching!”
- 5.) *Outreach:* MEMEAC will sponsor performances by the newly created CUNY Middle East Music Ensemble to promote appreciation of Middle Eastern music. CUNY-TV will broadcast Arabic and Persian film series, accompanied by discussions of films. To further teacher education, MEMEAC will collaborate with the National Resource Center in Near Eastern Studies at New York University to provide four workshops for high school teachers of social studies, history, and world languages and literature. With the goal of integrating the study of the Middle Eastern diaspora in the K-12 curriculum, MEMEAC will collaborate with the Center for Near Eastern Studies at the University of California, Los Angeles (UCLA) to develop a teachers’ Web-based tool kit.

## **BOSTON COLLEGE**

### *Enhancing an Undergraduate Major in the College of Arts and Sciences in Islamic Civilization and Societies*

The Program in Middle Eastern and Islamic Studies (MEIS) at Boston College was established in 2002 with the support of a two-year Undergraduate International Studies and Foreign Languages (UISFL) grant. Augmented significantly by the University's own in-kind and financial contributions, the MEIS Program became an interdisciplinary minor and experienced remarkable vitality and growth in its first six years of existence. Building on this record of success, continued student demand and faculty enthusiasm, Boston College has recently (2008) approved a plan to establish an undergraduate interdisciplinary major in Islamic civilization and Societies (ICS). The current proposal seeks support from UISFL to substantially expand and deepen its new interdisciplinary major and to help introduce two strategic languages (Persian and Turkish) in addition to Arabic to its offerings.

More specifically, UISFL funding is sought to support the following aspects of Boston College's just inaugurated Islamic Civilization and Societies program:

- 1) Expansion of the Arabic language program and the addition of Elementary and Intermediate Persian and Turkish;
- 2) Curriculum Development, in particular, a new introductory foundation course, new Cornerstone Freshman Seminars, new and revised upper level electives, summer study abroad courses, and a Capstone Senior Thesis Seminar;
- 3) Enhancement of existing strategic foreign partnership arrangements with key institutions and development of new opportunities for student and faculty exchanges and internships abroad;
- 4) Enhancement of the Distinguished Lecture Series and public outreach programs;
- 5) Student advisement, mentoring and communication, including integration of students from the Lynch School of Education and Carroll School of Business; and
- 6) Introduction of innovative technologies such as computerized simulation exercises for use in courses and an expanded Web site.

The new Major in Islamic Civilization and Societies represents a substantial expansion of the existing Minor in Middle Eastern and Islamic Studies in terms of depth and immersion for students who wish to specialize in this field, the number of critical languages offered, the availability of study abroad opportunities during the academic year and summer term, and the recognition of a wider intellectual mission to create a community of scholars through public lectures and seminars. This initiative will fully integrate Islamic and Middle Eastern Studies into the International Studies and undergraduate liberal arts curriculum of Boston College.

## **TEXAS STATE UNIVERSITY-SAN MARCOS**

### *Enhancing Asian Studies*

Texas State University-San Marcos will develop a Certificate in Southeast Asian Studies by adding to its regular academic curriculum six new courses on Southeast Asia and three new Chinese language courses and by purchasing Khmer language tapes that provide the equivalent of two years of self-taught instruction for use by student interns or faculty who travel to Cambodia as part of Texas State's exchange program with the Royal University of Phnom Penh, Resource Development Institute-Cambodia (RDI-C), and the University of Health Sciences-Phnom Penh. It will also develop an undergraduate internship in Cambodia, thus bringing the total number of courses focusing on Southeast Asia, not counting the language courses, to seven. A graduate assistant who is competent in basic Khmer will be available as a tutor to those using the Khmer tapes. The seven new courses will affect perhaps as many as 2,000 students because the courses will be offered in academic departments where either International Studies majors or majors in the specific department or virtually any student enrolled at Texas State can elect to take such courses. Texas State will also organize a study abroad program in China and it will significantly increase its library holding on Southeast Asia and China.

## **COLLEGE OF SAINT BENEDICT**

### *Building Bridges to the Asian Century: Institutionalizing Our Asian Studies Major*

The College of Saint Benedict, in conjunction with its academic partner, Saint John's University, proposes to establish an interdisciplinary Asian Studies major that includes curricular, cocurricular, and advanced Asian language components. Graduates of this Asian Studies major will meet a national need for expertise in Asia, especially China, Japan and India.

#### **Interdisciplinary Major in Asian Studies**

We will develop two courses fundamental to the standard Asian Studies major. First, we will design a colloquium course that will introduce students to the interdisciplinary Asian Studies field in its historical and global context and demonstrate the scope, breadth, and relevance of East and South Asia. Second, we will create a senior-level Capstone course which will require students to integrate what they learned in the major, demonstrate the ability to do independent work in the major field, and present and explain the results of that independent learning in a written or oral presentation. Further, we plan four faculty tours to Asia to facilitate the development of eight new courses or experiential activities in interdisciplinary Asian Studies and the addition of Asia-related content to existing courses from a wide range of disciplines.

#### **Increased Opportunity for International and Intercultural Experiential Learning**

The faculty study tours to Asia will also result in the expansion of experiential learning opportunities for all students. Building upon the foundation of our successful Summer Science Research Exchange Program in China, our faculty who travel abroad will broaden the program to include research-exchange opportunities for students majoring in non-science disciplines and will also develop similar programs at our partner institutions in Japan and India. In addition, we will use the faculty study tours to develop faculty exchanges with our Asian partner institutions.

#### **Upper Level Asian Language and Literature Courses**

We will extend Chinese and Japanese language courses to regularly offer the third year of language instruction, and will pilot literature courses in translation. These new courses will allow students to complete their liberal arts language requirement in Chinese and Japanese and will prepare them to engage with Asia in the local language.

We have established the following objectives for the two-year grant period:

- Enroll 20 students in a new, interdisciplinary Introduction to Asian Studies Colloquium that will be developed;
- Have ten students each year demonstrate language proficiency at the intermediate low level in both Chinese and Japanese.
- Create at least one new advanced literature or culture course in both Chinese and Japanese.
- Create two new summer research exchange opportunities for students in the Humanities, Fine Arts or Social Sciences;
- Recruit two new faculty from the sciences to mentor a summer research exchange project; and
- Implement at least one new service-learning or internship site for our study abroad students at our partner schools in China and Japan.

## **VIRGINIA STATE UNIVERSITY**

### *Building a Community of Arabic Language Learners at Virginia State University*

One goal of Virginia State University's (VSU) *2020 Vision Plan: In Focus* (2007) is the expansion of foreign language offerings to include critical need languages. A sequence of Arabic language courses subsequently developed in 2008 now gives students whose majors have language requirements the option of studying Arabic to fulfill their foreign language requirement. Because students enrolling in beginning Arabic are often challenged by the lack of familiarity with the language and the cultures of Arabic-speaking populations, proactive measures may cultivate an environment that encourages rather than discourages students' continued enrollment in Arabic language courses. To enhance the success of the new Arabic language program, the proposed project will pilot strategies designed to increase student retention from beginning through advanced levels of Arabic language study. Such strategies will include enrichment through supplementary instructional materials, tutorial assistance, area studies courses in Islamic culture and civilization, cultural campus programming highlighting global Arabic-speaking communities, and the establishment of an Arabic language learner mentoring program (called ALL Mentors) staffed with community people from the greater Richmond area's Islamic community and other volunteers. These strategies will be complemented by the development of an interdisciplinary service-oriented immersion program and internships in Arabic-speaking countries, beginning in Morocco.

While the impact of the proposed project may be far reaching, the four primary goals of **Building a Community of Arabic Language Learners** are to:

- 1) Increase students' success as Arabic language learners by establishing an integrated support system that combines instructional materials, academic support services, and mentoring by Arabic language speakers;
- 2) Build students' cross-cultural competence as Arabic language learners by augmenting language instruction with area studies courses in Islamic culture and civilization and an immersion experience in an Arabic-speaking country;
- 3) Provide opportunities for VSU faculty to make substantive contributions to the internationalization of their respective disciplines by integrating study abroad in an Arabic-speaking community; and
- 4) Increase the number of VSU undergraduate students who participate in education abroad programs, particularly in critical need language locations in Africa, Asia, and South America.

With additional academic support and students' opportunities for engagement in local communities abroad, students may be more inclined to pursue advanced level mastery of Arabic language, to travel to Arabic-speaking countries, and to seek in international service and careers in critical need language areas of the world.

## **UNIVERSITY OF IOWA**

### *Integrating Kiswahili Instruction, African Studies and Study Abroad at the University of Iowa*

The African Studies Program (ASP) of the University of Iowa (UI) will utilize the UI's lengthy experience in teaching Kiswahili and its faculty strength in East Africa to design a program of courses which will provide undergraduates with an intensive experience in learning about language and culture in East Africa.

Courses in Kiswahili and various aspects of eastern African culture will be given by UI faculty on campus. The development of these courses will be supported by Undergraduate International Studies and Foreign Language (UISFL) program funding. The program will strongly encourage the instructors to maintain continuity across courses by emphasizing themes which are particularly important in shaping eastern African identities. These themes include gender, relations between younger and older persons, healing and understanding the body, and religion (Islam and Christianity). In addition, the program will create a new evening introductory course in African Studies for students in the health sciences who intend to work or study in eastern Africa. Course development will be assisted by a program of workshops involving ASP faculty, students and visitors from East Africa and American universities. The workshops will discuss aspects of east African culture and history, and consider how African Studies courses can be better designed to give Kiswahili students background on the culture and history of Kiswahili-speaking people. These courses will prepare students for study abroad in Tanzania during the winter and summer terms. Students will also prepare for study abroad by taking a new, intensive course in Kiswahili which will concentrate on building conversational ability.

The project will take advantage of the UI's strength in the study of eastern Africa. Key personnel who specialize in this region include James Giblin (History), Marie Krüger (English) Edward Miner (Library), Elke Stockreiter (History), Blandina Kaduma Giblin (Linguistics; Instructor in Kiswahili) and John Njue (Linguistics, Lecturer in Kiswahili). All of these instructors are speakers of Kiswahili. The project will be supported by the Department of Linguistics, which has offered Kiswahili and other African language courses since 1991. The program would also build on the many contacts possessed by UI faculty in Tanzania and elsewhere in East Africa.

The program will offer greatly strengthened on-campus preparation for study abroad. The UI currently has no study abroad program of its own in sub-Saharan Africa. This project will offer study abroad in a region which is relatively inexpensive and which is attracting increase interest from students. It also represents a response to student interest in study abroad which is short-term and done under the guidance of familiar faculty.

## **GREENVILLE TECHNICAL COLLEGE**

### *Developing Middle East Area Studies Program*

Recognizing the historical, cultural, and geopolitical significance of the Middle East region, Greenville Technical College (GTC) submits this proposal, ***GTC Middle East Area Studies Program***, to establish a comprehensive program of Middle East area studies that includes a two-year sequence of beginning Arabic language instruction. The project will address a critical gap in higher education curricula for over 15,000 undergraduate students in South Carolina, supporting the development of students with linguistic and cultural proficiencies in an area critical to national and global security. Building on competencies in international education developed through two prior Undergraduate International Studies and Foreign Language (UISFL) grants, this project responds to the needs of students, educators, the institution, and the local community. The project was developed using a comprehensive needs assessment, including faculty and student surveys, research with interested community groups, and analysis of the local and national academic, economic, and geopolitical environments.

Project activities include focused professional development of faculty, curricular enhancements, development of a two-year sequence of Modern Standard Arabic instruction, and establishment of study-abroad opportunities in the Middle East for GTC faculty and students.

Outcomes will include professional development for 30 faculty members; revision of 18 courses across the curriculum; development of two new interdisciplinary Middle East Area Studies courses; integration of a two-year sequence of Arabic language instruction into the college's language offerings; development of short-term study abroad opportunities in one or more Arab language countries for students and faculty; and outreach activities targeting high schools and community stakeholders.

## **SAN DIEGO STATE UNIVERSITY RESEARCH FOUNDATION**

### *Integrating and Enhancing Chinese Studies and Language at SDSU*

San Diego State University (SDSU) is the highest-ranked and second-largest university of the 23-campus California State University system. It has an exceptionally diverse faculty and student body and a firm commitment to international studies. We request Undergraduate International Studies and Foreign Language (UISFL) funds to develop undergraduate education in Chinese language and society. Specifically, we propose to develop five new courses – two in Chinese Language and three in Chinese Studies. These courses will support the implementation of a new Major-equivalent in Chinese Studies and Language Emphasis and the creation of a Chinese Studies Minor. We will also expand education at SDSU about China through a boundary-crossing Faculty Development Workshop for SDSU faculty who specialize in regions other than China, institutionalize and strengthen SDSU's study abroad programs in the greater China region, and offer two China-focused summer workshops for K-12 teachers in the San Diego area. Together, these activities will help create an integrated undergraduate program on Chinese studies, infuse Chinese studies scholarship in SDSU's larger international studies curriculum, expand study abroad programs for students, and expand community education about China, Taiwan and the worldwide diaspora communities.

SDSU is fortunate to have Sinologists from numerous departments, multiple opportunities to study in Chinese-speaking countries, and a large number of Chinese-American students. SDSU lacks, however, an integrated degree program that enables students to focus on multiple aspects of Chinese studies. With the support of the UISFL grant, SDSU will build on existing resources and faculty expertise to turn what is at present a scattered overview of a critically important area of the world into a comprehensive program.

## **UNIVERSITY OF NOTRE DAME du Lac**

### *A New Paradigm for Asian Studies: Innovation, Integration, and Distinction*

The University of Notre Dame (ND) aims to advance Asian Studies in a new paradigm that adopts innovation, integration, and distinction as core strategic values. The Kellogg Institute for International Studies (KI) and the Center for Asian Studies (CAS), in collaboration with the College of Arts & Letters (A&L), propose to develop, integrate, and expand existing undergraduate major and minor programs in Asian language and area studies. New, innovative, and effective courses, pedagogies, and assessment tools will promote the growth of Asian Studies and optimize proficiency outcomes for East Asian languages. Integration of university resources and expertise will ensure that the development of Asian Studies is a collaborative endeavor that benefits the university broadly across disciplines.

Guiding the project are goals outlined in 2006 by the University Task Force on Asian Studies:

- To provide opportunities and experiences that educate ND students with regard to Asia and to prepare them for the changing global landscape increasingly influenced by Asia;
- To engage ND faculty and students with important economic, political, social, and theological issues affecting Asia and the global community;
- To produce ND graduates who can become leaders in various enterprises in Asia and to educate future Asian leaders; and
- To develop Asian-focused initiatives that build on ND's strengths, and are of the highest quality, distinctive, and consistent with our Catholic character and institutional identity.

To accomplish these goals, we propose an interdisciplinary project with seven components:

1. New content courses in Asian language and area studies that build upon ND's traditional strengths as well as emerging areas of focus and expertise;
2. Integrated Asia-specific co-curricular programming and language learning resources developed, coordinated, and shared between CAS, which offers a major and a minor in Asian Studies; the Department of East Asian Languages and Cultures (EALC), which offers majors, minors, and honors tracks in Chinese and Japanese language, as well as instruction in Korean language; and the newly created Center for the Study of Languages and Cultures (CSLC);
3. New library resources for Asian language and area studies;
4. New foreign language pedagogy and learning assessment initiatives;
5. Targeted professional/curriculum development opportunities for faculty;
6. Regional mini-conferences that bring Asian Studies faculty from Midwest universities together to explore common academic interests and develop linkages; and
7. A new outreach initiative to provide Asia-specific curriculum resources to teachers in elementary and secondary schools in Indiana, Michigan, and Illinois.

The proposed activities will expand course offerings and opportunities for learning Less Commonly Taught Languages (LCTLs) of Asia, build the collection of resource materials crucial for the development of Asian language and area studies, improve pedagogy and assessment for the study of Asian languages, and create new initiatives to reach students in the early stages of their college education and to deepen the educational experience of more advanced students of Asia.

# **BENEDICTINE UNIVERSITY**

## *Developing a China Studies Concentration Within a Global Studies Major*

Benedictine University, an independent, Catholic, comprehensive, 501c (3) institution of higher education, is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The university, with 5,279 students offers 48 undergraduate, 11 pre-professional, 13 graduate programs, a Ph.D. in Organizational Development and an Ed.D. in Higher Education and Organizational Change. Benedictine University has established a new undergraduate interdisciplinary major: Global Studies. Its curriculum consists of four common courses: “ Introduction to Global Studies”; “ Research Methods in Global Studies”; “Junior Seminar in Global Studies” (intensive study of a global issue like global health, poverty, AIDS, international trade etc.); and “Senior Thesis in Global Studies”. In addition, each student has to choose a concentration in Latin America, Middle East, or Asia with a focus on China, and take ten required courses from History, Political Science, International Business/Economics, Anthropology, Geography, and the relevant Foreign Language in their chosen concentration with an intermediate language proficiency test requirement.

The focus of this grant is to expand the China Studies concentration within the Global Studies major by establishing a full-time faculty position in Chinese language and culture; by adding courses in Mandarin language and Chinese cultural and social/ economic/political topics; by establishing overseas experiences; and by supporting faculty development projects for Global Studies in general and the Chinese concentration specifically. Specific activities for the two-year project include:

### **1. Faculty Development:**

- Granting faculty release time for course development in Chinese history, economics, politics and culture
- Funding for faculty to establish university exchanges and internships in China
- Funding for faculty to present papers and panels at major conferences on the pedagogy of global studies and the centrality of language instruction
- Offering two summer workshops to faculty of the university, community colleges, and high school teachers on the pedagogy of global studies.
- Offering 8 global studies forums for the academic community dealing with global issues and topics (also open to students and outside community)

### **2. Curriculum Development: Asian (China) concentration:**

- Establishing a full-time faculty position in Chinese language and culture
- Developing new courses/modules in Mandarin, Chinese Culture, Business/ Economics, Politics, and History
- Developing short immersion language offerings in Mandarin language

### **3. General:**

- Developing two and two agreements with two community colleges for transfer into the Global Studies major
- Supporting new curricular offerings with library resources in Mandarin language and China studies
- Reaching out to area K-12 teachers through workshops on Global Studies and Chinese language and culture

# **DRAKE UNIVERSITY**

## *Global and Comparative Public Health*

Drake University proposes to:

1. Design, seek approval for, and support the development of, a new multidisciplinary concentration in Global and Comparative Public Health: An interdisciplinary faculty steering committee will design a new concentration in Global and Comparative Public Health, including core requirements, electives and experiential learning opportunities. The concentration, requiring 18-21 credits, will complement related majors in pre-med, Pharmacy, Health Sciences, International Business, Politics, International Relations, Sociology and Philosophy. The steering committee will support the development of new and revised courses for the concentration.
2. Provide collaborative training opportunities for individual faculty members in fields relevant to global and comparative public health: This project will provide multiple training opportunities to enhance the knowledge base of faculty members who will teach in the program. We will hold training workshops, facilitated by a leading academic or practitioner in the field. In addition to facilitating program design, these workshops will allow faculty to exchange knowledge and perspectives on global health topics across disciplinary boundaries. The project will also support individual and group travel to relevant conferences and field sites both in the United States and abroad. In addition, the project directors will provide regular opportunities for faculty to discuss their progress on the development of new and revised courses and to share new research, resources, and pedagogical strategies.
3. Support the development of new international learning opportunities for Drake students:
  - A) Four Drake faculty will lead a student group on a summer study seminar to South Africa that focuses on public health. This seminar, to be first offered in the summer of 2010, will become an annual or semi-annual learning opportunity for Drake students interested in learning about public health in a developing country context.
  - B) We will develop service learning opportunities related to public health in several overseas locations. Students will learn by engaging in direct service to community members under the supervision of local public health practitioners.
4. Develop new methods for delivering specialized Spanish language training to faculty and students focused on the needs of health care practitioners: The grant will support development of a new course titled "Spanish for Health Care Providers" that will serve students enrolled in the new concentration in Global and Comparative Public Health as well as students in related fields. A short course version will be developed for faculty who wish to expand their Spanish competence to aid in the teaching of public health.
5. Raise awareness among faculty, students, and community members about public health challenges in contemporary international affairs: The Center for Global Citizenship will collaborate with the Heartland Global Health Consortium, the World Food Prize Institute and the World Health Organization in organizing a public symposium on global public health in the fall of 2009 and a second in the fall of 2010.

# **SYRACUSE UNIVERSITY**

## *Strengthening the Middle Eastern Studies (MES) Program at Syracuse University: an Interdisciplinary Approach*

This project seeks to expand and strengthen the Middle Eastern minor at Syracuse University, its recently approved B.A. in Middle Eastern Studies, and the Middle Eastern regional component of the undergraduate major in international relations. Founded in 2003, Middle Eastern Studies (MES) is a joint program of the Maxwell School of Citizenship and Public Affairs, a premier U.S. institution of higher education in the field of international studies, and the College of Arts and Sciences, established in 1870 as Syracuse University's founding college, and the flagship college where all undergraduates take classes. The program is housed in the Moynihan Institute of Global Affairs, which provides the institutional home for six regional study centers. The primary goal of this project is to provide young people in the upstate New York area with the regional and language expertise they need—including four of the priority languages identified by U.S. Department of Education's LCTL list, Arabic, Hebrew, Persian, and Turkish—to contribute to, and succeed in, a wide range of governmental and non-governmental professions that increasingly require a work force knowledgeable in the history, politics, media, religions, cultures, and languages of the Middle East and North Africa. We seek funding for three initiatives designed to improve and strengthen the major and minor in Middle Eastern Studies:

**1) Curricular development:** Enhancing language course offerings; supporting our language instructors to attend teacher-training workshops to enhance their language teaching skills; providing opportunities for the MES Program's faculty to travel to the region to gather teaching materials and develop scholarly exchanges; developing new substantive non-language courses on the Middle East region; creating a Middle Eastern component for the foundational crossdisciplinary learning community on Global Communities regularly taught at the Maxwell School; embedding study abroad opportunities into new or existing courses in the MES Program; implementing a new study-abroad partnership with the American University of Beirut, Lebanon; supporting undergraduate independent studies with MES Program faculty and with visiting scholars from the region; and strengthening extant instructional resources and materials on the Middle East region through library acquisitions.

**2) In-service training for K-12 teachers in the New York State area:** Partnering with the Central NY Council for the Social Studies (CNYCSS) to develop a newsletter with Middle East content for K-12 teachers and a series of training workshops on the contemporary Middle Eastern region.

**3) Faculty development and training in the New York State area:** Developing an interdisciplinary speaker series; participating in the Syracuse International Film Festival; and enhancing the existing Upstate New York Middle Eastern Consortium by convening crossdisciplinary annual conferences geared to develop linkages between postsecondary educators at two- and four-year institutions of higher education in the Upstate New York area.

# **WESTERN KENTUCKY UNIVERSITY**

## *Developing Asian Studies*

Western Kentucky University (WKU), a comprehensive university with the second largest undergraduate population in Kentucky and the only Honors College in the state, proposes to build its Asian studies program with a fully articulated four-year Chinese language program that will offer Kentucky students a much needed affordable option to study Chinese language and Asian area studies at the collegiate level and serve as a resource on Asia and for Chinese language teaching in Kentucky. This proposal reflects grass-roots efforts on the part of Kentucky to offer K-12 Chinese instruction and attract foreign investment from Asia and China, in particular.

**Developing Faculty and Improving Undergraduate Education:** WKU will offer new classes within the major disciplines to complement its four-year Chinese language program, the only such Chinese program in the state. Grant funding will be used to allow faculty to travel to Asia, and in this way incorporate Asia into their research and teaching. Two types of courses will be developed and offered: Asian area studies courses taught in English and content classes taught in Chinese. Area studies courses will be offered in the sciences (biology, horticulture, geology, and geography) the humanities (history, religious studies), the social sciences (sociology, political science, anthropology), and the professional schools (public health, gerontology, business). Chinese language will be offered across the disciplines through the development of one-credit language riders that are attached to introductory courses that are part of a student's general education and major requirements, such as Introduction to Sociology, Introduction to Psychology, Introduction to Computing, and Introduction to Finance. With these two types of new classes, students will be able to develop area studies expertise and advanced language proficiency while completing their major course of study in four years. Along with classes, new study abroad programs will be developed in order to allow students to combine study in their major and an overseas experience.

**Articulation with K-12 Curriculum and K-12 Outreach and Enhancement:** WKU will work with key partners such as the Center for Gifted Studies at WKU, the Kentucky Department of Education, and the Kentucky World Languages Association to support the growing number of K-12 Chinese language programs in Kentucky and coordinate an articulated curriculum that allows for a continuous flow of students from high schools to collegiate level Chinese programs. K-12 language teachers will be offered in-service training on assessment and teaching methodologies, teachers of social studies, history, science, and geography will be given the opportunity to learn about Asia and receive support in internationalizing their curriculum.

**Community and Business Outreach:** With the support of the grant, WKU will offer classes designed for business professionals, such as business Chinese and horticulture practices in China. These will likely be offered in the evenings, weekends, or online so that they will be accessible to working professionals. We will also run a public lecture series that includes faculty with Asian studies expertise. A second set of lectures will be offered that will explicitly connect Kentuckians to Asia by drawing comparison between Kentucky and Asia on topics such as architecture and historic planning or of karst systems in Kentucky and China.

## **UNIVERSITY OF WYOMING**

### *Advancing International Studies Instruction, Second Language Instruction and Global Awareness at Wyoming's Colleges*

Wyoming has a population of just over 500,000 spread out over 96,000 square miles. Wyoming's demographics and rural character make it challenging to build and maintain strong internationally-focused educational programs. Despite these challenges, and in fact because of them, the University of Wyoming (UW), the state's only four-year university, has a strong commitment to internationalizing the campus and the curriculum. This commitment was significantly enhanced under UW's previous Undergraduate International Studies and Foreign Language (UISFL) grant, "Strengthening International Studies, Language Study and Global Awareness at the University of Wyoming."

Wyoming also has seven two-year colleges spread throughout the state. Although Wyoming colleges work together to prepare community college students for effective transfer to UW, curricular changes at each institution can go unnoticed due to the autonomous administration of each college and Wyoming's vast distances. The ten-month planning process for this grant revealed that a variety of internationalization efforts have emerged independently across the colleges in recent years. This grant provides a unique opportunity for Wyoming colleges to collaborate on internationalization efforts, chiefly to develop a cohesive academic track in international studies and to expand courses with international content and foreign language offerings at the community colleges.

The primary goal of this three-year consortium project is to increase the number of students graduating from Wyoming's postsecondary institutions with a strong background in international studies and substantial proficiency in a second language. The specific objectives are to:

- 1) Strengthen Wyoming colleges' capacity to offer internationally-focused courses, including developing new on-campus and distance/technology-delivered courses to be shared across the colleges, in order to create a uniform Associate Arts (A.A.) degree track for international studies, and encourage development of new international studies degree tracks where there are none;
- 2) Increase study abroad/internship and second language opportunities for students enrolled in the Wyoming colleges, particularly language opportunities in critical language areas like Chinese;
- 3) Work with Wyoming secondary education teachers to develop a state-wide Model United Nations (UN) program which will provide opportunities for secondary education students in Wyoming to increase their awareness of global issues; and
- 4) Develop a visiting scholars and speakers' series which will raise awareness of global issues among Wyoming college students and the state's general population.

In particular, internationally-focused courses and use of speakers with international expertise in the areas of environment and natural resources and energy development will be encouraged as these themes are particularly relevant to Wyoming because of its status as a major energy producer and given its abundance of natural resources.

## **ALBANY STATE UNIVERSITY**

### *SOWEGA International Studies Program*

Globalization and multiculturalism are unquestionably two of the dominant catalysts shaping world cultures today. According to U.S. English, Inc., for example, there are 322 languages spoken in the United States, 24 of which are spoken in every state in the nation. In Georgia and in other states, there has been a consistent influx of international cultures in Southwest Georgia, creating a critical need for international education, especially knowledge of foreign languages and cultures. As a public community-oriented institution, Albany State University seeks to respond proactively to the needs of the region, and the university is committed to enhancing the quality of the lives of Southwest Georgia citizens. One of the ways in which the university has demonstrated its commitment to the region is in its assuming leadership in addressing international issues. Thus, Albany State University, in the proposed SOWEGA (Southwest Georgia) International Studies Program, is requesting funds from the U.S. Department of Education to continue its commitment to internationalization in Southwest Georgia.

In its SOWEGA International Studies Program, the university proposes to: (1) develop and implement elementary, intermediate and advanced language sequences in Yoruba, Arabic and Applied Spanish; (2) develop 24 new international studies courses for a B.A. degree program in International Studies and establish the major in International Studies; (3) conduct two summer retreats to assist faculty in developing, pilot teaching and refining new courses; (4) establish an International Studies lecture series; and (5) developing a Spanish minor for the University's professional degree programs. The SOWEGA International Studies Program will target the development of a series of new courses to complement current university International Studies offerings and three language sequences in Yoruba, Arabic and Applied Spanish. In the conduct of the project, the project staff will solicit the participation of a cross section of faculty from the four colleges: Arts and Humanities, Business, Education, and Science and Health Professions; and in addition to the Yoruba, Arabic and Applied Spanish courses, course development will focus on emphases in the Social Sciences, Humanities, Education and Sciences.

The SOWEGA International Studies Program will engage faculty members from the four colleges in a summer preparatory retreat in 2009 before they begin development of their courses; and following the second summer retreat in 2010, the faculty will pilot teach and refine their courses. International Studies consultants will serve as resources for the retreats and course development, and complementing the faculty development activities will be a University International Studies lecture series and enhancement of the university library resources. Both formative and summative assessment will be used to evaluate the activities of the project, including the use of external evaluators. From January through April 2011, the project staff will organize, present and secure university approval of the B.A. degree in International Studies, and following institutional approval, the program proposal for the degree will be submitted to the Georgia Board of Regents for approval, with an expected starting date of August, 2011.

## **CONCORDIA COLLEGE CORPORATION**

### *Integrating Key Assets to Build a Comprehensive Asian Studies Program at Concordia College*

Concordia College is well positioned to build a comprehensive and innovative Asian Studies program through proposed faculty and curriculum development projects. With support from Undergraduate International Studies and Foreign Language (UISFL) program funds, new courses will be added to the Asian Studies Concentration of the Global Studies major, a Chinese (Mandarin) major will be developed, and courses will be revised to include Asia-related content.

The proposed program has two main goals: (1) use the expertise of newly-hired faculty with specializations on Asia to strengthen the Asian Studies concentration of the Global Studies major and develop a major in Chinese (Mandarin); and (2) enable faculty with little knowledge about Asia to develop Asia-related expertise so that they may include Asia in their courses and be part of an effort to integrate the study of Asia throughout the college.

Concordia has a number of well-established key assets that support the Asian Studies program in the proposed plan:

\*The core curriculum, “Being Responsibly Engaged in the World,” was implemented in 2007. Concordia was one of 18 colleges and universities, across the country, recognized by the Association of American Colleges and Universities to participate in its initiative, Core Commitments: Educating Students for Personal and Social Responsibility.

\*Concordia ranks 12th in the total number of study abroad students in baccalaureate institutions (Open Doors, 2008). Concordia was honored in 2006 as one of five recipients of the Senator Paul Simon Award for Internationalization by NAFSA: Association of International Educators.

\*Concordia Language Villages has a 24-year history of successfully providing immersion-based Chinese instruction at the pre-collegiate level, as well as instruction in Japanese and Korean.

With the resources of these key assets, Concordia College has the capacity to develop an Asian Studies program that would be among the best of those found at liberal arts colleges in the Midwest and beyond. With support from UISFL, Concordia will build a comprehensive Asian Studies program that is distinctive in four major respects: (1) rather than the stand-alone area studies model, Asian Studies at Concordia is embedded in the Global Studies major, enabling students not only to acquire an understanding of Asia, but also to put this knowledge in a global context; (2) with faculty expertise in East Asia, South Asia, and Southeast Asia, the program offers multiple regional perspectives within Asian Studies; and (3) the college will offer instruction in Chinese (Mandarin), Japanese, and Korean (unusual for a small college); and (4) the program will draw on both non-Asianists within the college who have an interest in Asia and Asian specialists located within Asia.

## **SANTA MONICA COLLEGE**

### *Focusing on Global Citizenship Institutional Learning Outcomes*

Santa Monica College (SMC), a two-year Hispanic Serving community college serving west Los Angeles County in California, is requesting a UISFL grant to develop a comprehensive international studies program that helps the institution achieve its Global Citizenship Institutional Learning Outcome (ILO). Last year, after campus-wide discussions, SMC's Board of Trustees agreed that students will exit SMC with the skills and aptitude to "respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events." The proposed Undergraduate International Studies and Foreign Language (UISFL) grant will support this ILO and expand upon the work of the college's interdisciplinary Global Citizenship Initiative Task Force, which has identified the priorities upon which this project will build.

The overall purpose of the Global Citizenship Initiative is to increase student access to and participation in opportunities both in and out of the classroom that will raise their awareness and understanding of non-heritage cultures. The long-term goal is that all students will engage in at least one activity that exposes them to other cultures. The college will increase this access by strengthening its services and activities in the following three areas:

- Curriculum Development, specifically the inclusion a Global Studies requirement to earn the Associate of Arts degree and the creation of a formal Global Studies Program that grants Associate of Arts degrees in Global Studies and majors in Global Studies;
- Professional Development/Extracurricular Awareness, specifically the involvement of students and faculty in activities outside the classroom that raise awareness of global concerns and support course content, including professional development, guest lectures, theme-based campus events, and brown bag discussions or café chats; and
- Study Abroad Experiences for faculty and students that provide in-country teaching and learning experiences, enhanced awareness of other cultures, and integrated foreign language study.

The college will support the cost of project administration and leverage UISFL funds with other public and private resources to develop the Study Abroad component, which will include the development of programs in Turkey and China. Both of these countries have been identified by the Department of Education as priority languages/cultures. SMC currently offers foreign language study in Chinese and has initiated activities with the Pacifica Institute to increase faculty awareness of Turkey. Although this is a start-up project, the college expects to impact about 5,000 students in the first two years of this initiative with the number increasing substantially as awareness grows.

# **NORTHERN MICHIGAN UNIVERSITY**

## *Taking International Studies to the Next Level*

The overall goal of this project is to create and expand opportunities for Northern Michigan University (NMU) students and faculty to become more globally engaged. This will be achieved through the following objectives and activities:

**Objective One:** Enhance the International Studies Curriculum to make it more accessible, coherent, and attractive for majors, minors, and students at large. The activities associated with this objective include: 1) Create two interdisciplinary core courses: an *Introduction to International Studies* course to serve as a cornerstone of the International Studies major and minor and an *International Engagement* course; 2) Enhance the existing International Studies major to include the cornerstone and *International Engagement* courses and to create tracks in Latin American Studies, Asian Studies, Africana Studies, and European Studies; 3) Overhaul the International Studies minor to incorporate the cornerstone and *International Engagement* courses and allow more flexibility, especially for students who study abroad; and 4) Create an *International Scholar* designation for students, with criteria for achieving the designation.

**Objective Two:** Expand and improve offerings in Spanish and Portuguese to broaden participation in language courses across campus, broaden learning opportunities in Latin America, and improve the Spanish curriculum. The activities associated with this objective include: 1) Develop *Spanish for the Professions* courses in Criminal Justice and Business; 2) Implement a Portuguese Certification program, which would include training a faculty member to teach Portuguese and Brazilian culture; and 3) Revise the Spanish curriculum to bring it up to date and address current weaknesses.

**Objective Three:** Provide professional development opportunities and incentives for faculty to increase their ability to teach international studies and foreign languages. The activities associated with this objective include: 1) Provide Oral Proficiency Interview elicitation and evaluation training to all full-time language faculty and training to all NMU language faculty in language teaching and assessment; 2) Create international faculty development opportunities focusing on Latin American issues and topics. These opportunities will include updating book and DVD resources at NMU and sending NMU faculty to conferences and abroad for culture and linguistic training, developing new study abroad programs, and searching for internship and service opportunities, as well as research collaborations; and 3) Create an *International Scholar* designation for faculty, with criteria for achieving the designation.

**Objective Four:** Create a campus-wide focus on Latin America to generate interest in International Studies. The activities associated with this objective include: 1) Present an interdisciplinary Latin American arts series on campus in collaboration with the NMU International Performances series and launch a Latin American film series; and 2) Host a series of speakers focusing on Latin American issues and topics.

## **SUNY AT BUFFALO**

### *Building The South Asia Program At The University At Buffalo*

The State University of New York at Buffalo (UB) seeks to expand its undergraduate Asian Studies major and minor by building up its course offerings and related programming on South Asia. This new initiative on South Asia is designed to (1) expand the university's capacity in Asian Studies by strengthening the undergraduate South Asia curriculum; (2) meet the growing need in Western New York for professionals knowledgeable about India and other countries of South Asia; (3) help fulfill national security goals by expanding teaching in South Asian languages; (4) increase the number of students studying abroad in South Asia by providing greater curricular integration with study abroad programs; and (5) engage the large number of South Asian-American students on campus by offering courses of interest to this important group of heritage learners.

To reach these goals, the university proposes to establish a new tenure-track position in South Asian languages and literatures. The newly hired professor would serve as director of South Asian languages and guide the expansion of the language program. The university plans to add new courses in Urdu (through the second year of study) and Hindi (third and fourth years of study). We also propose to bring to campus at least one South Asian visiting artist per semester over the course of the grant period.

The proposal will result in at least twelve new courses on South Asian languages and literatures offered each year at UB. In addition to at least eight new language courses in Hindi and Urdu taught by lecturers or adjunct faculty, the new professor of South Asian Languages and Literatures will teach courses that could include contemporary South Asian literature, Hindi-Urdu poetry, Indian epics, South Asian religious texts, or other courses related to his or her specialization. Academic and cultural exchange with UB's six South Asian partner institutions will be significantly enhanced, as will South Asian representation in UB's arts programs.

The new courses and programs on South Asia proposed in this grant application will be developed under the auspices of UB's new South Asia Institute, which the university is planning to establish with a combination of government, foundation, corporate, and individual contributions. The fundraising effort will be given direction by Provost Satish Tripathi, a graduate of UB partner Banaras Hindu University in Varanasi, and Vijay Kumar, a member of the Dean's Advisory Council of UB's College of Arts and Sciences (CAS). In addition to guiding the expansion of the undergraduate curriculum and programs, the South Asia Institute will organize teacher workshops, arrange for performers and speakers to present in local schools and in the community, hold academic conferences in the United States and in the region, and expand the university's growing library collection of South Asian texts and films.

With the new faculty positions and programs proposed in the current funding request, UB would be able to include South Asia—alongside China, Japan, and Korea—as an area of focus for undergraduates majoring in Asian Studies. The new undergraduate classes would also be of great value to majors in other departments who would like to increase their knowledge of South Asia for career or personal reasons.

## **ILLINOIS WESLEYAN UNIVERSITY**

### *Strengthening Asian Studies: Language, Curriculum, Faculty Visits, and Institutional Linkages*

A sure sign that Illinois Wesleyan University's (IWU) Asian Studies Program has begun to flourish can be found in the growing demand among our students and our faculty for Chinese language instruction. Our Dean of Admissions also reports that we are witnessing a similar demand for Chinese language instruction from prospective students applying to IWU.

These changes come as no surprise. In the past decade we have benefited from two separate evaluations of the Asian Studies curriculum (in 2003 and 2006) that allowed Asian Studies faculty to identify two principal areas of deficiency. First, a recognized absence of Chinese language courses; second, the lack of a program to foster learning and research opportunities that builds on existing China study, including direct travel courses. We believe the addition of Chinese language to our curriculum will also complement existing Japanese language offerings and thereby create a more balanced and robust interdisciplinary focus on East Asia.

In 2006, more than 300 IWU students submitted a petition requesting Chinese language instruction. Their petition spoke to the pressing need for Chinese language study at IWU and reiterated that "... programs to encourage and boost the learning of Chinese language and culture will have far-reaching benefit across our curriculum."

In response IWU created a pilot program in Chinese. The response was tremendous: 12 students registered for Chinese 101 in the Fall of 2008 and another 13 students for Chinese 102 in the Spring of 2009. Enthusiasm has continued to run high; with university support we will continue to offer Chinese 101 and 102 next year, and Chinese 201 and 202 will also be offered.

Such is the impetus behind the current proposal for "Strengthening Asian Studies at IWU," which seeks to build on our current pilot language program and to pursue several new initiatives within Asian Studies. Our proposal aims to: (1) strengthen the East Asian component of the curriculum by developing courses in Chinese language, literature and culture and developing courses in East Asia; (2) strengthen Asian Studies by developing additional courses that cover the broader region including South and Southeast Asia and infusing Asian content in courses across the curriculum; and (3) develop linkages and exchanges with Asian institutions by inviting Asian scholars to IWU and by sending IWU faculty to Asian institutions.

To achieve the first two goals, we propose to develop eight new courses and to revise eight existing courses. Grant funds will be used to enhance our library holdings in relation to these courses. To achieve the third goal, we propose to invite two visiting scholars from Asia to IWU and to send four IWU faculty members to conduct research in Asia. Additionally, for any IWU faculty with plans to travel to Asia for other work, we would provide funds to allow them to visit Asian institutions to explore possible partnerships. We plan to assess our project goals using a variety of direct and indirect assessment measures. We have included in the assessment a feedback loop to ensure that whatever we learn through the evaluation process will be taken into account in future curricular revisions.

## **KANSAS STATE UNIVERSITY**

### *The South Asia Project*

The South Asia Project builds an undergraduate South Asian Studies curriculum with associate activities at Kansas State University. The project focuses on three dimensions: (1) creation of an interdisciplinary secondary major in South Asian Studies including professional and technical disciplines; (2) creation of experiential opportunities to support this curriculum; and (3) support to faculty to develop the curriculum and associated opportunities. The project builds on strengths in place and focuses on India.

The two year project will produce:

- a South Asian Studies secondary major of 21 hours of course work in addition to Language;
- a four semester sequence of Hindi language instruction;
- a minimum of 10 new or revised courses with a minimum of one each in the four professional colleges and three in the social sciences and humanities; and
- a minimum of four experiential programs for study abroad, joint research projects, internships and volunteer opportunities for undergraduate students.

Faculty development is accomplished by:

- an initial orientation tour to two cities and their universities for faculty who will contribute to accomplishing the curricular and other activities;
- mini-grants to support the creation of new or revised courses; and
- mini-grants to support travel for building links and programs with Indian counterparts.

## **ST. OLAF COLLEGE**

### *Integrating Asian Languages and Area Studies through Content-Based Instruction*

St. Olaf College proposes to strengthen the core Asian Studies curriculum by deepening the integration of language, cultural studies, and experiential learning. The members of the Asian Studies Department, language and non-language faculty alike, will collaborate to provide students with guided opportunities to use Asian languages (Chinese and Japanese) throughout their college careers to access knowledge and develop skills. Funds requested here will support faculty and curriculum development activities that complement new teaching positions and student internships in Asia, supported by college and foundation funding, and beginning in the 2009-2010 academic year.

Building on curricular work already accomplished, we have articulated these objectives: 1) to give students real-world experience using Chinese or Japanese as a vehicle for negotiating meaning, thinking critically, conducting research and completing fieldwork; 2) to raise the level of linguistic and cultural proficiency they achieve in our Asian Studies program; and 3) to enhance (third- and fourth-year) language courses.

We will integrate Asian languages and area studies through the creation of content- and task-based components, digital tools and assessment procedures. To do so, we will:

- Create new instructional components for Chinese- and Japanese-language courses at all levels that integrate content and language through content-based instruction;
- Design components for our **Asian Conversations** sequence that will tightly integrate language with area studies through task-based activities;
- Strengthen **Interdisciplinary Research in Asian Studies** by designing task-based activities in Chinese and Japanese as well as English;
- Establish a system to assess student proficiency in language and culture, and train faculty in assessment procedures; and
- Increase the number of courses offered at the third and fourth levels of Chinese and Japanese.

St. Olaf also will establish international internships in Asia, building on language and area studies training on campus. To do so, we will:

- Engage alumni, American and international, who live and work in China and Japan, to create internships in businesses, educational institutions, and social service agencies; and
- Build a task-based language component into each internship.

At the end of the two-year period, we will offer additional courses in Japanese and Chinese at the third and fourth levels; we will have created content-based materials in Chinese and Japanese for use in selected area studies courses, as well as in elementary and advanced language courses; we will have a clear process for assessing students' language proficiency in Chinese and Japanese; and we will offer three to six internships in China and Japan.

## **WESTERN WASHINGTON UNIVERSITY**

### *Entering the Global Community: Enhancing Student and Faculty Participation and Involvement in Asia-Pacific Studies*

The primary objective of this project is to further develop and strengthen Western Washington University's curricular and co-curricular efforts in international studies and foreign languages. Specifically, we seek to expand the curricular content of the inter-disciplinary minor in International Studies and provide it with an applied focus on current global policy concerns. We hope to engage our students and faculty colleagues in a careful consideration of WWU's position within the global community. Toward this end, we plan to increase the number of upper-division courses within the minor; provide additional comparative and regionally-based instruction and offer new opportunities to acquire training in less commonly taught foreign languages. We also seek to expand student and faculty participation in study abroad and global service-learning experiences. Throughout this endeavor an effort will be made to build additional campus global expertise that can be shared with regional neighbors and facilitate both campus and community collaboration in international education.

The chief goals and major activities of the project include:

- 1) Providing greater focus and depth to the minor in International Studies by giving additional attention to contemporary global policy concerns;
- 2) Adding six additional upper-division courses to the minor in key policy-relevant areas;
- 3) Enhancing the minor's attention to Asia-Pacific Studies;
- 4) Revising the modern language offerings in first and second-year Russian and planning the delivery of courses in beginning Mongolian;
- 5) Expanding campus study abroad and in-service learning options to provide additional curricular focus and new options for students and faculty;
- 6) Establishing an International Lecture Series and Faculty Colloquia on current global issues; and
- 7) Creating an opportunity for in-service training in international studies and foreign language instruction for K-12 teachers within the region.

## **UNIVERSITY OF IOWA**

### *Implementing a “Second-Curriculum” Project in Undergraduate South Asian Studies at the University of Iowa*

This project will expand campus-based and off-campus learning opportunities in South Asian studies for undergraduates at the University of Iowa. The project builds on an existing South Asian Studies Program (SASP) that has seen interest in courses plateau or decline at a time when public awareness and interest in India, Pakistan, Sri Lanka, Bangladesh and Nepal has soared. While maintaining the university’s core liberal arts offerings in Hindi, Sanskrit, anthropology, geography, history, journalism, literature and religion, the project organizers will construct a second-level or parallel curriculum designed to meet the needs of students who seek more participatory modes of learning, whose interests go beyond humanities and civilizational courses of study to embrace contemporary problems, and who expect to have study abroad and internship experiences earlier in their college careers. The project will add two regular and six intensive courses in new subject areas that will engage 15 faculty members from the liberal arts and sciences, professional schools and interdisciplinary units; it will bring to campus specialist visitors to participate in four workshops on the region, and it will host a capstone conference on public culture and public welfare in the spring of 2011. The courses, workshops and conference will address subject matter not previously part of the South Asian curriculum but that are squarely within the research agendas of SASP faculty members. The project will also identify outstanding undergraduates to launch a program of supervised internships that will put them close to sites of “development” in South Asia, i.e. it will place them in settings where changes in economic activity, gender practices, health care delivery, technology transfer, environmental struggles, media innovation, rights activism, etc., regularly occur. The students will not be shielded in the courses, workshops and internships from long-term problems of political instability, ethnic and communal conflict, widening social abysses, discrimination and abuse, and environmental and health hazards, which are also parts of the South Asia development scene.

The target of these curricular innovations is the 500-strong cohort of students majoring in the University of Iowa’s International Studies bachelors program, 60 percent of whom are honors students. The Undergraduate International Studies and Foreign Language (UISFL) project is designed to draw some of these students, who are required to choose a regional or a thematic focus in their plans of study, into the enhanced SASP intensive courses, workshops and internships and subsequently into advanced South Asian language and area studies courses. To backstop the project, faculty members will develop new study abroad and internship sites, and participating students will be offered individual tutoring and self-instruction in South Asian languages through the campus-based Autonomous Language Learning Network. Further, substantial additions will be made to the University Library’s book, media and video collections.

## **WESLEYAN UNIVERSITY**

### *Infusing Middle Eastern Studies into the Curriculum*

Organizing structured Middle Eastern studies at Wesleyan will provide a timely and important opportunity to meet the intellectual challenges that have been presented as a result of developments in that region. The establishment of an interdisciplinary, coherent Middle Eastern studies curriculum at Wesleyan will, in part, help meet the university's overall goal of internationalization of the curriculum and contribute to the broader aspects of our students' global and foreign language studies while meeting the Undergraduate International Studies and Foreign Language Program's mission to meet the national needs for expertise and competence in foreign languages and area or international studies.

Wesleyan proposes to regularize the study of Arabic language in the curriculum, revise existing courses and develop new courses pertaining to the Middle East region, provide professional growth opportunities for faculty, develop opportunities for students to broaden their classroom learning, increase the number of study abroad sites in the region, expand library and language resource center materials, and sponsor community events.

# VILLANOVA UNIVERSITY

## BRAZIL IN THE AMERICAS: CHALLENGES AND OPPORTUNITIES PROPOSAL TO DEVELOP A CROSS-DISCIPLINARY AND REGIONAL FOCUS IN BRAZILIAN STUDIES AND EXPAND THE PORTUGUESE LANGUAGE CURRICULUM

In an era of rapid changes in the hemispheric balance of power and an increased need for cross-disciplinary studies, the Latin American Studies Program (LASP) at Villanova University seeks two years of financial support from the U.S. Department of Education to initiate and develop a strong curriculum in *Brazilian and Portuguese Studies*.

OBJECTIVES: (1) LASP seeks to expand course offerings by assisting faculty to develop 10 new courses with a Brazilian Studies or Portuguese Language focus and revise 13 existing courses to incorporate material on Brazil and South America, which will broaden the cross-disciplinary strength of the program. (2) Faculty development activities involve creating expertise in Brazilian and South American studies through participation in development seminars, thematic seminars, and visiting lecture series on Brazilian studies.

(2) LASP proposes to establish cooperative arrangements with the University of São Paulo in Brazil that is aimed at creating research, study, and internship opportunities for our faculty and students. This initiative is particularly cross-disciplinary and cross-college in nature since faculty from Business, Engineering, Biology and Environmental Studies, Social Sciences, and Humanities have committed themselves to participation.

(3) In close collaboration with the Institute of Global Interdisciplinary Studies (IGIS), LASP also seeks to initiate the teaching of Portuguese as a critical language. Subsequently, it plans to expand the use of Portuguese language in the broader curriculum by organizing Portuguese language and culture training workshops for non-language faculty. Such foreign language skills will also be nurtured through faculty study in Brazil.

(4) LASP commits itself to increase awareness of Brazil and South America at Villanova and in the Greater Philadelphia Area by establishing an annual film series, annual lecture series by experts on and from Brazil, workshops on cross-disciplinary themes for faculty, workshops for K-12 teachers on Brazil and South America, and a user-friendly Web site describing the curricular and other activities in the existing grant program.

(5) The proposed project will enhance the course offerings in Brazilian studies and Portuguese language at Villanova exponentially, since none was ever offered. The greater awareness on Brazil will create a significant change in the institutional culture at Villanova and will likely create conditions for an eventual offering of a comprehensive Latin American Studies major.

# **ROGER WILLIAMS UNIVERSITY**

## *East Asian Area Studies Project*

Roger Williams University (RWU) seeks funding from the U.S. Department of Education to help support our plan to institute an East Asian Area Studies Program. The plan will build on our experience in expanding international programming and on the exciting opportunities offered by our recent approval of a concentration in Chinese language; our expanded interdisciplinary programs; ongoing review of our general education curriculum, and our new Global Heritage Hall, that will house our Spiegel Center for Global and International Programs, as well as a state-of-the-art language laboratory, computer and media classrooms, seminar and regular classrooms, department and faculty offices, and public meeting spaces.

Our proposal, East Asian Area Studies, seeks to:

- 1) **develop 12-14 new foreign language and East Asian focused courses**, including advanced Chinese (Mandarin) language, beginning and intermediate Japanese language, Introduction to Asian Studies, and East Asian Literatures, East Asian Film, Ancient History of China and Japan, and interdisciplinary junior/senior Core Seminars;
- 2) **revise 12-16 courses** to more fully reflect the East Asian region in areas of communications, visual arts and architecture, political science, anthropology/sociology, economics, and writing studies;
- 3) **expand study abroad and research opportunities** for undergraduate students and faculty;
- 4) **increase service learning and internship opportunities** in or pertaining to East Asia;
- 5) **enrich library and media resources** to support the program; and,
- 6) **create an East Asian Center at RWU** to provide academic and cultural outreach in the area, to be directed half-time by faculty co-coordinators.

The new and revised courses will support a new minor and major program in East Asian Area Studies. The minor will include an interdisciplinary introductory course, six credits of Chinese (Mandarin) or Japanese language, and three elective East Asian Courses; a study abroad or internship program can substitute for two of the electives. The major will include completion of a minor in Chinese or Japanese language, or in Asian Languages (Chinese and Japanese); the interdisciplinary introductory course and Modern East Asian History; study abroad in an East Asian country; elective credits in the humanities and social sciences; and a capstone senior seminar. We are creating new partnerships and expanding established partnerships with institutions in China (PRC), Japan, and Korea, for both short-term and semester-long study, internship, and service-learning opportunities.

Co-curricular programming will include concerts, art exhibits, films, and lectures, which will be open to the local community, and involve artists and scholars from both the United States and Asia. An annual global media symposium will focus on East Asia and a bi-annual conference on religion and the state will include sessions on East Asia. The program will forge partnerships within the local area and region and with East Asian experts at other institutions, in the United States and abroad.

# **THE RESEARCH FOUNDATION OF STATE UNIVERSITY OF NEW YORK**

## *SUNY Global Workforce Project*

A consortium of three State University of New York institutions (The Levin Institute, SUNY Cortland, and SUNY Brockport) requests funding for a three-year International Studies and Foreign Language (UISFL) program grant to create and pilot a 10-module, Globalization Curriculum, coupled with online Chinese-language courses and a Global Scholars Certificate Program to prepare undergraduate students to compete effectively in the global economy. While in-person Chinese language instruction continues to be offered at Cortland, an introductory online-Chinese language program will be created and piloted to Brockport students.

The Global Workforce Project aims to launch a pilot program whose long-term goals are to increase the global preparedness of New York's future workforce, while simultaneously stimulating an interest in, and a method for increasing the Chinese language skills of that workforce. China is a major component since it is New York's leading growth export market, with \$5.91 billion in exports in 2007.

The project objectives include that within three years:

- 1) Twenty faculty members at SUNY Cortland and SUNY Brockport will integrate the Globalization Curriculum into 20 general education courses, reaching 1,600 SUNY undergraduate students;
- 2) The consortium will develop, pilot and assess a high quality, online, introductory Mandarin Chinese program, piloted to 30 students (online student oral language skills will be measured and compared to those of in-person students to determine whether their success rates are within ten percent of each other); and,
- 3) Students taking modules in their general education courses will be exposed to global content and gain global workforce-related knowledge and skills, such as cross-cultural communications, holistic thinking, knowledge of global issues, and technology skills (hereto known as "global workforce skills").

The 10-module globalization curriculum includes: 1. Global Banking & Finance; 2. Nationalism and State Sovereignty; 3. Globalization and Religion; 4. Technology and Globalization; 5. Global Trade; 6. Sustainability; 7. Global Service Organizations; 8. Global Demographics; 9. Culture and Human Rights; and 10. Global Health Science.

Each module will integrate the above-mentioned "global workforce skills" through instruction and interactive, pedagogically-designed assignments. Global workforce skills will be assessed, scored against a rubric, and analyzed across all the modules. Mandarin Chinese students will be required to compile a portfolio including oral and written language skills projects. Also, students will be administered the ACTFL-OPIc standardized test to measure and compare oral language skill acquisition between the online Brockport students and the in-person Cortland students.