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APPLICATION FOR GRANTS UNDER THE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE

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OMB No. 1840-0796, Expiration Date: 08/31/2010

Closing Date: APR 30, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**U.S. DEPARTMENT OF EDUCATION****BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Roger Williams University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 21,678	\$ 22,436	\$ 0	\$ 0	\$ 0	\$ 44,114
2. Fringe Benefits	\$ 7,587	\$ 7,853	\$ 0	\$ 0	\$ 0	\$ 15,440
3. Travel	\$ 12,385	\$ 12,385	\$ 0	\$ 0	\$ 0	\$ 24,770
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 41,050	\$ 40,050	\$ 0	\$ 0	\$ 0	\$ 81,100
9. Total Direct Costs (lines 1-8)	\$ 82,700	\$ 82,724	\$ 0	\$ 0	\$ 0	\$ 165,424
10. Indirect Costs*	\$ 6,616	\$ 6,618	\$ 0	\$ 0	\$ 0	\$ 13,234
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 89,316	\$ 89,342	\$ 0	\$ 0	\$ 0	\$ 178,658

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): HHS HHS

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)?

**U.S. DEPARTMENT OF EDUCATION****BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

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SECTION B - BUDGET SUMMARY**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 35,677	\$ 36,925	\$ 0	\$ 0	\$ 0	\$ 72,602
2. Fringe Benefits	\$ 12,487	\$ 12,924	\$ 0	\$ 0	\$ 0	\$ 25,411
3. Travel	\$ 6,953	\$ 0	\$ 0	\$ 0	\$ 0	\$ 6,953
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 28,500	\$ 36,500	\$ 0	\$ 0	\$ 0	\$ 65,000
9. Total Direct Costs (lines 1-8)	\$ 83,617	\$ 86,349	\$ 0	\$ 0	\$ 0	\$ 169,966
10. Indirect Costs	\$ 6,689	\$ 6,908	\$ 0	\$ 0	\$ 0	\$ 13,597
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 90,306	\$ 93,257	\$ 0	\$ 0	\$ 0	\$ 183,563

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-UISFL_RWU_Abstract.pdf**

Roger Williams University East Asian Area Studies Project

Roger Williams University 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; on-going 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 Center will offer faculty workshops and seminars, to include area middle and high school teachers, to increase faculty expertise and expand collaborations, and will provide a central locus for coordination of RWU's East Asian studies efforts here and overseas.

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 U.S. 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 U.S. and abroad.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1244-UISFL_RWU_NarrativeA.pdf**

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Introduction

For the past seven years, Roger Williams University (RWU) has purposefully expanded global programming and activities to promote international and multicultural awareness, sensitivity and knowledge. The university has committed substantial resources to increasing faculty and leadership with expertise in global learning, developing courses and curricula in international studies, supporting student and faculty study abroad, and hosting international conferences, speakers and symposia. More recently, the systematic, benchmarked process for revising our Core Curriculum has identified global knowledge as a key priority to be included in the revised curriculum design.

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; 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 East Asia, and interdisciplinary junior/senior Core Seminars;

2) **revise 12-18 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 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 Center will offer faculty workshops and seminars, to include area middle and high school teachers, in a collaboration to increase faculty expertise and expand collaborations, and will provide a central locus for coordination of RWU's East Asian studies efforts here and overseas.

The program is designed to prepare students who will graduate with the language and international skills, perspectives, and experience necessary to succeed in the global economic and cultural environment of the twenty-first century. RWU is also exploring the possibility of becoming a regional U. S. language proficiency certification center for U.S. students, scholars, and others undertaking work in the People's Republic of China or Taiwan.

The institution's commitment to global/international education is reflected in our slogan, *Learning to Bridge the World*, and by the recent appointment of an Assistant Provost for Global Affairs to head the Spiegel Center for Global and International Programs. The Assistant Provost oversees and coordinates international exchanges, faculty international development, and study abroad. This project will be managed through a partnership of the Feinstein College of Arts and Sciences and the Spiegel Center for Global and International Programs. Integral to the

operations of the project will be close collaboration with partner institutions in the East Asian region and Non-Government Organizations (NGOs) both at home and abroad.

Roger Williams University, established in 1956, is an independent, coeducational, private university offering liberal arts, graduate, and professional programs; the university is accredited by the New England Association of Schools and Colleges. RWU is ranked in the Top 10 comprehensive colleges in the North by *U.S. News & World Report*. Located on 140 waterfront acres in Bristol, Rhode Island, the University enrolls more than 5,000 students, including nearly 3,800 full-time undergraduate, 260 full-time graduate, nearly 500 continuing education and 550 law school students from 43 states and 47 countries. RWU offers 41 majors in 7 schools and one college. The University's core values include love of learning as an intrinsic value, preparation for careers and future study, collaboration of students and faculty in research, commitment to community service, appreciation of global perspectives, and promotion of civil discourse.

Degree Programs. Roger Williams University offers five undergraduate degrees, Bachelors of Architecture, Arts, Fine Arts, Science, and General Studies, in forty-one major programs, through one college (Arts and Sciences) and six schools.

General Education Core. This proposal builds upon the institution's commitment both to interdisciplinary studies and to global studies. The review and design of our Core Curriculum—our general education program—is currently underway. The changes are expected to strengthen the institution's commitment to interdisciplinary and global approaches, reflecting the importance placed on those topics by the faculty, administrators and students participating in the review process. Last summer, a team of RWU faculty and administrators, including our Provost, Associate Provost, Assistant Provost, Arts and Sciences Dean, and five representative faculty from various schools and disciplines, participated in an intensive General Education Institute,

one of several curriculum revision workshops conducted by the AAC&U. Faculty participants from this group are leading the review process during this academic year, along with a committee of additional faculty, as part of a three-year process to transform the general education curriculum. The process is completely inclusive, consisting of a one-day faculty conference; a series of focus group meetings hosted by academic departments, the student senate, and student service units; and a number of Town Hall meetings to define key concepts and outcomes, including student global learning outcomes.

In our current Core Curriculum, students take five introductory interdisciplinary courses:

- Core 101, Science, Technology, and Society, includes physics, chemistry, biology, environmental studies, and current key issues such as global warming and genetic engineering;
- Core 102, History and the Modern World, includes multi-disciplinary primary source materials from classical Greece and Rome to the present;
- Core 103, Human Behavior in Perspective, includes literature, psychology, sociology, anthropology, and biology, in a study of “the individual in society;”
- Core 104, Literature, Philosophy, and the Ascent of Ideas, includes connections among art, history, and psychology, in response to philosophical and literary texts; and,
- Core 105, The Artistic Impulse, includes relating western traditions of art, dance, music, and theater to historical circumstances and cultural expectations of the creative artist.

Students also complete two writing courses, Expository Writing and Critical Writing.

As a junior/senior capstone course, students select from among a range of interdisciplinary 400-level sections; one relevant to the Asian Studies minor is Core 444, Perspectives in World Culture, and a new Senior Seminar on China that enrolled twenty-two

students this spring. Students also complete a core concentration, five courses in a discipline outside their major field of study.

Foreign Languages. Students may major in modern languages (French, German, Italian, Portuguese, Spanish), or classical languages (Greek and Latin). The Latin American Studies language major combines the study of Spanish and Portuguese. Students may also pursue a double major in Language and Secondary Education, which includes completion of a senior thesis and a written and oral exit exam in the target language. Core concentrations and minors are offered in all of the major languages, and in Chinese (Mandarin); Arabic courses are also available. The following majors require that students complete some proficiency in a foreign language: International Relations and International Business. Many other majors strongly encourage students to complete a language concentration or minor.

Study Abroad. A key reflection of the University's commitment to global and international education is an impressive number of study abroad programs, with several departments offering RWU programs abroad for their majors. In addition, the University has built active international linkages, a number of which are in East Asia. Our School of Art, Architecture, and Historical Preservation is now formalizing a partnership with Tsinghua University in Beijing, for architecture students to study abroad and complete internships with U.S.-based firms with offices in Beijing; the Gabelli School of Business plans to create opportunities abroad for its students as an extension of this agreement. A political science faculty member has planned a seven-week service learning program for 2010 in which our students would live on the Lingnan University campus in Hong Kong and work with a transnational NGO on projects in environmental issues, sustainability development, poverty, globalization, corporate accountability, and disaster relief. In preparation, the faculty member

will participate in the 2nd Asia-Pacific Regional Conference on Service-Learning to be held at Lingnan June 1-5 and solidify the service learning opportunities there for our students. Additionally in the 2009-2010 academic year, we are offering a senior seminar on the historical and cultural antecedents of modern China, culminating in a three-week trip to Xian. As we develop the Asian Studies program, more students will be equipped to participate in the exchanges, taking courses at our partner institutions in East Asia during the academic semesters. This project will enable us to develop further programs which would combine Asian studies with components of sustainability, service learning, and other areas.

Focus of Program

The goals and objectives of this undergraduate international studies and foreign language project will establish the model for area studies curriculum development at Roger Williams University. We are beginning with East Asian Studies because we have a broad foundation of courses and faculty in place in this area. Roger Williams University recognizes the importance of this region as a major player in all aspects of global interactions in the 21st century and we wish to prepare our students, in a variety of majors, to understand the cultures, values, and political and economic impact of East Asian countries in world context. In Fall 2006, RWU hired a tenure-track faculty member in our Foreign Languages department to teach Chinese. After initial offerings in Beginning Chinese I and II, we added sections of Intermediate Chinese I and II and have run two sections (one beginning and one intermediate) each semester; two advanced courses were added to the curriculum this year, and two additional advanced courses will be designed. Over fifty students have enrolled in one or more sections of Chinese over the past four years. The success of these courses led to creation this year of a concentration/minor program in this language. All RWU students are required to elect a Core Concentration; many

take the additional course needed to turn this into a minor. Foreign Languages is the second most frequently-selected Core/Minor program University-wide, after psychology.

Plan of Operation (See Pages 21-22 for Timeline of Activities and Audiences)

Year One: Develop foundation courses; infuse Asian materials into established courses and revise courses to provide East Asian focus; develop faculty expertise on common East Asian cultural themes and on China; establish East Asian Center, with two faculty co-coordinators (each one-quarter-time) to begin area outreach programs; expand study abroad, internship, and service learning options; develop and enlarge partnerships with institutions in China.

Year Two: Introduce beginning Japanese; develop Japanese language courses and upper level program courses; develop faculty expertise on Japan and Korea, and infuse materials on these areas into established courses; expand outreach programs; expand study abroad, internship, and service learning options; develop or enlarge partnerships with institutions in Japan and Korea; create a language proficiency certification center for students, scholars, and others undertaking work in China.

1. a. Quality of Project Design.

The project is designed to accomplish an established set of carefully-considered goals, which are directly linked to the core values of the University: love of learning as an intrinsic value, preparation for careers and future study, collaboration of students and faculty in research, commitment to community service, appreciation of global perspectives, and promotion of civil discourse. In educating our students to become productive as citizens and in their professional careers, RWU has a stated goal of preparing students to understand how different cultures, philosophies and historical experiences affect the perspectives of others. Our program goals

will be carried out and supported by faculty and staff across the university, and outcomes assessment measures will be incorporated in the planning and implementation of the program.

Goal 1: To increase understanding of East Asian cultures and languages, as part of an undergraduate program committed to global awareness and understanding.

Goal 2: To increase understanding of the relationship of East Asian countries, historically and in the contemporary world, to other areas of the world, through the study of themes that cross area boundaries.

Goal 3: To increase the opportunities for student study abroad, service learning, and internships centered on East Asia, to complement and support Goals 1 & 2.

Goal 4: To increase the expertise of RWU faculty so they may infuse Asian Studies into current courses and to design and develop courses in this area, to complement and support Goals 1 & 2.

Goal 5: To increase the expertise of local grade 8-12 school instructors and the exchange of ideas among RWU faculty and local school teachers, to complement and support Goals 1 & 2, and to increase the exposure of pre-college students to East Asia.

Goal 6: To increase library holdings and other resources in the area of Asian Studies to support all of the other goals.

1. b. Effectiveness of the plan of operation. The plan of operation is effective in that it includes discrete objectives that will be accomplished by teams of faculty, with administrative support and oversight, and methods to assess program outcomes and effectiveness. The Co-Directors are well-qualified in the area and effective in leadership roles, and many other well-qualified faculty will work on the curriculum development and outcomes assessment aspects of the program. Administrative oversight will be provided by an assistant provost and an assistant dean, both of whom have extensive experience related to East Asia. The University has in place

processes and procedures for hosting conferences and events, and for oversight of grants and expenditures.

c. How the objectives relate to the purpose. New and revised course offerings, which will allow creation of an East Asian Studies minor and major, and new study abroad, service learning, and internship opportunities, relate to the program's purpose of fostering student appreciation of global perspectives, and of understanding the culture, values, and political and economic impact of East Asian countries in world context. Creating an outreach center to bring area schoolteachers and university faculty into collaborative workshops led by East Asian scholars, and to provide campus lecture series and other co-curricular events, relates to the purpose of increasing the expertise and ability of teachers to create and teach new courses and revise courses and curriculum, to introduce and enhance the study of East Asia at RWU and in surrounding communities.

Objective 1: Develop and expand foundation courses for the East Asian Studies minor/major.

Year One will focus on developing new and revised courses to provide the foundation for the program, and will expand faculty expertise on common East Asian cultural values and on China. We plan to develop five new courses (fall and spring) and infuse East Asian materials into ten existing courses (summer). (See Attachment 4 for our current East Asian Studies proposal and Attachment 5 for existing related courses.)

Proposed New Courses:

ASIA 200 *Introduction to East Asian Studies*, a foundation course for the minor and major, will be developed as a team-taught course in its two-year pilot stage. The goal of this course is to provide an overview of the philosophical underpinnings, cultural values, historical and political events of the region, and relationships among these countries and with the West.

The Project Co-Directors will convene a group composed of faculty from various disciplines and schools to meet over the course of the academic year to identify and construct the specific topics to be covered, course modules, texts, visual and online resources, assignments, and assessment measures. The group will work out the team-teaching arrangements on a two-year plan, so that from four to eight faculty members will gain experience teaching the course, with additional faculty identified to provide one or two class guest lectures. The resulting syllabus will be piloted Spring 2010 and revised and assessed over the next year, after which experienced faculty will rotate the course, which would be offered at least once per year, or once per semester as more students select the program.

Because of the success of our Chinese language courses, CHIN 311, Advanced Conversation, has been added to the curriculum. CHIN 310, Advanced Grammar and Composition will be created to parallel the advanced course offerings in other languages and allow the students to develop these higher-level skills. Literature courses in translation are offered through the English Literature and Foreign Languages Departments. ENG 299, Non-Western Classics, is being offered Fall 2009 as a Special Topics course, covering key classical texts of China, Japan, India, and the Middle East. The instructor, who has expertise in teaching East Asian literature, will develop the course as a regular offering, tentatively ENG 280, and submit through the curriculum approval process (Fall 2009). She will also develop a course, tentatively ENG 285, Modern East Asian Literatures during the spring and summer, to be offered Fall 2010. Both courses will allow for variety of emphasis and authors. As part of a newly-proposed film studies minor, Communications faculty will work over the academic year to create a new course, COMM XXX, East Asian Film, with variable topic and country emphases.

Revised/Modified Courses:

Key to our general education curriculum review is a reevaluation of the freshman Core courses. As part of this proposal, faculty involved in the Summer Seminar will create new materials and revise at least three of those courses, Core 102, History and the Modern World; Core 104, Literature, Philosophy, and the Ascent of Ideas; and Core 105, The Artistic Impulse, during the first year of the proposal, to provide a global focus, including emphasis on East Asia. These interdisciplinary courses are ideal for this approach; since most RWU students take them within their first two or three semesters, we will gain the added value from this infusion of stimulating student interest in the area studies minors and in non-Western language choices at a time when they will be selecting their core concentrations/minors and majors. Each of these courses will allow faculty to introduce the East Asian elements within a broad context of other Western and non-Western cultures, thus providing a true global focus. Faculty will develop annotated reading lists, study and research questions, writing assignments and examination questions. Since we offer numerous sections of these courses each semester, one or two full-time faculty members who teach each of these courses (at least four to six Core faculty) will participate in the faculty development workshops, seminars, and other events during the first year of the program. During Year Two of the grant, these faculty, through workshops and teaching circles, will share syllabi and course materials with colleagues, so as to infuse the global materials into more sections of these courses.

During Fall 2009, faculty in the Global Communications major will revise COMM 380, Visual Media in Cultural Context to explore “East Meets West” cultural encounters in this area. Over the academic year, courses that have been developed and offered as Special Topics courses will be revised and submitted as regular course offerings through the curriculum approval

process: AAH330: Asian Art and Architectural History (China & Japan); ANTH XXX World Religions; CHIN/COMM XXX: Chinese Culture Through Film.

Objective 2: Develop courses in Japanese language and upper-level East Asian courses.

The second year of the project will focus on development of beginning and intermediate level courses in Japanese language; creation of two interdisciplinary junior/senior seminars on specific themes; and creation or revision of 200-, 300- and 400-level courses in the disciplines. We plan to create seven new courses and revise/infuse five to eight additional courses.

As of Year Two, RWU will add an instructor to teach Japanese language courses, JPN 101, Elementary I, Fall Semester, and JPN 101 and 102, Elementary I and II, Spring semester. The new faculty member will also offer additional courses in Japanese culture, history, film, arts, or some other area (in translation), and to assist with curriculum development. Another advanced Chinese language course, either CHIN 430, a special topics course to be offered Fall 2009 as Chinese Culture Through Film (cross-listed with Communications), or CHIN 450 Advanced Topics, will also be developed during the second year of the grant.

During Year Two, upper level history courses will be created in Ancient China and Ancient Japan. We also plan a course on Asian/Southeast Asian Immigration, to focus on immigration to Rhode Island/New England, which we will cross-list with our American Studies program, and which would provide a vehicle to invite community speakers, perhaps even current high school students, to share their experiences with our students. English or Languages faculty will develop one or more courses in World Literatures (in translation), with modules placing East Asian materials in world context.

Also during this year, at least two new junior/senior seminars will be created, interdisciplinary seminars with focus on Asia, along the model of the current offering, CORE

444, Perspectives in World Culture, which examines cross-cultural connections between Western culture and the cultures of India and China. One proposed new seminar will be on Contemporary Global Issues, to cover from among such topics as human rights, women's rights, health issues, terrorism, piracy, etc., and governmental, world agency, and NGO responses to these issues. A second proposed seminar will be on World Issues in Science and Technology, to cover from among such topics as global warming, environment, sustainability, world food supply, oceanography policies, space partnerships, space pollution, global communications and censorship, etc., and governmental, world agency, and NGO responses to these issues.

During Year Two, faculty will also revise the following courses to create special focus on East Asian materials: ANTH 356: World Cultures, (various sections, offered on a rotating basis, to focus on specific world areas); POLSC 348, Rogue States, Allies, Regional Powers (various sections, offered on a rotating basis, to focus on specific world regions); Writing 300, Rhetoric and Cultural Differences (create a section to include Asian rhetorical traditions in context). The Political Science Department is requesting a new faculty member in Asian politics who will create new courses in his or her area of expertise for both the political sciences and international relations majors, and for the new East Asian major. We anticipate that faculty involved in the first year summer seminars will identify three to six additional courses for infusion.

Objective 3: Increase opportunities for student study abroad, service learning, and internships in East Asian countries.

To date, the majority of our study abroad destinations are still in English-speaking and Western countries. One of the University's global initiatives is to increase student interest in learning and studying non-Western languages and cultures. In 2008, we established the Faculty Global and International Initiative Fund, which emphasizes faculty-led programs in Asia, Africa

and other non-Western sites. As a result, we approved four faculty-led programs in Xi'an, Hong Kong, Egypt, Chile, and other sites. We plan to develop a study abroad program in tropical biology, environmental science, and marine biology in Southern China, in conjunction with Xiamen University's College of Oceanography and Environmental Science, as a three-week interdisciplinary program, to provide an opportunity for students in our science and sustainability programs to gain experience with sub-tropical marine science. Marine biology is one of RWU's strongest programs, but there are fewer opportunities for study abroad in science disciplines, which this program would address.

Our new partnership with Tsinghua University in Beijing will enable students in the Schools of Art, Architecture and Historic Preservation, and the Gabelli School of Business, to study in Beijing in their disciplines and to carry out internships with U.S.-based firms with offices in Beijing. We are in contact with three other institutions in China, Japan, and Korea, to establish partnerships that can benefit our students and faculty in similar ways, as well as giving us an opportunity to host visiting faculty from these institutions, who will share their knowledge with our students, and learn from the partnerships with our faculty. We are also working with the Beijing Foreign Studies University to explore setting up a Chinese language testing center for the Northeast Region of the United States. (See Attachment 2 for letters of support from East Asian universities)

Objective 4: Increase the expertise of RWU faculty and local 8-12 school teachers in the area of East Asian Studies.

As evidenced by our ongoing curriculum review process and by the number of new and revised courses and programs developed each year, RWU faculty are committed to strengthening the interdisciplinary and global emphases of the curriculum and will actively engage in

professional development activities designed to add breadth to their courses and to provide them with opportunities to work with colleagues across disciplines and schools. RWU, in keeping with its commitment to teacher training, community service, and collaboration, is engaged in partnership activities with a variety of elementary, middle, and high schools in the region. For the faculty development portions of this grant, RWU will invite and select high school instructors from area schools with which we have intensive partnerships to collaborate in the expansion of expertise on East Asia and the development of teaching materials and resources. Schools include Shea High School (Pawtucket, RI), Durfee High School (Fall River, MA), Met School Peace Street Campus, an alternative high school (Providence, RI), East Bay Met, an alternative high school (Newport, RI), Providence Academy for International Studies, and Central Falls High School (Central Falls, RI). Our partnerships with these schools allow undergraduate teacher training candidates to develop as classroom teachers through learning communities in which the classroom teachers treat the RWU students as their students and the college faculty treat the high school students as their students, with instructors at both levels assuming shared responsibility for positive learning outcomes. The local teachers who participate in the East Asian Studies curriculum development programs with RWU faculty will bring this aspect of collaboration and focus on learning outcomes into the learning partnership.

On-campus programs: Speakers' Series, Roundtables, Events, Conferences, Summer Seminars.

Speaker Series/Roundtables/Events/Conferences. Faculty course developers and area school teachers will attend speaker series (three lectures Fall 2009 and three lectures Spring 2011) by invited East Asian specialists, and Roundtable discussions (Spring and Fall 2010) composed of local and regional specialists, to increase their knowledge of East Asia. The Spiegel Center for Global and International Programs will focus its next lecture series on East

Asia. Dr. Boshu Zhang, a scholar from the Philosophy Institute, the China Academy of Social Sciences, who studies Chinese economic and political reform and related areas, will be at RWU in November. Lixin Gao, an Associate Professor in the English Department of the Foreign Studies College, Northeastern University, China, and Lilly Fu, from the Taiyuan University of Technology, Linfen, Shanxi Province, have been invited to RWU as part of this series to lecture on Chinese culture and Chinese language pedagogy. Dr. Randall Doyle, Professor of History at Central Michigan University, and an expert on the East Asian region, with several books on China and the Pacific Rim, will speak as part of the Center's International Education Week.

RWU's arts series, *Alive!Arts* will include East Asian artists during this period, and faculty from the School of Art, Architecture and Historic Preservation are planning a gallery event to showcase the art of Asian and Asian-American artists. The Roving Eye Film Festival, a three-day event in the spring, will include Asian films, and the focus of the 2010 Global Communication Symposium will be on East Asia. Two RWU conferences, the Global Media Symposium, Fall 2010, and the Religion and the State Conference, Spring 2011, will devote all or part of their programming to East Asia.

Summer Seminars. A key activity of Year One will be an intensive 12-day Summer Seminar held over a three-week period for a group of sixteen instructors, eight RWU faculty members and eight area secondary school teachers. Specialists will assign readings, provide lecture/discussions of the readings, and discuss bibliographies of teaching materials. The Summer Seminar will focus on philosophical and religious traditions of the region (Confucianism, Daoism, Buddhism, Shinto, Islam); other cultural transmissions (literature, arts, architecture, popular culture); and major historical and political events through World War II shaping the region and relationships with the West, including world trade. Participants will

make site visits, to include on-site lectures and tours, at such facilities as the Boston Museum of Fine Arts, the New Bedford Whaling Museum, and the Salem-Peabody Museum, which have outstanding East Asian collections. Visitors will be invited to demonstrate such arts as Chinese calligraphy and watercolor painting in the first year, and Japanese flower-arranging and the tea ceremony in the second year. At the end of the seminar, each participant will create unit materials for new or revised courses, and provide an assessment of the value of the seminar, to be used to plan for a similar seminar to be held the following summer.

During Year Two, a second seminar will focus on the historical, political and economic events and interactions, within the region and with the West, from the 1950s to the present, as well as recent cultural phenomena (Japanese popular culture, the Korean Wave, new East Asian cinema, etc.) and the cross-pollination of ideas West and East. Like the first seminar, eight RWU faculty and eight area teachers will participate and develop materials for new or revised courses, as well as providing an assessment of the value of the seminar. All first-year participants will be invited to reapply for the second year, with a goal to having a mix of new and repeat faculty in Year Two. Selection criteria will include performance in the first summer seminar, based on attendance, courses created and revised, and interest, as evidenced in a personal statement. Since one goal is to have faculty from as many disciplines and schools as possible participate over the two years, that will also be part of the selection process.

For the faculty development programs, we will bring in many well-known experts in their fields from around the country as well as from our partner institutions in Asia. RWU can also draw upon the expertise of a number of East Asian resources in the RWU area, including Brown University; the Asian Studies Development Program Regional Center at Middlesex Community

College, MA, the Confucius Institute at the University of Rhode Island; the University of Massachusetts-Boston China Program Center; and the Bryant University Chinese Film Festival.

Off-campus programs for RWU faculty: Faculty who develop new study abroad programs with partner institutions in Asia will undertake site visits to establish the arrangements for the program; we plan on one trip each to China, Japan, and Korea during both years of the grant. Another international initiative encourages faculty members who have never traveled abroad to follow a faculty-led group for one week through the RWU President Ambassador Travel Program. Faculty will also be encouraged to apply to other funding sources that provide professional development on the East Asian region, such as programs offered by the National Endowment for the Humanities (NEH), the Asian Studies Development Program (ASDP, East-West Center/University of Hawai'i), Japan Studies Association (JSA; one RWU faculty member attending 2009). Faculty who participate in the summer seminars will be encouraged to present papers at local and national conferences of the ASDP, JSA, and the Association of Asian Studies.

Objective 5: Enrich library and media resources to support the program. RWU professional librarians and media staff are committed to supporting current and new academic programs, and will work with the East Asian Studies Program directors and faculty to identify and purchase new materials, including books, journals, video resources, and access to software, as part of the University's regular collection expansion program and with assistance from the grant. A summary of University Library holdings and recommendations is provided in Attachment 7.

Objective 6: Establish an East Asian Center to provide academic and cultural outreach in the area. Administration of the various aspects of the project will be centralized in an office in which the Project Co-Directors, who will each receive one course reduction each semester of the

two-year grant period, will work with the assistant provost, the assistant dean, faculty, and support staff, to coordinate all aspects of the program. In addition to providing a locus of operations for on-campus activities, the Center will provide visibility in contacts with the local and regional communities, with our international partners, and through its website, with national and international accessibility. The Center will be located in the Global Heritage Hall and fall under the aegis of the Spiegel Center for Global and International Programs.

d. Describe the ways resources and personnel will be used to achieve the objectives.

President Roy J. Nirschel and Provost Laura DeAbruna fully support the program. Dr. DeAbruna has assigned the project to Guilan Wang, the Assistant Provost for Global Affairs, to guarantee that the project gets the proper attention from the highest levels of institutional administration. Dr. Wang has extensive experience developing and assessing global initiatives. Dr. Wang's office will work in tandem with the Feinstein College of Arts and Sciences. Dean Robert Cole has assigned administrative support from the College to the Assistant Dean of Humanities and Performing Arts, Dr. Roberta E. Adams, who has been involved with the Asian Studies Development Program of the East-West Center/University of Hawai'i for the past thirteen years, participating in their workshops and their field study programs in Asia, and who has extensive experience with curriculum initiatives. The administrators will meet regularly with the two faculty Co-Directors, Dr. Debra Mulligan and Dr. Min Zhou, both of whom have extensive Asian studies experience, to facilitate and oversee the program.

The University will ensure proper management of the program through its administrative and evaluation systems. The goals and objectives of the project will serve as the basis for program design and establishment of completion target dates. The evaluation plan will measure accomplishments in keeping with the university's standards for outcomes assessment.

The University will ensure proper fiscal management of the program. The Office of University Finance will maintain, report, and track all grant funds, employing fund accounting practices. The grant will be set up as a separate fund and expenditures will require signature and approval by the Project Director(s), Dean, Provost, and accounting office representative. These procedures ensure that all expenditures comply with the approved proposal, government regulations, and pertinent accounting standards. Title VI funds will be accounted for using the Educational Department General Administrative Requirements (EDGAR) guidelines.

e. Provisions for equal access and treatment. The University holds as a core value the nurturing of a caring and respectful community. Its Intercultural Center provides support and programs to promote campus diversity, to reach out to students from traditionally underrepresented groups, including racial and ethnic minorities, and offers campus programs to increase sensitivity to diversity issues. The University is an Equal Opportunity/Affirmative Action Employer and does not discriminate on the basis of race, ethnicity, religion, color, gender, age, sexual orientation, national origin, veteran status, disability, or any other protected class, with regard to any persons employed, enrolled, or invited to campus as guests at events or programs. The University adheres to the guidelines of the Americans with Disabilities Act in making parking and buildings accessible to all. The President heads a blue ribbon commission on inclusive excellence dedicated to insuring that every aspect of the university reflects its commitment to inclusive values.

The project is also designed to attract the interest and participation of underrepresented populations by working with faculty from high schools serving a high percentage of those students.

See Table that follows for Timeline of Activities and Audiences:

Goals & Timeline	RWU Faculty Development	RWU Curriculum/ Resource Development	RWU Undergraduate Activities	High School Teacher Activities	East Asian University/NGO Partnerships
Goals	Increase institutional academic capacity in the East Asian Area Studies through building a core faculty group of 20-24 to create and institute new curricular components	1. Develop 13 new courses in foreign language and area studies 2. Revise 15-18 existing courses including 3 of 5 required introductory and interdisciplinary courses 3. Increase library collections on East Asia (books, periodicals, media)	1. Have 80 or more student participants in the annual East Asian Speaker Series 2. Have 15-20 students study in China annually 3. Have at least 6 students study in Japan, 2011 on 4. Have 10 students study in Korea, 2011 on 5. Enroll in E. Asia courses and programs 5. Participate in Global Learning Outcome survey	Train 16 local school teachers, in collaboration with RWU faculty, who will be the core players in the promotion of East Asian Area Studies in their own schools	1. Build at least 3 institutional partnerships in China, Japan and Korea to promote area studies 2. Locate at least 3 NGOs in Hong Kong and Korea
Summer 2009	1. Project overview and planning 2. Identify core faculty group	Add library resources, including newspapers in Chinese and Japanese		Contact 2 local schools to invite their faculty participation	Contact 3-6 institutions in East Asia to strengthen and/or build partnerships
Fall 2009	1. East Asia Speaker Series (3 speakers, from China & the U.S.) 2. Set up East Asian Center, define mission 3. Identify 4 courses to include student participation in co-curricular activities 4. Faculty group meets	1. Develop foundation course, Intro to Asian Studies 2. Revise 4 courses 3. Submission of East Asian Studies Minor and courses for curriculum approval	1. East Asia Speakers' Series (3 speakers, from China & the U.S.) 2. East Asian cultural Day in the International Education Week celebration in November	1. East Asia Speaker Series (3 speakers, from China & the U.S.)	1. East Asia Speaker Series (3 speakers, from China & the U.S.)
Spring 2010	1. East Asian Area Studies Roundtable 2. Roving Eye Film Festival featuring East Asian filmmakers 3. Faculty group meets	1. Develop 2 new courses (Advanced Chinese, Japanese) 2. Pilot Intro to Asian Studies	1. East Asian Area Studies Roundtable 2. Roving Eye Film Festival featuring East Asian filmmakers	1. East Asian Area Studies Roundtable 2. Roving Eye Film Festival featuring East Asian filmmakers	1. East Asian Area Studies Roundtable 2. Roving Eye Film Festival featuring East Asian filmmakers 3. Faculty site visits to China, Japan, Korea

Goals & Timeline	RWU Faculty Development	RWU Curriculum/Resource Development	RWU Undergraduate Activities	High School Teacher Activities	East Asian University/NGO Partnerships
Summer 2010	1. Send 2 faculty to China and 2 to Japan 2. Conduct 12-day Summer Seminar for a group (8 RWU faculty, 8 local teachers)	1. Develop 2 new courses including one intermediate Japanese 2. Revise 10 courses, including Core 102, Core 104, and Core 105	1. One faculty-led student group to Hong Kong for service learning 2. Faculty-led student group to Xian, China 3. Global Learning Outcome survey	8 local teachers join the 12-day Faculty Summer Seminar	
Fall 2010	1. East Asian Studies Roundtable 2. Global Communication Symposium on East Asia 3. Faculty group meets	1. Develop 3 new courses 2. Revise 4 courses 3. Offer Japanese 101 4. Submit East Asian Studies Major through curriculum process	1. Global Communication Symposium on East Asia 2. East Asian Cultural Day during International Education Week celebration	1. Global Comm. Symposium 2. East Asian Cultural Day, Int'l Education Week celebration	1. Global Communication Symposium 2. East Asian Cultural Day, Int'l Education Week celebration
Spring 2011	1. 2 faculty to Korea 2. Int'l Colloquium on Religion & the State with an East Asian session 3. Speakers' Series 4. Faculty group meets	1. Develop 2 new courses 2. Offer Japanese 101-102 4. Offer Advanced Chinese 430	1. Int'l Colloquium on Religion & the State with an East Asian session 2. Speakers' Series	1. Int'l Colloquium on Religion & the State with an East Asian session 2. Speakers' Series	1. Int'l Colloquium on Religion & the State with an East Asian session 2. Speakers' Series 3. Faculty site visits to China, Japan, Korea
Summer 2011	1. 12-day Summer Seminar (8 RWU faculty, 8 local teachers) 2. Evaluate and expand the function of the core faculty group for future development	1. Develop 1 new course 2. Review and assess all new and revised courses 3. Review new library & media collections 4. Review East Asian Center mission and activities	1. Two faculty-led student groups to China 2. Faculty-led student group to Japan 3. Faculty-led student group to Korea 4. Global Learning Outcome survey	8 local school teachers join the Second Summer Seminar	Review partnerships in East Asia and research areas for expansion and areas to be strengthened or improved
2011-2012: Ongoing review and support of the program, to attract majors/minors, increase numbers in language courses, add and revise courses as new faculty are hired, sustain and enlarge study abroad opportunities, increase number of local service learning sites, add to resources, encourage and support faculty and faculty/student research, and cement partnerships with area high schools and local community. For Spring 2012, plan a one-day event for faculty and teacher participants in the summer seminars to share with each other and members of the community the results of their work, including a showcase of faculty research and University and high school student work and experiences.					

2. Quality of Key Personnel (See Attachment 3 for CVs)

2. a. Describe the project director(s)' education, experience and other qualifications. Two faculty members with expertise and experience in East Asia and East Asian studies will serve as Co-Directors for the project. Each will receive one course release per semester for the two years (four semesters) of the grant period.

Dr. Debra Ann Mulligan, Associate Professor of History (Project Co-Director), earned her B.A. at Rhode Island College and her M.A. and Ph.D. from Providence College. She served as Assistant Director for the RWU Honors Program (2003-2007), and is still actively engaged in that program, as well as in Phi Alpha Theta, the National History Honor Society, where she currently serves as a member of the National Advisory Board; she hosted the regional meeting in 2004. At RWU, Debra has assisted the History/American Studies department to expand its curriculum to include Asian Studies courses; she teaches a variety of course in East Asian, U.S., and European history. In addition to numerous conference presentations and several articles on U.S. and Asian topics for the *Twentieth Century Encyclopedia*, *Twentieth Century Scandals*, and the *American Immigration Encyclopedia*, she has published articles on “Reading and the Second World War, 1941-1960” (*Cultural History of Reading*, Vol. 2. Westport, CT: Greenwood Press, 2009); “Political Rivalry in Rhode Island: William H. Vanderbilt vs. J. Howard McGrath: The Wiretapping Case” (*The Massachusetts Journal of History*, Winter 2008); and “Vietnam and Education” (*Macro Center Publication*, Bristol, RI: Roger Williams University, April, 2005). She is currently working on manuscripts related to Rhode Island history and on an article about the February 26, 1936 “Incident” in Japan through the eyes of two American journalists.

Dr. Min Zhou, Assistant Professor of Foreign Language (Project Co-Director), received her B.A. and M.A. from Peking University in Beijing and her Ph.D. from the University of

Michigan in Ann Arbor. As a native of the People's Republic of China, who has been trained in Germanic languages and literature, Min Zhou takes full advantage of her multilingual and multicultural background to promote understanding among peoples of different cultures. In addition to Chinese language courses at different levels, she also teaches about Chinese films, literature, and philosophy. She took students to Shanghai and helped set up a Summer Program in China for the University of Minnesota, Morris. Her project, "Teaching Chinese Language and Culture Through Chinese Commercials" was awarded a CIBER (Center of International Business Education and Research) grant in 2007. She is currently working on a research project on the image of China in contemporary German literature.

2. b. Quality of other key personnel. Administrative project oversight will rest with the Assistant Provost for Global Affairs and with the Assistant Dean of Humanities and Performing Arts.

Dr. Guilan Wang, Assistant Provost of Global Affairs, oversees the Spiegel Center for Global and International Programs. Prior to joining RWU, she was the Director of International Education at Central Michigan University (1999-2008) and the Director of International Office at Dartmouth College (1995-1999). Her responsibilities include education abroad, global and international programs, global partners, and international scholars. Dr. Wang is actively involved in faculty international development, global learning outcomes assessment, and other international and global initiatives, including leading the development of programs in Middle East and North Africa Area Studies and Asia Studies. Dr. Wang received her doctoral degree in Higher Education Administration and Master's degrees in Student Affairs and in Teaching English as a Second Language from West Virginia University; her B.A. in English Language is from Shanghai Foreign Studies University, Shanghai, China.

In addition to her administrative work, Dr. Wang has taught courses in Chinese culture, international management, and education administration theory, at Central Michigan University, Dartmouth College and West Virginia University, and has led student groups to China. In addition to her many conference presentations and journal articles, her publications include *Modern China and the New World: The Reemergence of the Middle Kingdom in the 21st Century* (co-author; UP of America, forthcoming 2010) and *The Rebuilding of Chinese Private Higher Education* (co-author, Science and Education Press, Beijing, 2003). Dr. Wang will oversee the grant budget and be the primary contact for building partnerships with East Asian institutions.

Dr. Roberta E. Adams, Assistant Dean for Humanities and Performing Arts and Professor of English, earned her A.B. at the University of Michigan, an M.A. in Teaching English as a Foreign Language from the University of Massachusetts Boston, and an M.A. and Ph.D. in English from Indiana University Bloomington. Dr. Adams has taught English language and American literature as a Foreign Expert at Hangzhou University, China, and as a Fulbright Professor at Sofia University, Sofia, Bulgaria. Since completing an NEH Summer Institute in 1996 on “Teaching the Chinese Classics in Translation,” with Roger Ames and Henry Rosemont, Dr. Adams has been actively involved with the Asian Studies Development Program of the East-West Center and University of Hawai’i, participating in summer field studies in China (the Silk Road) and in Korea, and giving papers at annual conferences. She also completed a summer institute on Japan with the Japan Studies Association and participated in their faculty workshop and conference last year in Fukuoka, Japan. She teaches courses in world literatures, with emphasis on Asia, and has published pedagogical materials on the Columbia University Expanding East Asian Studies website, as well as a scholarly article on the Chinese folk novel *Journey to the West* (*Confucian Cultures of Authority*, ed. Peter D. Hershock and Roger T.

Ames, SUNY UP, 2006). Because of her extensive involvement with ASDP and JSA, Dr. Adams will be able to help identify faculty experts to serve as speakers and seminar leaders, and will work with the Project Co-Directors to facilitate and oversee each aspect of the program, providing the time required to accomplish a successful program.

3. Budget and Cost Effectiveness. As outlined in the Budget Detail and Narrative, RWU has designed a program that includes personnel and institutional partnerships with highly relevant credentials in the full scope of the activities and international sites included in the program. All costs are appropriate and cost effective for completing the goals, and RWU is providing funding for most of the personnel time, as well as for key activities. The involvement of faculty across disciplines reflects the collaboration of many academic divisions, as does the participation of the Assistant Provost and Assistant Dean. Study abroad sites and partners capitalize on RWU outreach to international sites. Involvement of high school teachers builds on our existing partnerships with area schools.

The scope of faculty, students and teachers who will benefit from the project includes students studying abroad; all students taking courses in the East Asian Area Studies program; all RWU students who take the revised Core Curriculum courses; faculty and teachers participating in the professional development, and the students who take their courses. The community will be invited to the East Asian speakers and special events.

4. Adequacy of Resources

Facilities. A new 52,000 square foot classroom and office building, the Global Heritage Hall, scheduled to open Fall 2009, will offer well-outfitted computer and media rooms and a dedicated state-of-the-art language laboratory, in addition to seminar and regular classrooms, faculty and department offices, and public spaces. The language laboratory includes four large flat-screen monitors, clustered Internet-access desks for communicative interaction, tablet PCs to facilitate writing in non-western scripts, and satellite broadcast reception ability; all Asian

language classes will be taught in this classroom. The offices of the Spiegel Center for Global and International Programs will be housed on the first floor, with easy campus and public access. The building will provide the focal point for global and international initiatives; the building includes Heritage classrooms, reflecting the ethnic and racial diversity of the regions, and the cultures that have helped to shape Bristol. Most project events will occur in this new building.

Resources. The University Library offers rich academic resources, with a book collection exceeding 200,000 volumes, growing at the rate of more than 5,000 volumes a year; 2,700 periodical titles; and access to an array of online web-based research materials. A computer link provides instant access to a wide variety of specialized information databases and to more than ten college and university library collections in Rhode Island. The Libraries are also affiliated with statewide and national professional and academic groups and associations, including the Higher Education Library Information Network (HELIN Consortium). Students and faculty have access to a wide range of media and academic computing services, including wired and wireless networks, the global Internet2 infrastructure, and video-conferencing facilities.

5. Plan of Evaluation (See Attachment 6 for sample instruments)

5. a. Plan for evaluating effectiveness; b. Criteria.

A. Assessment of student language learning

The Department of Modern Languages will evaluate the effectiveness of the Chinese and Japanese language courses with the following criteria:

1. Increasing enrollment in culture and language courses as the visibility of the program increases and as more courses in various subject areas become available for students.
2. Increasing participation in study abroad opportunities to Asian countries as visibility increases.
3. Increased number of courses in both subject areas and in language instruction that have a

critical mass of students registered.

4. Measurement of students participating in the program as a Core Concentration, minor or major in comparison to similar programs at RWU and at other comparable academic institutions.
5. Assessment by faculty of material presented in area and language studies courses with a view toward ever more rigorous programs of study.
6. Measurement of library resources and use of those resources by students.
7. Language placement examinations prior to each level of language instruction to ensure students are at the appropriate level.
8. Exit surveys for each class and for university graduates (who participated in these courses) to determine the value of the courses for the student's career goals and/or usefulness for those starting their careers.

At the end of each semester, the department will examine the metrics involved in each of the first seven criteria mentioned above (#8 will be examined at the end of the school year). The department expects that in each area, steady gains in enrollment and use of resources will suggest a sustainable model. Assessment will enable faculty to evaluate the curriculum delivered in the courses with a view to designing additional courses or more rigorous courses.

B. Assessment of non-language courses

Ongoing assessment will be an integral feature of the project and will constitute the evidence for periodic evaluation of its effectiveness. Three types of assessment will be conducted routinely, as summarized in the following table:

SUMMARY OF MODES OF ASSESSMENT

	Learning outcomes	Progress reports	Census data
<i>Levels</i> Course	Students: 1,2a,2b		Course enrollments: 1,3a
Program	Students: 3a,3b,4	Librarians: 5	Study abroad: 3a
		Administrators: 5,6	Student research: 3b
			Student internships: 4 Faculty research: 3c
East Asia Center	High school and middle school students	Education faculty liaison to local schools: 6c	Enrollment in workshops, seminars; participation in cultural activities: 6c
Institution		Directors: 1-6	
KEY: (1) language courses (4) service learning/internships (2a) subject courses (5) research resources (2b) infused courses (6a) Center: curriculum expansion (3a) study abroad (6b) Center: faculty development (3b) undergraduate research (6c) Center: community outreach (3c) faculty research			

For all courses with an East Asian focus, faculty will create a common survey instrument to be administered at the beginning and end of each course. The questionnaire will assess a) general knowledge of the history and geography of East Asia; b) familiarity with contemporary issues affecting an East Asian society; c) interest in pursuing further study of an East Asian language or culture; d) interest in traveling to East Asia for study, research or an internship.

c. Describe the methods of evaluation: the kinds of data to be collected and analyzed.

1. Class enrollments (objective)
2. Library use (objective)
3. Course surveys (objective)
4. Success of courses according to instructor (subjective)
5. Study abroad exit surveys (objective)

6. Language placement (objective)

7. Student exit surveys (subjective)

Will this provide an evaluation that is objective and quantifiable?

Yes. Five of the evaluation methods are quantifiable; two are subjective.

Indicate how evaluation results will be used to shape the development of the project.

1. Evaluations will aid the instructors, departments and the university in enhancing the courses, adding new courses and languages, and in creating effective study-abroad experiences.

2. Objective data collected by the Department of Modern Languages will be used to apply for certification through accrediting bodies in the U.S., China and Japan and through the American Translator's Association (ATA), which will offer our students greater opportunities to use their skills after graduation.

3. The Program Co-Directors will coordinate with the Registrar, the Spiegel Center for Global and International Programs, the Student Internship office, and the Foundation for Scholarship and Teaching, in order to remain informed of new and ongoing initiatives related to the Program objectives. To facilitate the collection of enrollment data, academic courses that contribute to Program objectives will be cross-listed with the prefix ASIA.

5. d. Describe or provide examples (in the appendices) of evaluation tools.

1. Class enrollments and library resource comprise data collected at the administrative level

2. Course survey (See Attachment 6)

3. Instructor survey includes a report submitted by the instructor of each course. The report includes the syllabus, goals, goals met and overall observations. These reports are kept on file in the appropriate department for review.

4. Study Abroad survey (See Attachment 6)

5. Student exit survey will be created prior to the implementation of the program.
6. Placement examinations. 100 point examinations (50% written, 50% oral). The department currently uses this tool for other languages regularly offered at the university. (See Attachment 6)

Proposed timetable for conducting evaluations.

Course enrollment and library usage data is collected every semester. Course surveys will be administered at the completion of each course. Study abroad surveys are administered during the debriefing sessions with students upon their return to campus. Student exit surveys will be administered when students complete the minor, and to seniors in the major in the weeks preceding graduation, or, if the student leaves the university or withdraws from the program, at the time of the exit interview.

The Program Directors will assemble the information obtained from these assessments and prepare a semi-annual report early in the fall semester and midway through the spring semester. They will schedule meetings of key personnel involved in implementation of the project goals to review the evidence and develop strategies to enhance the program.

Independent Third-Party Evaluation. As part of the institution's regular departmental self-study evaluations, the Foreign Languages programs are to be evaluated by an outside evaluator during Fall 2009, which will include evaluation of the Chinese language program. The University will invite Dr. Fay Beauchamp, Director of the Center for International Understanding, Community College of Philadelphia, to act as an outside evaluator for the program. Dr. Beauchamp has served as Project Director or Co-Director for three Title VI grants at her institution and is currently serving as an outside evaluator for a Title VIA grant at Joliet Junior College in Illinois. She will visit the program once in Year One and once in Year Two to conduct interviews with personnel involved in the project and to examine all of the evaluation materials assembled by the

Co-Directors, administrators, and faculty as noted above. The Program Directors will send the evaluator a report during Year One and will develop a dialogue with her between her visits, to help make program adjustments as deemed necessary.

Through the implementation of this evaluation design and the integration of all project activity and faculty into the University's existing evaluation structures, we are confident that a thorough evaluation will be conducted for all grant-related activities.

6. Commitment to International Studies

6. a. Show current strengths as measured by no. of international studies courses offered.

The University has shown its commitment to international studies and over the past seven years has taken major steps to internationalize the campus and the curriculum, in keeping with its stated mission to do so, and its slogan, "Learning to Bridge the World." Over a five year period, the number of RWU who have studied abroad increased 111.25%; the 2008-2009 academic year showed an increase of 26% in terms of student participants as compared with the previous period. The University offers two international studies majors. RWU Feinstein College of Arts and Sciences offers a B.A. in International Studies, in which students take five international relations foundation courses, two courses intended to promote intercultural negotiating skills, and eight thematically-related courses in one of four tracks, Globalization Studies, Culture and Identity, Area Studies/Europe, or Area Studies/Non-Western. The new East Asian Studies minor will become an option for the Area Studies/Non-Western track. Students in this major also must demonstrate minimum proficiency in a foreign language and are encouraged to study abroad. The Communications Department offers a new major in Global Communications, which requires students to complete seven global Communications courses, one course in Rhetoric in a Cultural Context, and elective courses with a global focus; the major

encourages study abroad and completion of an internship with a global focus. Global Communications is also available to students as a five-course concentration.

The RWU Gabelli School of Business offers the B.S. in International Business. Students complete five international foundation courses, three courses related to the European Union, two courses focusing on diversity or international topics, and demonstrated competency in a foreign language. Students are encouraged to participate in a study abroad program with a foreign language component. The new partnership between the RWU School of Art, Architecture and Historic Preservation with Tsinghua University in Beijing will provide architecture students the opportunity to study and conduct internships abroad.

In addition to these degree programs, over 200 courses with either a fully international focus, or with global or international components, are offered through five schools and over twenty departments throughout the University, and because of the global emphasis at the university, new courses are developed and added to the curriculum every year. For a list of courses currently in the Catalog, see Attachment 5.

6. b. Faculty/administrators involvement in the planning.

Faculty and administrators have met in committees and in Town Hall meetings, and have shared ideas through Blackboard discussion sites and through email exchanges, to revise the general education curriculum to include focus on global and international learning; to develop partnerships with East Asian institutions; to construct the Chinese language minor/concentration; and to develop area studies programs, with recent meetings focused on development of the East Asian Studies minor and major.

6. c. Institutional commitment.

Letters of support from the Provost, Dean of Arts and Sciences and Dean of Education demonstrate the commitment to implementing an interdisciplinary project. (See Attachment 1) The institution is making a one-to-one match to this proposal. The expertise, range and commitment of the personnel strongly support the ability to achieve objectives. The Plan of Operation, Quality of Key Personnel, Adequacy of Resources, and Budget Narrative all indicate the institutional commitment.

6. d. Show level of institutional commitment as demonstrated by use of institutional funds.

RWU will fund the release time for one of the co-directors and is providing the time of the Assistant Provost, Assistant Dean, Global Center, as well as significant funding for professional development and East Asian speakers and event. The institution's commitment to global and international education is part of the President's Strategic Plan, "Roger Williams 2020," which proposes that every student graduate with a portfolio of measurable global competencies, relating to language, living and learning abroad, course work, and understanding emerging and non-European countries. Implementation of these goals has included hiring new faculty with global expertise in a wide range of disciplines and creation of the administrative positions of Assistant Provost for Global and International Affairs, and Associate Dean of Students/Director of the Intercultural Center. The administration has supported development of new courses, programs, and study abroad and has provided faculty professional development funding. The new multi-purpose classroom and office building, the Global Heritage Hall, is a showcase of this commitment to global education. In addition, as part of the faculty development initiatives, we expect faculty to pursue research that will lead to delivery of papers at professional conferences, participation in workshops sponsored by professional organizations, and publication of research

results in national and international refereed journals. Presentation proposals are planned at conferences sponsored by organizations such as: Association of Asian Studies, Asian Studies Development Program, Association of International Education Administrators, and the Japan Studies Conference. Through our participation in AAC&U, we will share the results of our program development and assessment with colleagues throughout the U.S. as we participate in those forums.

7. Elements of the Proposed International Studies Program

7. a. How activities contribute to the program. Each of the six stated goals of the project is constructed to contribute to a program in Chinese (Mandarin) and Japanese language instruction and to the minor and major course of study of East Asia. The activities will contribute to increasing the expertise of RWU faculty and local area teachers; provide faculty with the training to revise and develop new courses in this area; and provide more opportunities for students and faculty to engage in partnerships and study with East Asian institutions of higher education.

7. b. Adequacy of interdisciplinary aspects. The program is interdisciplinary in every aspect. The foundation course, Introduction to East Asian Studies, will cover philosophy, religion, arts, anthropology, history, politics, and economics. Students can choose one of three major capstone courses, with interdisciplinary elements of arts and humanities; social sciences; or science and technology. Faculty from the Feinstein College of Arts and Sciences; the School of Art, Architecture and Historical Preservation; the School of Education; and the Gabelli School of Business will work together to develop modules for more than twenty new and revised courses, of which at least half will include materials from two or more disciplines. Students in the two interdisciplinary majors, International Relations and International Business, will be encouraged to select the East Asian Studies minor to enhance the interdisciplinary aspect of their programs.

7. c. Adequacy of the number of new and revised courses. The introductory interdisciplinary course, Introduction to Asian Studies, will serve as a foundation course for both the East Asian Studies minor and the major. RWU currently offers a sufficient number of courses with East Asian content for students to complete the minor; the proposal for the minor will be formalized and submitted to the curriculum review process next year. The grant will enable RWU faculty to create 12-14 new and 12-16 revised courses (including a capstone course), study abroad, and internship opportunities, so that students can complete the major in East Asian Studies. Students will be able to select concentrations in the social sciences, arts, or humanities, because of the range of new and revised courses to be created. In addition to language courses in Chinese and Japanese, course requirements will include interdisciplinary introductory and capstone courses, courses in East Asian history, and elective course offerings in anthropology/sociology, art and architectural history, business, communications, dance, economics, environmental science, international relations, literature, music, philosophy, political science, theater, and writing. The program will also provide opportunities for study abroad, service learning and internships abroad.

7. d. Adequacy of the plans for improving and expanding language instruction. RWU minor programs consist of six courses, normally 18 credit hours. There are currently five courses for the minor in Chinese (Mandarin); two more advanced courses will be created during the term of the grant. Japanese language will be a new offering the second year of the grant, with two beginning courses available; if students enter with prior Japanese language study, the instructor will offer independent study at the higher levels. Additional courses in intermediate and advanced Japanese will be added after the term of the grant for the emerging population of student learners, with a minor added as the numbers increase (after the term of the grant). The

minor and major in East Asian Studies both require language study in Chinese (Mandarin) or Japanese or both at a proficiency level. The major will require a study abroad component in one of the target countries, which will be an option (6 credits) for the minor.

8. Need for and Prospective Results of the Proposed Program

8. a. Explain how the proposed activities are needed. The proposed activities for students include study abroad, internship, and service learning programs, as well as co-curricular experiences (lectures, concerts, art exhibits, films, etc.). RWU is committed to having students in international programs gain experience in the countries under study, and to providing avenues for the “hands-on” experience of working with professionals possible in internships. Service learning is part of RWU’s educational mission, with students providing more than 48,000 hours of service last year. It is an important segment of the possible opportunities abroad or in local immigrant communities that we wish to encourage through a program that allows students to gain knowledge and appreciation of other cultures. Co-curricular activities will expose students, faculty, and the RWU community to the ideas of experts on East Asia through the Speakers’ Series, and arts events will provide immediate contact with the culture and cultural traditions. Faculty Seminar cultural demonstrations and museum tours and lectures are essential elements of providing contact with cultural traditions and arts without leaving the U.S. Activities that provide travel to the target countries are the realization of the goals of the program, where students and faculty can build on their learning to immerse themselves in the day-to-day realities of life in an East Asian culture, with some understanding of the values, traditions, and history that help to define the country and the people who will become their friends and colleagues.

8. b. Explain how the proposed use of Federal funds will result in the implementation.

RWU is committed to global and international learning and partnerships and will commit as

many resources as possible to work toward the academic and co-curricular goals for its students. With Title VI assistance for start-up and development, RWU will be able to initiate the new major and support its East Asian Studies program beyond the grant-funding period. In addition to expanding the opportunities for students to learn about one of the most important regions of the world in the 21st century, RWU needs to continue to offer new means for faculty development, to allow instructors to conduct research, learn new developments in their fields, broaden their horizons geographically, and disseminate their findings both informally and formally. The opportunity the Title VI funding will provide to include local area high school teachers in the program is one of the biggest long-term benefits of the program, in terms of the collaboration with RWU faculty, teacher training, outreach to teachers of underserved and underrepresented populations, and creation of an interest in East Asian studies in high school students, who will come to college with the desire and some preparedness to continue their studies in this area.

10. Competition Program Priorities

Invitational Priority 1 (K-12 teachers): The proposal builds on partnerships with area schools in which RWU students complete their teacher training. Teachers from these schools will be invited to apply to participate in our two Summer Seminars to develop instructor expertise in East Asian studies, collaborating with RWU faculty to create curriculum materials. Teacher training candidates will have the opportunity to work with those teachers in their practicum placements.

Invitational Priority 2 (Foreign language assessment): The proposal includes a plan for assessing foreign language competency in Chinese (Mandarin) and Japanese.

Invitational Priority 3 (underrepresented minorities): The inclusion of teachers from schools serving a high percentage of underrepresented populations is intended to increase students' knowledge of and interest in East Asian culture and languages, building a pipeline to increased participation at the undergraduate level.

Invitational Priority 4 (Priority languages): The proposal focuses on two of the U.S. Department of Education's list of Less Commonly Taught Languages, Chinese (Mandarin) and Japanese.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-UISFL_RWU_Support_Letters.pdf**

Attachment 2:

Title: Pages: Uploaded File: **1238-UISFL_RWU_Asian_Univ_Letters.pdf**

Attachment 3:

Title: Pages: Uploaded File: **1239-UISFL_RWU_Other_Attach_CVs.pdf**

Attachment 4:

Title: Pages: Uploaded File: **1240-UISFL_RWU_Attachment4_Proposed_Courses.pdf**

Attachment 5:

Title: Pages: Uploaded File: **1241-UISFL_RWU_Attachment5_Existing_Courses.pdf**

Attachment 6:

Title: Pages: Uploaded File: **1242-UISFL_RWU_Evaluation_Samples.pdf**

Attachment 7:

Title: Pages: Uploaded File: **1243-UISFL_RWU_Attachment7_Library_Resources.pdf**

Office of Academic Affairs

April 28, 2009

Ms. Vickie Schray
Acting Deputy Assistant Secretary of Higher Education Programs
U.S. Department of Education, Office of Postsecondary Education
1990 K Street, N.W.
Washington, DC 20006

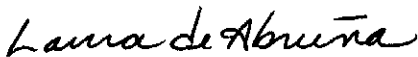
Dear Ms. Schray,

As Provost of Roger Williams University (RWU), I strongly support the university's application for funding under the Undergraduate and International Studies competition. The design for our *East Asian Area Studies* project not only supports our mission of *Learning to Bridge the World*, but is also a vital step in building interdisciplinary collaboration among our departments on campus. By including professional development for high school teachers from our partner schools in Rhode Island, it will also strengthen ties to K-12 and bring East Asian curriculum to a number of schools serving underrepresented populations.

RWU is building international area studies as a part of our goal to enhance global awareness and knowledge and provide our graduates with the skills to succeed in the increasing global economic and cultural environment of the 21st century. Indeed, that goal emerged as a high priority in our ongoing review of the Core Curriculum at RWU. This project fits well with our strategic plan, our facilities expansion represented in our new Global Heritage Hall, and our mission as a liberal arts university. We are providing resources equivalent to the amount requested, and the program is designed to be self-sustaining after the grant period ends.

I hope you will be able to fund this important project.

Sincerely,



Laura Niesen de Abruna
Senior Vice President and Provost



April 28, 2009

Ms. Vickie Schray
Acting Deputy Assistant Secretary of Higher Education Programs
U.S. Department of Education, Office of Postsecondary Education
1990 K Street, N.W.
Washington, DC 20006

Dear Ms. Schray,

As Dean of the Feinstein College of Arts and Sciences at Roger Williams University (RWU), I am pleased to support the university's application for funding under the Undergraduate and International Studies competition. The *East Asian Area Studies* project is an important addition to our goal of educating global citizens who are academically and culturally prepared to contribute to and succeed in today's international and knowledge-based environment. The initiative is designed to build the area studies content knowledge of our faculty, strengthen our foreign language program, add to the academic and cultural resources and experiences on campus, and forge strong partnerships with universities in East Asia. It will also strengthen our ties to local high schools by providing collaborative learning of RWU and high school faculty through summer seminars.

RWU is well into the process of reviewing and revising our Core Curriculum, and educating students to have a global perspective has been identified by faculty, administrators and students as one of the essential learning outcomes. That revision process can provide another avenue for infusing international segments into our curriculum.

This is a particularly timely initiative. It is a strong complement to our support for interdisciplinary and international programs, builds on the strengths of our faculty and key administrators with expertise in international programs, and arises just as we are opening our new Global Heritage Hall with its state-of-the-art language lab facilities. RWU is providing significant resources for the project, and the program is designed to be self-sustaining after the grant period ends.

I am hopeful that you will be able to fund this important project.

Sincerely,

Robert Cole
Dean, Feinstein College of Arts & Sciences

One Old Ferry Road
Bristol, RI 02809-2921
(401) 254-3058
Fax (401) 253-7768
www.rwu.edu



Office of the Dean
School of Education

April 28, 2009

Ms. Vickie Schray
Acting Deputy Assistant Secretary of Higher Education Programs
U.S. Department of Education, Office of Postsecondary Education
1990 K Street, N.W.
Washington, DC 20006

Dear Ms. Schray,

I am writing as Dean of the School of Education at Roger Williams University (RWU) to convey my support for the university's application for funding under the Undergraduate and International Studies competition. The design for our *East Asian Area Studies* project not only supports our mission of *Learning to Bridge the World*, but is also an important addition to our outreach and partnership with local schools.

The project includes professional development for high school teachers from our partner schools in Rhode Island and Southern Massachusetts, and will bring East Asian curriculum to a number of schools serving underrepresented populations. Additionally, collaboration by the School of Education will also help us to bring cultural and curricular awareness to our education students.

RWU partnerships and collaboration with area schools helps to build ties to our community and broaden the experiences of our future teachers. They enable us to bring valuable university resources to schools that are struggling under fiscal constraints. I hope you will be able to fund this important project.

Sincerely,

Mieko Kamii, Ed.D.
Dean and Professor of Psychology and Education

One Old Ferry Road
Bristol, RI 02809-2921
(401) 254-3422
Fax (401) 254-3710



北京外国语大学

BEIJING FOREIGN STUDIES UNIVERSITY

2 North Xisanhuan Avenue P. O. Box 8936 Beijing 100089 China

Tel: 0086-10-88816210

Fax: 0086-10-88810276

E-mail: ieco@bfsu.edu.cn

April 27, 2009

Dr. Roy J. Nirschel, Ph.D.
President
Roger Williams University
One Old Ferry Road
Bristol, RI 02809

Dear Dr. Nirschel:

As Vice President at Beijing Foreign Studies University, I am writing to offer our support and collaboration on Roger Williams University's (RWU) application for funding from the U.S. Department of Education's Undergraduate International Studies and Foreign Language Program. As I was informed, RWU will establish an East Asian Area Studies program with an emphasis on Chinese and Japanese languages, a strong interdisciplinary component, and innovative student learning outcomes assessment. Beijing Foreign Studies University is committed to the conditions set forth in the proposal, which include but are not limited to the following potential areas for collaboration between our two universities.

1. Establish a joint core faculty team in both Chinese and Japanese language pedagogy including curriculum development and student learning outcome assessment;
2. Provide support services for semester and/or short-term students from Roger Williams University in both areas of Chinese language and East Asian Area Studies;
3. Explore hybrid joint courses or programs for students and local teacher professional development in the areas of Chinese language and East Asian Area Studies through a combination of online, face-to-face and other media technology; and
4. Support faculty and student exchange and applied research related to East Asian Area Studies.

Beijing Foreign Studies University is known for her excellence in language learning/research and multi-disciplinary studies and providing learning opportunities to cater to the growing needs in the global community. I am confident that such institutional collaboration will surely enhance the level of academic excellence as well as capacity of both universities.

We look forward to working with you on this project and we hope the proposal is funded. RWU's considerable experience in organizing global initiatives and your commitment to providing a matching level of resources demonstrate the expertise and intent that will make this project an effective model.

Sincerely,

PENG Long, Vice President
Beijing Foreign Studies University



San 42-1, Hyohyeondong, Gyeongju, Republic of Korea 780-712
☎: 82-54-770-5001 E-mail: president@giu.ac.kr / larrychong@giu.ac.kr

April 27, 2009

Dr. Roy J. Nirschel, Ph.D.
President
Roger Williams University
One Old Ferry Road
Bristol, RI 02809

Dear Dr. Nirschel:

As President at Gyeongju University, I am writing to offer our support and collaboration on Roger Williams University's (RWU) application for funding from the U.S. Department of Education's Undergraduate International Studies and Foreign Language Program. As I was informed, RWU will establish an East Asian Area Studies program with an emphasis on Chinese, Korean and Japanese languages, a strong interdisciplinary component, and innovative student learning outcomes assessment. Gyeongju University is committed to the conditions set forth in the proposal, which include but are not limited to the following potential areas for collaboration between our two universities.

1. Provide support services for semester and/or short-term students from Roger Williams University in area of East Asian Area Studies, particularly related to Korea;
2. Explore hybrid joint courses or programs for students and local teacher professional development in East Asian Area Studies through a combination of online, face-to-face and other media technology; and
3. Support faculty and student exchange and applied research related to East Asian Area Studies.

Gyeongju University is known for its excellence in Education, Humanities, Arts, Social Sciences, Natural Sciences, Green Energy, Engineering and multi-disciplinary studies. I am confident that such institutional collaboration will surely enhance the level of academic excellence as well as capacity of both universities.

We look forward to working with you on this project and we hope the proposal is funded. RWU's considerable experience in organizing global initiatives and your commitment to providing a matching level of resources demonstrate the expertise and intent that will make this project an effective model.

Sincerely,

A handwritten signature in black ink, appearing to read 'Soonja Lee'.

Soonja Lee, Ph.D.
President
Gyeongju University, Republic of Korea

DEBRA A. MULLIGAN**EDUCATION:**

Ph.D. Providence College, Providence, RI 1997

M.A. Providence College, Providence, RI 1986

B.A. Rhode Island College, Providence, RI 1982

(Areas of Concentration: American/East Asian Relations, State and Local History, Twentieth Century American History, Modern Europe, Renaissance/Reformation Europe)

**TEACHING/RELATED EXPERIENCE:
(College/University Level)**

Associate Professor of History, Roger Williams University, Bristol, RI 2007-
Assistant Professor of History, Roger Williams University, Bristol, RI 2001-2007
Assistant Director of Honors Program, Roger Williams University, Bristol, RI 2003-2007

Visiting Lecturer, Bridgewater State College, Bridgewater, MA 1996
Adjunct Instructor, Community College of Rhode Island, Warwick, RI 1995-1997
Adjunct Instructor, Roger Williams University, Bristol, RI 1994
Adjunct Instructor, Bristol Community College, Fall River, MA 1993
Adjunct Instructor, Bryant College, Smithfield, MA 1991-1997

FACULTY COMMITTEES:*Roger Williams University:*

Search Committee Chairperson (History/American Studies), 2007-2008
Search Committees (History/American Studies), 2005-2006, 2006-2007, 2008-2009
Lecture Committee (Social Sciences), 2001-2002
Academic Dialogue (Education Department), 2001-2002
Curriculum Committee, 2002- 2003
Ad Hoc Committee on Academic Integrity- 2002-2003
Honors Council, 2003-
Ad Hoc Committee on Elizabethan Exhibit, 2004- 2006
Macro Center Committee, 2005
RITER Grant (Education Department), 2005- 2006

Task Force, Center for Teaching and Advising, 2006

Task Force #3, Strategic Plan: Academic Programs, 2007

(High School Level)

Teacher, Coyle and Cassidy High School, Taunton, MA 1997-2001

PUBLICATIONS:

“Little Italies,” *American Immigration*. Salem Press (forthcoming).

World War I and Immigration,” *American Immigration*. Salem Press, (forthcoming).

“T. Lamar Caudle is Asked to Resign as Head of the U.S. Department of Justice Tax Division,” *Twentieth Century Scandals*. Salem Press, (forthcoming).

“J. Michael Curley is Imprisoned,” *Twentieth Century Scandals*. Salem Press, (forthcoming)

“Famine in North Korea, 1995-1998,” *Twentieth Century Encyclopedia*, Salem Press. April, 2008.

“The Tangshan Earthquake, 1976,” *Twentieth Century Encyclopedia*, Salem Press. April, 2008.

“Political Rivalry in Rhode Island: William H. Vanderbilt vs. J. Howard McGrath: The Wiretapping Case,” *The Massachusetts Journal of History*. Winter, 2007.

Chapter 8, “A Nation Goes to and Comes Home From War,” in *The Cultural History of Reading: America* Westport, CT: Greenwood Publishing Group, November, 2008.

“Vietnam and Education,” in *Macro Center Publication*, Bristol, RI: Roger Williams University, April, 2005.

“Awashonka, Sachem of the Sakonnet in Rhode Island” and “Cape Horn Widows: Women of Whaling Communities,” in *Encyclopedia of State and Local Women’s History*, 2003. (Grolier’s Encyclopedia- CD-Rom)

“James McClain, A Modern History of Japan,” (book review) in *Literature and Psychology and Cultural Criticism*, 2002.

PAPERS AND CONFERENCE PANELS:

Papers Presented:

“With Howard, Howard Comes First,” *Northern Great Plains History Conference*, Manitoba, Canada, September, 2008.

“J. Howard McGrath as Chief Executive, 1940-1941,” *Northern Great Plains History Conference*, Duluth, Minnesota, October, 2007.

“An Issue of Space and Place: Irish-Italian Rivalry in Rhode Island,” *National Popular Culture Association Conference*, Boston, Massachusetts, April, 2007.

“J. Howard McGrath and Quonset Point: ‘With Howard, Howard Comes First,’” *Northern Great Plains History Conference*, Sioux Falls, South Dakota, October, 2006.

“William Henry Chamberlin and Hugh Byas, The February 26, 1936 Incident in Japan,” *Northern Great Plains History Conference*, Eau Claire, Wisconsin, Sept., 2005.

“Irish-Italian Tensions in Rhode Island: J. Howard McGrath as State Chairman, 1928-1934,” *Rhode Island Irish Cultural Association*, Providence College, Providence, RI April, 2005.

“Prohibition, the Police Commission, and the Rise of the Democratic Party in Rhode Island, 1928-1932,” *Northern Great Plains History Conference*, Bismarck, ND Oct., 2004.

“Why History is Important,” *Alpha Kappa Omega Chapter of Phi Alpha Theta*, Salve Regina University, Newport, RI Oct., 2004.

“J. Howard McGrath and the Wiretapping Case,” *Northern Great Plains History Conference*, Fargo, ND Oct, 2003.

“William Henry Chamberlin: From Manchuria to the Sino-Japanese Conflict,” *Northern Great Plains History Conference*, Minneapolis, MN Oct., 2002.

“Rhode Island and World War II,” *Barrington Rotary Club*, Barrington, RI April, 2003.

“Hands Off Japan”: William Henry Chamberlin and U.S./Japanese Relations 1931-1937,” *Northeast Regional Meeting of Phi Alpha Theta* Westfield, MA April, 1995.

“William Henry Chamberlin on Japan: The Struggle between the Lions and the Foxes,” *Eastern Regional Conference of Phi Alpha Theta* Bridgewater, MA April, 1993.

CONFERENCES AND PANELS:

Commentator/Chairperson:

Phi Alpha Theta National Conference, *Student Panel on Asian History*, Albuquerque, New Mexico, January, 2008. (*Commentator/Judge*)

Phi Alpha Theta Regional Conference, United States Military Academy, West Point, NY April, 2007. (*Commentator/Judge*)

Phi Alpha Theta Regional Conference, Yale University, East Haven, CT April, 2006 (*Commentator/Judge*)

“Threat Perception and Responses,” *The Northern Great Plains History Conference*, Eau Claire, WI, Sept., 2005. (*Panel Chairperson*)

Phi Alpha Theta Regional Conference, Quinnipiac University, Hamden, CT April, 2005 (*National Representative/Commentator/Judge*)

“Popular Culture,” *The Northern Great Plains History Conference*, Bismarck, ND Oct., 2004 (*Commentator/Chairperson*)

“Abraham Lincoln, *The Lincoln Symposium: Abraham Lincoln and the Kansas-Nebraska Act: A Sesquicentennial Anniversary Symposium* Roger Williams University, Bristol, RI June, 2004. (*Commentator*)

Phi Alpha Theta Regional Meeting, April, 2004 (*Host*)

OTHER TEACHING AND RELATED EXPERIENCE:

Instructor, NACEL Program, Roger Williams University, Bristol, RI Summer, 1994

Circulation Assistant, Phillips Memorial Library, Providence, RI 1995-1997

Graduate Assistant, Providence College, Providence, RI 1984-1986

HONORS AND AWARDS:

Elected, National Council, Phi Alpha Theta, January, 2006- January, 2008

Elected, Advisory Board, Phi Alpha Theta, January 2008- January, 2010

Graduate Oral Boards, Passed with Distinction, Providence College, Providence, RI 1990

Robert A. Taft Fellow, Rhode Island College, Providence, RI Summer, 1990

Member, Phi Alpha Theta, 1981-

Min Zhou, PH.D.

EDUCATION

University of Michigan, Ann Arbor

Department of Germanic Languages and Literatures

Ph.D. : August 2004

Dissertation: ***Journeys to an Unattainable Destination: East German Travel Narratives and DEFA Documentaries about the Soviet Union.***

The dissertation explores East German travel narratives and documentary films about the Soviet Union against the background of German division and unification. It covers three generations of East German authors and filmmakers, and examines how changes of their image of the Soviet Union reflect a process in which East German intellectuals became disillusioned in their search for alternatives to the existing society.

Dissertation Advisors: Prof. Julia Hell and Prof. Johannes von Moltke

Humboldt University, Berlin, Germany,**DAAD** Dissertation Research Fellowship 2001-2002

Dissertation research including archival work and interviews with several relevant authors and filmmakers.

Beijing University, Beijing, P.R. China,

Department of Western Languages and Literatures

M.A. : January 1996, **B.A.** : July 1991Thesis: *Dichter Tambour. Heinrich Heines "Ideen. Das Buch Le Grand"*

Thesis Advisor: Prof. Yushu Zhang

TEACHING EXPERIENCE

Roger William University, Bristol, RI (May 2006 – present)Assistant Professor of Language**University of Minnesota, Morris**Visiting Assistant Professor of German (August 2004 – May 2006)

Developed courses and syllabi; selected and evaluated texts. Carried complete responsibility for teaching German language and literature. Courses taught include:

Beginning German 1001-1002

Intermediate German 2001
Advanced German Composition and Conversation 3021
Survey of German Literature and Culture II 3102
New German Cinema 3041
Beginning Chinese 1001-1002

University of Michigan, Ann Arbor

Graduate Student Instructor in German (1997-2004)

Taught first- and second-year German (including intensive), with 20-25 undergraduates per class. Courses covered all four skills in a communicative context. Arranged role playing, film screenings, graded homework, quizzes, tests and writing assignments.

Taught Scientific German to students who were pursuing science-based work in German – practical or academic. Selected various scientific articles, went on excursions to the local museums, had students present some fun experiments and projects in groups.

Beijing University, Beijing, P. R. China

Lecturer in German (1991-1997)

Taught German language and literature to Chinese undergraduate students, most of whom were majoring in Germanic languages and literatures.

Taught German to Chinese graduate students who were learning German as their second foreign language.

PRESENTATIONS

“A Comparative View on China and East Germany: Anna Seghers and Her Travel Reports about China,” American Comparative Literature Association Conference, Boston, MA, March 26-29, 2009.

“Using Commercials to Teach Chinese Language and Culture (Sharing My Research Results),” CIBER (Center For International Business Education and Research) Business Language Conference, Petersburg, FL, April 9-11, 2008.

“Remembering, Repeating, Working Through – Post-89 Travel Literature by East German Authors,” German Studies Association October 4-7, 2007.

“Teaching Chinese Language and Culture through Chinese Commercials,” CIBER (Center For International Business Education and Research) Business Language Conference, Columbus, OH, March 28-30, 2007.

"Sorcerer's Apprentice: From Lucian through Goethe to Walt Disney," 48th Annual M/MLA Convention, November 9-12, 2006.

"Between Polyphony and Monologue: a Study of Anna Seghers' *Sowjetmenschen*." 29th Annual conference of German Studies Association (GSA), September, 2005.

"Literature and Politics: Travel Literature from the Immediate Postwar Period." 58th Annual Kentucky Foreign Language Conference, April, 2005.

"A Sentimental Journey to an Imaginary Home. Brigitte Reimann's *Das grüne Licht der Steppen*." 57th Annual Kentucky Foreign Language Conference, April, 2004.

"Travel to the Past – Post-89 Travel Literature about the Soviet Union by East German Authors." University of Michigan, Department of Germanic Languages and Literatures, April 2003.

PUBLICATION

Book Translation: Carl Schmitt, *Land and Sea*, (translated by) Guoji Lin and Min Zhou, Shanghai: East China Normal University Press, 2006

Articles: "Teaching Chinese Language and Culture through Chinese Commercials," *Global Business Language* 2008 (13).

- "Poet Tambour: Heinrich Heine's 'Ideen. Das Buch Le Grand'" *Beijing University Journal*, 1997 (12). Beijing: Peking University Press.

Review: "Rita Chin. *The Guest Worker Question in Postwar Germany*." *German Studies Review* 2008 (2).

FELLOWSHIPS AND GRANTS

CIBER (Center of International Business Education and Research) Business Language Research Grant for a proposal on teaching Chinese language and culture through Chinese commercials (2007)

Roger Williams University's Provost's Teaching Colloquium Fund (2007)

Roger Williams University's Foundation to Promote Scholarship and Teaching (2006)

Bush Grant on "Innovative Teaching & Technology Strategies", University of Minnesota, Morris (2005)

Rackham Dissertation-Writing Fellowship, University of Michigan (2003)

DAAD Dissertation Research Fellowship, Berlin, Germany (2001-2002)

Goethe-Institute Fellowship for Interpretation training, Berlin and Beijing (1992-1993)

TEACHING INTERESTS

German/ Chinese Languages and Culture
and Film
20th Century German Literature & Film
GDR Literature and Film
Minority German Literature
Pedagogy
Chinese Literature and Film

RESEARCH INTERESTS

Post-89 German Literature

GDR Literature and Film
German Travel Literature
German Language

CO-CURRICULAR ACTIVITIES

- Established and supervising RWU's German Club and Chinese Club
- Led 12 UMM students to participate in a pilot exchange program with China. I assisted students to teach English at a high school and stay with host families, led walking tours and out-of-town excursions, and helped them gain some valuable insights into Chinese culture and daily life.
- Supervised the German Club and German Table, and led the 2005 Spring German Film Series.
- Organized a trip to an "Oktoberfest" in a nearby German Town in Fall 2004, assisted a Carnival German dinner in Spring 2005, as well as other curricular and co-curricular activities.
- Participated in the recruitment of high school students. Wrote to their German instructors, met with prospective student visitors and accommodated them in my classes.

LANGUAGES

Chinese (native language)
German (near-native fluency)
English (near-native fluency)
French (reading ability)

GUILAN WANG

• gwang@rwu.edu

EDUCATION

Post-Doctoral: MDP, Harvard University (June 16-28, 02)

Ed.D. Department of Education Administration, West Virginia University (Jan. 91-Dec. 93)

M.A. Department of Education Administration, West Virginia University (Jan. 89-Dec. 91)

M.A. Department of Foreign Languages, West Virginia University (May 87-Dec. 88)

MBA Courses: Took most Courses Required for MBA (as a Visiting Scholar) at Graduate School of Business Administration, Clark University (May 86 – May 87)

B.A. Department of English, Shanghai Foreign Studies University (April 72 – Aug. 75)

PROFESSIONAL EXPERIENCE

Roger Williams University (RWU)

April 2008 – Present

A private, liberal arts institution, with an enrollment of more than 5,000 students from 50 states and over 20 countries, RWU, since 2000, has created “Learning to bridge the world” as its guiding principle of the University.

Assistant Provost of Global Affairs & Director of Spiegel Center for Global and International Programs

Provide institutional leadership in global and international programs. Major responsibilities are -

1. Develop strategic and institutional partners abroad;
2. Assist the Provost to globalize the curriculum through infusion, area studies, foreign languages, study abroad programs and faculty/staff global development;
3. Develop and administer global and international programs that support the University’s mission;
4. Oversee area of study abroad;
5. Seek external funds to for global initiatives; and
6. Work closely with the University President and support the strategic plan’s initiatives related to potential global and international programs and partnerships.

Central Michigan University (CMU)

September 1999 – April 2008

A public, doctorate/research-intensive institution, with an enrollment of more than 20,000 on campus and more than 8,000 off-campus students, has 7 colleges, offering students

their choices of 24 degrees and more than 200 programs of study, including 10 doctoral, 45 MA, and 11 Graduate Certificate programs.

Director, Office of International Education

Provide leadership in the planning, development, coordination, and financing of inter-disciplinary international programs, serving the University with policy-level responsibility for international programs, activities, and services. Reports to the Provost. Major responsibilities include

- 1) Promoting international education through involving faculty members across disciplines, students, and community members;
- 2) Facilitating areas of a) Internationalizing the curriculum; and b) International Linkages;
- 3) Overseeing areas of a) International Student/Scholar Services, b) Study Abroad, and c) International Student Recruitment and Undergraduate/English Language Institute Student Admissions;
- 4) Taking on international and interdisciplinary initiatives through collaborations with colleges and other offices;
- 5) Monitoring the International Education Informational Clearinghouse; and
- 6) Overall office administration including the office budget, scholarships.

Dartmouth College, Hanover, NH

August 1995 - August 1999

Dartmouth, a member of the Ivy League, is a private, four-year, coeducational undergraduate college with graduate schools of business, engineering and medicine and 16 graduate programs in the arts and sciences. Dartmouth is the nation's ninth-oldest college, founded in 1769.

Director, International Office: Responsibilities and new initiatives include

- 1) Promoting international education through programs involving faculty, students, community members, and organization on and beyond campus;
- 2) Overseeing services to more than 500 international students and about 200 international scholars;
- 3) Administering International House and International Friendship Program;
- 4) Chairing the International Programs Advisory Committee;
- 5) Overall office administration: managing the office budget; supervising staff and a student administrative intern; and
- 6) Providing guidelines and assistance in setting up a Community English as a Second Language Program in a local church as a volunteer. Involvements included setting up program guidelines, selection and training of instructors, selection of textbooks, organization of related events for participants, designing ESL completion certificate, and program evaluation.

**West Virginia University, Morgantown, WV
1995****Nov. 1993 – June**

One of 151 institutions nationally that the Carnegie Foundation for the Advancement of Teaching classifies as Doctoral/Research University-Extensive.

Director, Eisenhower International Leadership Program, Office of International Programs

It's a program funded by U.S. Department of Education to train a selected group (104) of

University students. Responsibilities included

- 1) Overall program administration
- 2) Student and faculty recruitment;
- 3) Curriculum development;
- 4) Budget planning and monitoring;
- 5) Program evaluation;
- 6) Designing and scheduling workshops;
- 7) Chairing regular Program Board meetings;
- 8) Working with state, federal agencies, and international businesses; and
- 9) Participating in regional and national meetings.

Assistant to the Director for Program Development, Office of International Programs

Responsibilities included:

- 1) Developing and coordinating international exchange programs and activities especially with foreign institutions of higher education;
- 2) Negotiating training contracts with foreign organizations and managing those training projects;
- 3) Conducting research in the field of internationalization of higher education;
- 4) Managing International Training Programs, such as the development and administration of a contract between WVU and the China National Coal Industry Import & Export Corporation. This long-term training for executives in the coal and coal equipment industry of China at WVU;
- 5) Supervising graduate assistants in different research projects and activities;
- 6) Facilitating the founding of WVU's Center for the Study of Chinese Higher Education in March 1992, including participation of the Center's program development and program implementation;
- 7) Coordinated the founding of the WVU Study Abroad Office and continued to work with that office in identifying and working with foreign institutions, which might host WVU students. Initiated strategies to encourage students to take part in study-abroad programs; and
- 8) Organizing university international seminars.

TEACHING EXPERIENCE

Central Michigan University

- IPS 397, A Survey of Culture in Contemporary China (Summer 2006)
- Team-taught: MGT 667, "International Management" (Spring 2004)
- Team-taught: EDU 495, "Comparative Education in International Context" in Foundations of Education (Fall 2003)

Dartmouth College

- "A Survey of Culture in Contemporary China" Dartmouth Foreign Study Program in China, Beijing Normal University (June 16 - August 31, 1997)

West Virginia University

- Delivery Team Member and organizer, USIA-funded Workshop in Beijing, PR China (July 25 - Aug. 12, 1994);
- Presentations on "Responding to the Market and Enhancing the Quality of Universities" to 25 provincial-level university presidents in China (Subjects include "Strategic Planning," "Total Quality Management," "Management of Information System," "Critical Issues," "Societal and Market Needs," etc.);
- ECON 200, College of Business & Economics, West Virginia University (March 1994 — May 1995);
- A seminar course in applied international leadership, business, and trade, Tri-State Leadership Academy (December 1993); and
- Education Adm. 369, Education Administration Theory and other graduate courses as Teaching Assistant (fall 1990, Spring 1991 and Summer 1991)

Beijing Coal Mining Management Institute, Beijing, China (1975-1986)

- "Management and Leadership for Executives in Coal Industry"
- Taught English language at beginning, intermediate, and advanced level in listening, speaking, reading, writing, and translation.

HONORS

International Who's Who of Professionals: An Honored Member of the Who's Who Historical Society for the Year 2003, with Exemplary Achievement and Distinguished Contributions.

NFEAS Journal National Alumni Honor Roll of Published Writer, 1995-96

Swiger Doctoral Teaching Fellowship, WVU, 1989-92

1991 Women in Education Administration Conference Award

Visiting Scholar at Graduate School of Business Administration, Clark University, Worcester, MA 1986-87

PUBLICATIONS

Books and Journal Articles:

Modern China and the New World: The Reemergence of the Middle Kingdom in the 21st Century, University Press of America, forthcoming 2010 (Co-Author)

The Reflection of China's Private Higher Education Institutions: Concept, Reality, and Outlook, Science and Education Press, Beijing, China, May 2003 (Co-author)

"The Rebuilding of Government Policy of Chinese Private Higher Education," Afterwards, University of Hong Kong Press, No. 1, Volume 1, 2004 (Co-author)

"Using the Socio-Economic Equation to Stimulate the Global Economy," Journal of Academy of Business and Economics, Volume 1, No. 2, Oct. 2003, p. 18-33 (Co-author)

"Building Sustainable Networks: An Action Research Strategy for Management Consultants," Enhancing Inter-Firm Networks and Inter-Organizational Strategies, Research in Management Consulting Series, Volume 3, 2003 (Co-author)

"Concept and Types of Private Institutions: A Preeminent Model," Informational of Non-Government Education Journal, Vol. 3, 2001 (Co-author)

"Training of Chinese School Administrators," National Forum of Educational Administration and Supervision Journal, Vol. 12, No. 2, 1995-96 (Co-author)

"The Problem of Culture: The Clash Between Gerontocrats and Paedocrats in the 1989 Spring Uprising in China," Asian Profile, Vol. 20, No. 2, April, 1992, p. 97-108 (Co-author)

ROBERTA E. ADAMS

e-mail: radams@rwu.edu

EDUCATION:

Ph.D. English, Indiana University, Bloomington
M. A. ESL Studies, University of Massachusetts, Boston
M. A. English, Indiana University, Bloomington
B. A. With Distinction and Honors in English, University of Michigan, Ann Arbor

EXPERIENCE:

Assistant Dean of Humanities and Performing Arts & Professor of English, July 2008-Present
Roger Williams University, Bristol, Rhode Island

Oversee one of three divisions of the Feinstein College of Arts and Sciences, consisting of six departments. Work collaboratively with other administrators, department chairs and faculty to facilitate new program development and curricular development and assessment, and to identify and promote student learning opportunities. Mentor faculty; facilitate department, faculty, and student problem resolution. Teach one literature course per semester; advise students on course and graduation requirements. Conduct faculty class evaluations; serve on faculty hiring committees.

Professor of English, 2003-2008; *Faculty Mentor*, 2006-2007; *Chair, Department of English*, July 2001-June 2004; *Associate Professor*, 1994-2003; *Assistant Professor*, Sept. 1988-1994
Fitchburg State College, Fitchburg, Massachusetts

Teach undergraduate and graduate courses in writing and literature; direct independent study projects; advise students; serve on department and college committees. Chaired department of nineteen full-time faculty, from five to eleven adjunct faculty and two support staff. Oversaw department budget and operations, evaluated faculty, oversaw faculty hiring process, hired adjunct faculty, worked with faculty and department committees to effect curricular change, long-range planning, program review and assessment, and represented department to campus and community constituencies.

Interim Dean of Undergraduate Studies,
Fitchburg State College, Fitchburg, Massachusetts, August 1999-August 2001

Worked collaboratively with department chairs and other administrators to facilitate the development, promotion, and evaluation of undergraduate academic programs, accreditation, and outcomes assessment. Implemented college academic policies for undergraduate students (appeals, probation, suspension, dismissal, readmission, etc.). Exercised oversight of the College's honors program, the Leadership Academy; the Freshman Foundation Year program; and the Summer Bridge Program. Coordinated Spring Honors Convocation; coordinated program for new faculty orientation and promoted faculty professional development and undergraduate research opportunities. Served on administrative hiring committees, the all-college curriculum committee, and other committees as required. Administrative advisor for FSC chapter of the national freshman honor society, Alpha Lambda Delta.

Fulbright Lecturer, English Philology, Faculty of Modern Languages and Literatures,
Sofia University, Sofia, Bulgaria, Sept. 1992-June 1993.

Taught English language, writing, and American Studies. Served as consultant on curriculum for Applied Linguistics. Evaluated English proficiency of Bulgarian candidates for

research and study programs in the U.S. and advised students and faculty on U.S. higher education opportunities. Conducted teacher-training workshops for the University of Delaware-Bulgaria Coalition.

Visiting Faculty, Extension School, English as a Second Language, Harvard University, Cambridge, Massachusetts, June 1988-May 1992.

Taught intermediate to advanced level integrated skills and reading/writing courses; assisted with placement and testing.

Registrar, Mount Holyoke College, South Hadley, Massachusetts, August 1984-August 1987.

Managed department responsible for student records, classrooms, course catalogues, and statistical analyses and reports. Developed computer record applications for IBM38 computer. Advised students; evaluated transfer credit; served on faculty committees; secretary of the faculty.

Lecturer (Foreign Expert), Foreign Languages Department, Hangzhou University, People's Republic of China, Feb.-July 1984. Indiana University Exchange Program.

Taught courses in British and American Literature and Composition; directed three faculty assistants.

Office of the Registrar, Indiana University, Bloomington, Indiana, July 1978-July 1984.

Held positions of increasing responsibility, from *Records Officer* to *Acting Associate Registrar*. Managed section operations; supervised administrative and clerical staff; served on campus committees; helped develop and implement computer record applications; served as campus resource on academic policies.

PUBLICATIONS:

"Lu Xun's 'My Old Home' and *Beijing Bicycle*." Expanding East Asian Studies Teaching Collaborative,

Weatherhead East Asian Institute, Columbia University. www.exeas.org. August 2007.

"Aspects of Authority in Wu Cheng-en's *Journey to the West*." Chapter in *Confucian Cultures of Authority: Chinese Practice*. Ed. Roger T. Ames and Peter Hershock. Syracuse: SUNY Press, 2006.

"Buddhism in the Classic Chinese Novel *Journey to the West*." Expanding East Asian Studies Teaching Collaborative, Weatherhead East Asian Institute, Columbia University. www.exeas.org. November 2005.

"Riding Lessons: Enchanting the Ordinary," *Tablature*, Newsletter of the Florida Institute of Technology Department of Humanities and Communication, 1:2, Nov. 1999.

Contributor, "Storied Places: Excerpts from A Silk Road Journal," ed. Peter Hershock, *Asian Studies in America*, Newsletter of the Asian Studies Development Program, Fall 1997.

"On the Way at St. Mary's," with Linda S. Pickle, *Asian Studies in America*, Newsletter of the Asian Studies Development Program, Spring 1997.

PRESENTATIONS / GUEST LECTURES:

"Reincarnation and Transformation in Mo Yan's *Life and Death Are Wearing Me Out*," 15th Annual Asian

Studies Development Program National Conference, Philadelphia, PA, March 6, 2009.

Roundtable Presenter and Facilitator, Kazuo Ishiguro's *When We Were Orphans*, "History, Literature and the Construction of Memory in East Asia," International Crossroads at Fukuoka, Japan: East Asian and Western Connections Past and Present, Japan Studies Association Workshop, June 9-15, 2008.

"Class and Gender in the Work of Sata Ineko," Japan Studies Association Annual Conference, Honolulu, HI, January 5, 2008.

"Embedded Classic Japanese Theater/Literature in Modern Japanese Works: The Task of Decoding," Asian Studies Development Program National Conference, Nashville, TN, March 18, 2006.

"Journey to the East: From Chaucer to Wu Cheng'en and Bunraku," FSC Graduate Colloquium, March 1, 2006.

"Japanese Film and Literature: Kitano's 'Dolls' and Chikamatsu's 'Love Suicides,'" Japan Studies Association Annual Conference, Tokai University, Honolulu, January 5-7, 2006.

"Teaching Buddhist Elements in *Journey to the West*," Panelist with participants in the Expanding East Asian Studies Teaching Collaborative, Weatherhead East Asian Institute, Columbia University; Asian Studies Development Program/ASIANet Annual Conference, Whittier College, Whittier, CA, April 22, 2005.

"Teaching Chikamatsu's *Love Suicides at Amijima* in a World Literature Course," Roundtable, Japan Studies Association Annual Conference, San Francisco, CA, January 6-8, 2005.

Reading from *Frenchtown Summer*, "Celebrating Robert Cormier: Readings From His Works," Annual Tributes, Fitchburg State College, November 2007, November 2004.

"Monkeying Around: Teaching Wu Cheng'en's *Journey to the West*," Panel, "Teaching Asian Literature in Translation," Chair, Panel on Women and Literature; Asian Studies Development Program Annual Conference, Kansas City, MO, April 15-17, 2004.

"Aspects of Authority in Wu Cheng'en's *Journey to the West*," On-line Conference, "Cultures of Authority in Asian Practice," Asian Studies Development Program, Sept. 2-6, 2003.

"Leaving the Chinese Countryside, Past and Present: Lu Xun and 'Beijing Bicycle,'" Panel, "Teaching Asian Film and Literature," Asian Studies Development Program National Conference, Phoenix, AZ, March 7, 2003.

"The Aesthetics of Asian Gardens," Freshman Foundation Year Slide Lecture, Fitchburg State College, March 21, 2002. Presented to Summer Bridge Students, August 6, 2002.

"Nature, Aesthetics, and Memory in Gail Tsukiyama's *The Samurai's Garden*," Panel, "Constructing Nature: Asian Gardens as Art & Idea," Asian Studies Development Program Conference, College of DuPage, Glen Ellyn, IL, March 22, 2001.

"Weaving Wives and Spinning Sisters: Women's Economic Value and Sexuality in Chaucer's *Wife of Bath's Prologue* and Gail Tsukiyama's *Women of the Silk*," Panel, "Analogies and

Intersections: Asian Tales in Cross-Cultural Perspectives," Asian Studies Development Program National Conference, East-West Center and University of Hawai'i at Manoa, July 3, 2000.

"Embodying China: Biracial Characters' Search for Identity in Novels of Diana Chang and Aimee Liu," Asian Studies Development Program, Middlesex Community College, Lowell, Massachusetts, March 10-11, 1999.

"The Silk Road: Xi'an to Hetian," Slide Presentation, Concord-Carlisle Adult & Community Education Armchair Travels Series, February 9, 1998; Fitchburg State College International Education Office Lecture Series, February 19, 1998. Televised on Judith Lindstedt's "Uncommon Ground," (Fitchburg Public Access TV), April 3-5, 1998 & January 16-18, 1999.

"Pedagogical Initiatives in Infusing Asian Content into the Undergraduate Core Courses," Roundtable, Asian Studies Development Conference, College of DuPage, Glen Ellyn, Illinois, March 12, 1997.

"Teaching American Studies in Post-Cold War Europe," Panel, American Studies Association Annual Meeting, October 28, 1994.

"Women in Bulgaria Today," European Women's History, Fitchburg State College, May 5, 1994.

"A Year in Sofia: One Teacher's Experiences in Bulgaria," Massachusetts Association of Teachers of English to Speakers of Other Languages Fall Conference, October 23, 1993.

Speaker, Orientation for Fulbright Grantees to Bulgaria 1993-94, USIA, Washington, D. C., July 22-23, 1993.

Writing Workshops for Teachers, University of Delaware-Bulgaria Coalition for Management Training, Economics and English Language Education, Sofia, Bulgaria, December 12, 1992; April 22, 1993.

"Teaching Maxine Hong Kingston's *The Woman Warrior*," Panel, FIPSE/MLA Faculty Seminar Series, Department of English, Fitchburg State College, March 26, 1992.

"Travel and Literature," Honors Core Course, Fitchburg State College, November 25, 1991.

"Using the Peer Review Process in ESL Writing Classes," with Suzanne M. Koons, Massachusetts Association of Teachers of English to Speakers of Other Languages Fall Conference, October 26, 1991.

"Reading and Writing Across the Curriculum," Faculty Seminar Series, English as a Second Language, Harvard University, July 30, 1991.

"Points of Departure: Using Travel Writings in ESL Integrated Skills and Reading/Writing Courses," Massachusetts Association of Teachers of English to Speakers of Other Languages (MATSOL) Spring Conference, May 3, 1991.

"Making the Curriculum More Multicultural: How Are We Doing It?," Panel, All College Development Day: "Diversity and Community," Fitchburg State College, April 18, 1991.

"The Oral Tradition in Classical and Medieval Literature," Honors Core, Fitchburg State College, March 4, 1991.

"Women in the Middle Ages," Introduction to Women's Studies, Fitchburg State College, Feb. 7, 1991.

REVIEWS:

Pre-publication reviewer for *Longman Anthology of World Literature*, Part I, Spring 2003.

FACULTY WORKSHOPS:

International Crossroads at Fukuoka, Japan: East Asian and Western Connections Past and Present, Japan Studies Association Workshop, Fukuoka, Japan, June 9-15, 2008.

Korean Culture and Society 2007 Summer Institute; East West Center, Honolulu, Hawaii; included two weeks of travel in Korea. Interdisciplinary workshop on history, politics, economics, literature, art, music, religion, education, sociology, and current international relations. Sponsored by the Freeman Foundation and the Korea Foundation. May 28-June 16, 2007.

Expanding East Asian Studies Workshop, 2004-2005 Teaching Collaborative, Columbia University, New York. Project to create web-accessible teaching materials and resources for secondary and higher education instructors. <http://www.exeas.org>

Japan Studies Association/Freeman Foundation 2004 Summer Institute on Japan, Tokai University, Honolulu, Hawai'i, May 23-June 12, 2004. Workshops on Japanese language, history, religion, politics, Japan/US relations, social issues, theater, business and economy, literature, and art.

"Authoring Community and State: Political Culture in Asian Contexts," Faculty Workshop, NEH/Asian Studies Development Program, Eckerd College, St. Petersburg, FL, Oct. 23-27, 2002.

"Riding the Chinese Dragon: Culture, Nature and Technology," Florida Institute of Technology, Melbourne, Florida, Nov. 5-6, 1999.

China Summer Field Study Program, "Along The Silk Road," Asian Studies Development Program, June 30-July 27, 1997. Major themes: Chinese art and Buddhism, history of the Silk Road, cultures and peoples of Central China. The ASDP is a joint program of the University of Hawai'i and the East-West Center.

"Integrating Japan into the Undergraduate Curriculum," Workshop for College Faculty, Slippery Rock University, Slippery Rock, Pennsylvania, September 26-28, 1996.

"Teaching the Chinese Classics in Translation," NEH Summer Institute for College and University Professors, St. Mary's College of Maryland, June 17-July 19, 1996.

FACULTY AND ADMINISTRATIVE SEMINARS:

Association of Departments of English Summer Seminar North, Workshop for New Chairs, Cooperstown, New York, June 13-16, 2002.

First International Symposium on Classical Chinese Gardens, The New York Chinese Scholar's Garden, April 27-28, 2002.

American Association of Higher Education (AAHE) Faculty Roles and Rewards, Tampa, Florida, January 31-February 3, 2001.

"Understanding Teaching," Professional Development Workshop by Dr. Greg Ciardi, Fitchburg State College and Research for Better Teaching, June 5, 2001.

Council of Colleges of Arts and Sciences (CCAS) Seminar for New Deans, Williamsburg, VA, June 14-17, 2000.

American Association of Higher Education (AAHE), Faculty Roles and Rewards, New Orleans, Feb 3-7, 2000.

NEASC Workshop on Assessment, Boston, December 1-2, 1999.

ACT Workshop on Outcomes Assessment, Natick, Mass., October 26, 1999.

"Rethinking the Purposes and Practices of Foreign Language Education," AAC&U, Des Moines, Iowa, October 21-23, 1999.

"Teaching Writing in a CALL Lab" and "Understanding the Internet," Workshops, Multimedia Language Lab, Center for English Language and Orientation Programs, Boston University, October 17, 1998.

Introduction to East Asian Civilization (China and Japan), History 80a, Prof. John Schrecker, Course Audited at Brandeis University, Fall Semester 1996.

"Germany in the New Europe," Fulbright Berlin Seminar, Germany, March 26-April 1, 1993.

"Politics, Culture and Technology: Global Problems and the Search for Solutions," JFK Library Summer Institute for Teachers, Boston, Massachusetts, July 6-17, 1992.

"Exploring Dimensions of Diversity in Writing Classrooms," CCCC Winter Workshop on Teaching Composition to Undergraduates, January 4-7, 1992.

Mount Holyoke College Mellon Faculty Seminar in the Humanities, 1985-1986; Five-College Seminar on the Humanities Professions, 1984-1986.

DISSERTATION:

"Chaucer's Wife of Bath and Marriage in Fourteenth-Century England"

Committee: David Bleich (Director), E. Talbot Donaldson, Eugene Kintgen, Paul Strohm

HONORS:

Undergraduate Faculty Research Associate, Fitchburg State College, 2005-2006

Who's Who Among America's Teachers, 9th Edition, 2004-2005

Fitchburg State College Leadership Award, May 3, 2001

Founding Member, Alpha Lambda Delta, Fitchburg State College Chapter, November 2000

Keynote Speaker and Honorary Member, Kappa Delta Pi, Fitchburg State Chapter, April 2000

Creative Research Faculty Award, Spring 1998

Nominated for Vincent J. Mara Award for Teaching Excellence, 1992, 1995, 1997, 1998, and 2004

Nominated for Student Government Association Teacher of the Year Award, 1991, 1994, 1998

Fulbright Lectureship, Sofia University, 1992-1993

Graduate Faculty Research Fellow, Fitchburg State College, 1991-1992

COMMUNITY:

Cellist, Fitchburg State College Community Chamber Orchestra, Conducted by Susan Kirchhausen,
Fall 2003-Spring 2008.

PROFESSIONAL MEMBERSHIPS:

Asian Studies Development Program Association
Association for Asian Studies
East West Center, Honolulu, Hawai'i
Fulbright Association
Japan Studies Association
Massachusetts Association of Teachers to Speakers of Other
Languages (MATSOL); Executive Board, 1993-1995.
New Chaucer Society

Attachment 4: Proposed East Asian Studies Minor and Major (Draft)**East Asian Studies Minor (18 credits, 6 courses):**Required Courses:

3 cr.: ASIAN 200: Introduction to East Asian Studies
6 cr: Two semesters of Chinese or Japanese Language
3 cr: HIST 281: Modern East Asian History

Elective Courses: 6 cr.; one course must be at the 300-400 level

Choose one course from Area I and one course from Area II or III:

I. Social Sciences:

ANTH 356: World Cultures: Asia
ANTH XXX: World Religions
ECON XXX: International Trade: Asia and the West
HIST 381 Critical Periods and Topics in Asian History
POLSC 3XX: Comparative Politics: Asia and the West
POLSC 346: Foreign Policies of the Major Powers
SOC XXX: Family and Society in Asia
ASIAN 430: Special Topics

II. Humanities/Arts:

AAH XXX Asian Art and Architectural History (China & Japan)
COMM 380: Visual Media in Cultural Context: East Meets West
COMM XXX: East Asian Film
ENG XXX: Non-Western Classics
ENG XXX: Modern East Asian Literature
MUSIC 312: World Culture Through Music/China & Japan
PHIL 212: Eastern Philosophy
THEAT 333: Asian Drama and Dance
ASIAN 430: Special Topics

III. Sciences/Professions:

TBD

IV. Study Abroad/Internship/Service Learning may be approved for 3-6 credits of Electives

Major in East Asian Studies (36 credits):

I. Complete requirements for Language Minor in Chinese, Japanese, or Asian Languages (Chinese & Japanese) (12-15 credits); 3 credits must be at the advanced level in one language.

II. Required Courses: (12-15 credits):

ASIAN 200: Introduction to East Asian Studies
HIST 281: Modern East Asian History
Study Abroad/Internship/Service Learning (3-6 elective credits)
400-level Interdisciplinary Capstone Course

III. Elective Courses: (6-12 credits; minimum of two courses at the 300- or 400-level)

Choose 2-4 elective courses from the lists for the minor above

Attachment 5: International Courses

The following courses, currently listed in the RWU Catalog, are international in focus or have an international/non-U.S. component. Every department also has one or more course numbers reserved for Special Topics courses, often used to pilot potential new courses or to offer topics on an infrequent basis. Many courses with international content are first offered as Special Topics courses.

Feinstein College of Arts and Sciences: Core Courses in History and the Modern World; Literature, Philosophy, and the Ascent of Ideas; The Artistic Impulse; Course Seminars: The Proper Order of Things, Perspectives in World Culture, Visions of Utopia, Cultural Creations/Women Across Time; It's All Greek to Us; Forbidden Ideas; Anthropology: World Cultures, World Religions; Communications: Intercultural Communication, Introduction to Visual Communication, International Communication, Visual Media in Cultural Context, Special Topics in Global Communication; Creative Writing: Introduction to Playwriting, Writers Reading Poetry Seminar, Writers Reading Fiction Seminar, The Use of Style in Writing Fiction; P.E.N. Seminar; Criminal Justice: Terrorism, Securing the Homeland; Dance/Performance: Dance History, British Dance and Performance Art/London; Economics: Economics in Developing Countries, Monetary Economics, International Trade, International Macroeconomics; English: Serpents, Swords, and Symbols; Art and Life Through Story; Myth, Fantasy and the Imagination; Literary Analysis; British Poetry; British Epic Through Novel; Continental Literature; Eliot, Joyce, Woolf and Co.; Vice and Virtue; Shakespeare; Race, Gender and Class in Literature; Non-Western Classics; Environmental Science: Principles of Oceanography; Humans, Environmental Change and Sustainability; Marine Resource Management; Marine Geology; Meteorology and Climatology; Foreign Languages: Intermediate through Advanced

courses in French, Italian, German, Spanish, Portuguese, Latin, Greek, Chinese, and Arabic; literature and culture classes in translation: Actors, Authors and Audiences; Perspectives on Culture, offered for various culture/language groups; History: History of Western Civilization I and II, Modern East Asian History, Survey of Modern African History, Studies in European History, Studies in National History, Ancient History, Medieval History, Age of Renaissance and Reformation, Age of Absolutism, Age of French Revolution and Napoleon, 19th C. Europe, 20th C. Europe, Problems in War and Diplomacy, Critical Periods and Topics in Asian History, Critical Periods and Topics in African History, Critical Periods and Topics in Latin American History, Great Cities in History, Special Topics; Mathematics: History of Mathematics; Music: Evolution of Jazz, Evolution of Musical Style, World Culture Through Music/Latin America, World Culture Through Music/China & Japan, World Culture Through Music/India & Middle East, World Culture Through Music/Indigenous Peoples; Philosophy: Eastern Philosophy, Ancient Philosophy, Medieval Philosophy, Modern Philosophy, Contemporary Philosophy; Political Science: The United States in World Affairs, Comparative Politics, International Relations, Model United Nations, Comparative Politics in the Third World, Politics and Ethnic Conflict, Modern European Politics, Post-Communist World, Revolution and Social Change, International Negotiation, International Political Economy, Foreign Policies of the Major Powers; Rogue States, Allies, Regional Powers; International Law and Organization, Mexican Politics, Cultures in Contact: Mexico Today; Sociology: Globalization and Identity, Comparative Social Movements and Social Change; Theatre: Theatre History I and II; Theatre of Shakespeare; Modern Theatre and Drama; British Theatre and Performing Arts; Asian Drama and Dance; Contemporary Drama; Drama Theory and Criticism; Cultures in Contact: British Heritage and Its Impact on Modern Man; Writing Studies: Rhetoric and Cultural Differences.

Gabelli School of Business: International Finance, International Business/European Union, COOP: International Business, International Management, International Marketing.

School of Architecture, Art, and Historic Preservation: History of Art and Architecture I and II, History of Modern Architecture I and II, History of Landscape Architecture, History of Modern Art, History of African Art, History of Italian Renaissance Art, Art and Architecture in the Classical World, Art and Architecture in the Medieval World, Art and Architecture in the Islamic World, Issues in Contemporary Art, Modern Urban Design Theory, Architecture in Context/Cities Abroad, Dutch Architecture, Cultures in Contact/Study Abroad Seminar, Modernism in the Non-Western World, Theoretical Origins of Modernism, Special Topics (China and Japan, other world areas); History and Philosophy of Historic Preservation; Architecture and Preservation Abroad.

School of Continuing Studies: Industrial Technology: World Class Manufacturing, International Environmental Standards, International Quality Standards; Public Administration: Comparative Public Administration.

RWU Short Term Study Abroad Program Student Survey

Cover Sheet

Short Term Program Attended _____ Semester, Year _____

Name _____

Gender _____

Date of Birth _____

First Language _____

Second Language _____ Circle Proficiency level: Beginning Intermediate Advanced

Campus address

Cell or Local phone _____

Administrative Questions:

1. Was this your first trip to the country where your study abroad program took place? YES NO
2. Did the short-term program lead you to consider or apply for a semester program abroad? YES NO

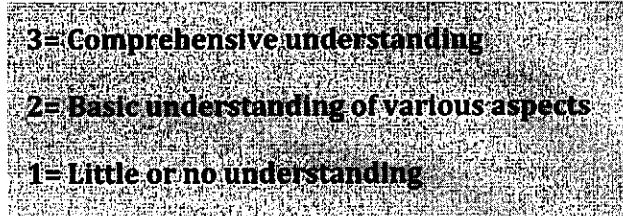
If yes, when and where did you (or plan to) participate in a semester program?

PROGRAM _____ SEMESTER _____

Location/Country _____

PART I: RATING SURVEY

DIRECTIONS: For these questions, rate your response on a scale of 1-3 using the following explanations as a guide:



1. Next to each topic below, please write your rating (1, 2, or 3)

TOPIC	YOUR RATING
-------	-------------

- | | |
|---|-------|
| • Chinese History | _____ |
| • Chinese art and artifacts (pottery, etc.) | _____ |
| • Chinese architecture | _____ |
| • Chinese food | _____ |
| • Chinese Religion and Philosophy | _____ |
| • Peking Opera | _____ |
| • Chinese culture | _____ |
| • K-12 Education in China | _____ |

2. Rate your peer communication while abroad. _____

3. Rate your communication with local people. _____

4. Rate your ability to problem-solve while abroad. _____

5. Rate your ability to fit into the local culture. _____

PART II: QUALITATIVE SURVEY

DIRECTIONS: Please answer these questions with specific information and elaboration. If a question does not fit your experience, explain why in the answer.

1. What were the most important things you learned during your time abroad?
2. How did this study abroad program/course contribute to your global learning?
3. What have you learned about the local culture? List three specific things and elaborate as much as possible.
4. List one or two situations in which you utilized your problem-solving skills abroad.
5. Did you learn a problem-solving skill while abroad that you use now? Example.
6. List one thing from your study abroad experience that changed your thinking.
7. How did the study abroad program help you to improve your ability to accommodate, understand, and respect ideas of others?
8. How did the study abroad program help shape your personal values?
9. Think back to your abroad experience and identify behaviors that are different from yours, but beneficial for the environment.
10. How did the knowledge and/or skill you gained abroad impact your life or career now?

SENIOR SENIOR ON CHINA (CORE 430)

Entry/Exit Questionnaire

- a. Name the dominant ethnic group in China today _____
- b. Name the city that was the eastern end of the Silk Road _____
- c. Arrange the following dynasties in the correct
chronological order: Qing, Tang, Song, Ming, Shan, Yuan

- d. During which two dynasties were the emperors foreign

- e. Name the three major religious traditions of China

- f. Which religious tradition was the basis of the national
examination for entry into the civil service

- g. Name the British corporation that imported opium to China _____
- h. Name the leader of the first Chinese republic _____
- i. Who was the adversary in the conflict that united
Nationalists and Communists

- j. Name two national programs carried out by Mao Zedong

- k. Name a famous Chinese poet, writer and visual artist

- l. Name two important qualities of Chinese calligraphy _____

On the reverse of this page, explain why you would, or would not, be interested in

X: taking additional courses about China and East Asia.

Y: traveling to China or East Asia for three weeks.

**Roger Williams University
Department of Foreign Languages
Foreign Language Exit Exam
GERMAN**

Name:
Score:

I. Select the best answer.

1. Jörn, mach' bitte das Fenster auf! _____ ist ziemlich warm.

- | | |
|--------|-----------|
| a. Ich | c. Sie |
| b. Mir | d. Zu mir |

2. Wer ist _____, Erika oder Gudrun?

- | | |
|-----------|-------------|
| a. kluger | c. klugsten |
| b. klug | d. kluge |

3. Alle Studenten _____ lange studiert.

- | | |
|----------|---------|
| a. ist | c. hat |
| b. haben | d. sind |

4. Daniel hat die Torte gekauft, _____ Simone am liebsten mag.

- | | |
|--------|--------|
| a. der | c. die |
| b. was | d. daß |

5. Hartmut hängt das Bild an _____ Wand.

- | | |
|--------|--------|
| a. der | c. dem |
| b. die | d. den |

6. Mark weiß, daß Heinrich das Buch gestern _____.

- | | |
|----------------|--------------------|
| a. geschrieben | c. schreiben wird |
| b. schreibt | d. geschrieben hat |

7. Eva war schon seit einer halben Stunde da, als Karl und Uwe auch endlich _____.

- | | |
|------------------|----------|
| a. kommen hatten | c. kam |
| b. komnten | d. kamen |

8. Frau Meier und Herr Schmidt _____ abends meistens daheim.

- | | |
|---------|---------|
| a. bin | c. ist |
| b. bist | d. sind |

9. Das Spiel fängt _____ einer Pause an.

- | | |
|--------|---------|
| a. mit | c. über |
| b. auf | d. nach |

10. Wenn Karl Zeit gehabt hätte, _____ er sicher gekommen.

- | | |
|----------|----------|
| a. hätte | c. würde |
| b. ist | d. wäre |

11. Sollen wir einen Kaffee trinken gehen? - _____ Idee hatte ich auch gerade.

- | | |
|-------------|-------------|
| a. Jene | c. Dasselbe |
| b. Dieselbe | d. Manche |

12. Warum bist du nicht mitgekommen? – Ich habe die Kinder nicht allein _____.

- | | |
|------------------|-------------------|
| a. lassen wollen | c. lassen gewollt |
| b. gelassen | d. lassen |

13. Hast du morgen Zeit? – Nein, ich muß _____ Tag arbeiten.

- | | |
|---------------|-----------|
| a. den vollen | c. ganzen |
| b. den ganzen | d. allen |

14. Hat das Telefon geklingelt? – Nein, ich habe _____ gehört.

- | | |
|--------------|-----------|
| a. kein | c. nichts |
| b. niemanden | d. nicht |

15. Ich suche ein Geschenk für _____ Mutter. Hast du eine Idee?

- | | |
|-----------------|-------------------|
| a. meine kleine | c. meinen kleinen |
| b. mein kleinen | d. meiner kleinen |

16. Wie komme ich zum Bahnhof? – Gehen Sie immer die Straße _____.

- a. entlang c. vorbei
- b. über d. zu

17. Wir fliegen im Sommer nach Südamerika. – Ist _____ nicht sehr teuer?

- a. da c. danach
- b. dahin d. das

18. Soll ich den Apfel schälen? – Vielen Dank, der _____ schon geschält.

- a. ist c. wird
- b. sind d. hat

19. Wohnt dein Schwester weit weg? – Nein, sie wohnt direkt _____ die Ecke.

- a. an c. neben
- b. um d. bei

20. Wem gehört die Brieftasche? – Das ist _____!

- a. meiner c. meins
- b. meinen d. meine

II. Select the underlined word or phrase that is *incorrect*.

21. Jorge hat Maria gestern schon wieder einen langen Brief geschrieben.

- a. hat c. einen
- b. gestern d. schreibt

22. Wenn es regnet fährt Maria meistens auf dem Bus an die Uni.

- a. wenn c. auf
- b. regnet d. die

23. Michael hat sich beklagt, daß Frank ihn keinen Brief geschrieben hat.

- a. sich c. ihn
- b. daß d. geschrieben

24. Lars hat vorgestern zu Birgit ein altes Buch über moderne Kunst gegeben.

- a. zu c. über
- b. altes d. gegeben

25. Erich und Ursula haben der Film nun schon zum vierten Mal gesehen.

- a. der c. vierten
- b. schon d. gesehen

26. Wenn es nicht geregnet hätte, hätten Christina und Martin zwei Hauser besichtigt.

- a. geregnet c. und
- b. hätten d. Hauser

27. Andreas hat mir ein Foto von ihre Freundin gezeigt.

- a. mir c. ihre
- b. von d. gezeigt

28. Es war die Studentin, die als letzte heimgingen.

- a. war c. letzte
- b. die d. heimgingen

29. Das Kleid, das Petra gestern gekauft hat, ist wirklich schönes.

- a. das c. hat
- b. gekauft d. schönes

30. Philip ist älter als Ulrich, aber Johannes ist zum ältesten.

- a. älter c. ist
- b. aber d. zum

31. Kennst Du das Mädchen, mit den Ramon sich gestern getroffen hat?

- a. das c. sich
- b. den d. hat

32. Der Besprechung mit Birgit und Peter war sehr interessant.

- a. der c. war
- b. mit d. interessant

33. Sven kommt erst später, da er ein Referat hast.

- | | |
|-----------|---------|
| a. kommt | c. ein |
| b. später | d. hast |

34. Maribel ist gestern drei Bahnen im neuen Freibad geschwommen.

- | | |
|---------|----------------|
| a. drei | c. neuen |
| b. im | d. geschwommen |

35. Guido mag entweder Muscheln noch mag er Fisch als Vorspeise.

- | | |
|-------------|--------|
| a. mag | c. er |
| b. entweder | d. als |

III. Complete the following sentences with the appropriate verbform.

36. Du hast meine Frage nicht _____.

- | | |
|----------------|----------------|
| a. geantwortet | c. beantwortet |
| b. fragen | d. bedanken |

37. Ich frage und Sie _____.

- | | |
|-------------|--------------|
| a. bedanken | c. beeilen |
| b. behalten | d. antworten |

38. Für die Umfrage wurden viele Leute _____.

- | | |
|-------------|------------|
| a. befragt | c. stehlen |
| b. bedienen | d. fragen |

39. In diesem Restaurant wird man immer schlecht _____.

- | | |
|-------------|-------------|
| a. bedanken | c. bedenken |
| b. bedient | d. behalten |

40. Der Mann hat nicht die Wahrheit gesagt. Er hat _____.

- | | |
|---------------|-------------|
| a. beschreibt | c. gelogen |
| b. stehlen | d. bewiesen |

IV. Reading Comprehension. Read the following passages and choose the best answer for each question.

Von der Autobahn A8 müßt ihr die Ausfahrt 'Wannweil' nehmen, und gleich rechts in die Hauptstraße einbiegen. Nach ungefähr einem Kilometer, kommt ihr an einem Supermarkt vorbei. An der Ampel nach dem Ortsschild, müßt ihr links in die Marienstraße einbiegen. Tobias' und Simones Haus ist das zweite auf der linken Seite. Es ist Nummer 110, und hat ein grünes Garagentor.

41. Wie lautet Tobias' und Simones Adresse?

- A. Hauptstraße 13
- B. Marktstraße 3
- C. Autobahn A8
- D. Marienstraße 110

42. Was ist am nächsten bei Tobias' und Simones Haus?

- A. Die Ampel
 - B. Der Supermarkt
 - C. Die Autobahn
 - D. Das Ortsschild
-

Nach einer Niederlage gegen Freiburg am letzten Wochenende gewann der VfB Stuttgart gestern vor 25 000 Zuschauern mit 2:1 gegen den Hamburger SV. Die Gäste aus Hamburg schossen in der 15. Minute durch Horst Hrubesch das 0:1. In der zweiten Halbzeit glich Spielmacher Martin Oettel für Stuttgart aus, und in der 75. Minute schoß der gleiche Spieler das verdiente 2:1.

43. Wer schoß das Tor zum 2:1?

- A. Horst Hrubesch
- B. Martin Oettel
- C. Der Hamburger SV
- D. Jürgen Klinsmann

44. Wo fand das Spiel statt?

- A. In Hamburg
- B. In Stuttgart
- C. In München

D. In Freiburg

Verbringen Sie eine erholsame Woche an den malerischen Stränden der Costa Brava in Nordspanien. Entdecken Sie die Museen, Kirchen, Sehenswürdigkeiten und Restaurants Barcelonas, einer der aufregendsten Städte Spaniens. Besichtigen Sie das einzigartige Dali-Museum in Figueras. Unsere Reise im klimatisierten Luxusbus beinhaltet sieben Übernachtungen mit Frühstück in einem Dreisterne Hotel in Lloret de Mar, sowie Ausflüge nach Figueras und Barcelona. Das Hotel ist nur wenige Minuten vom Strand entfernt, und befindet sich im Zentrum von Lloret de Mar, in der Nähe von Restaurants, Bars und Einkaufsmöglichkeiten. Und das alles für nur 149,- DM. Warten Sie nicht lange - es sind nur noch wenige Plätze frei. Rufen Sie uns noch heute unter (0130) 3839 an oder schicken Sie uns ein Fax unter: (0130) 1846.

45. In welche der folgenden Städte führt die Reise nicht?

- A. Lloret de Mar
- B. Barcelona
- C. Girona
- D. Figueras

46. Wieviele Plätze sind noch frei?

- A. die Hälfte
- B. viele
- C. wenige
- D. 289

47. Was kann man aus der Anzeige schließen?

- A. Lloret de Mar ist am Meer.
- B. In Nordspanien gibt es viele Berge.
- C. Barcelona ist eine Stadt im Gebirge.
- D. Figueras hat viele Kirchen und Schlösser.

Peter Bonnigut, einer der beliebtesten Fernsehmoderatoren des letzten Jahres, wurde gestern mit dem begehrten *Kritikerpreis* des deutschen Medienverbandes ausgezeichnet. Bonnigut begann seine Karriere als Lokaljournalist beim *Reutlinger Tagblatt* in Süddeutschland. Nach mehr als zehn Jahren beim *Tagblatt*, in denen er bis zum Chefredakteur aufstieg, wechselte Bonnigut überraschend von der Zeitung zum Fernsehen. 1985 begann er seine Fernsehkarriere als Nachrichtenredakteur beim *Schwabenrundfunk* in Stuttgart. Nur drei Jahre später ging er nach Hamburg zum *Nordrundfunk*, in die Redaktion des *Tages Journals*, dem wohl bekanntesten und

beliebtesten deutschen Nachrichtenmagazin. Durch seine bissigen Kommentare und seinen Sinn für Humor machte er sich dort schnell einen Namen und wurde als Mr. *Tages Journal* in ganz Deutschland bekannt. Auf der Preisverleihung in Berlin am gestrigen Abend, dankte Herr Bonnigut dem Fernsehpublikum für seine Treue. Er erklärte dann: „Dieser Preis bedeutet mir so viel, daß mir die Worte fehlen“. Und das passiert Peter Bonnigut nicht oft.

48. Dieser Artikel ist ...

- A. eine Einladung zur Kritikerpreisverleihung des Medienverbandes.
- B. eine Anzeige für den *Schwabenrundfunk*.
- C. eine Würdigung von Herrn Bonniguts Leistungen.
- D. eine Stellenanzeige für einen Posten beim *Reutlinger Tagblatt*.

49. „Sich einen Namen machen“ bedeutet ...

- A. seinen Namen ändern
- B. etwas einen neuen Namen geben
- C. seinen Namen behalten
- D. bekannt werden

50. Wo hat Herr Bonnigut seine Karriere als Journalist begonnen?

- A. Als Nachrichtenredakteur beim *Schwabenrundfunk*.
- B. Als Moderator beim *Nordrundfunk*.
- C. Als Lokaljournalist bei einer Zeitung in Süddeutschland.
- D. Als Sportreporter in Berlin.

DIRECTIONS: Each of the sentences has a blank space indicating that a word or phrase has been omitted. From the four choices select the ONE that when inserted in the sentence fits grammatically and logically with the sentence as a whole. Place the letter corresponding to your choice in the blank next to the number of the question.

- ____1. Dieser Rennfahrer fuhr ____.
- A. dem schnellsten
 - B. am schellen
 - C. schnellsten
 - D. am schnellsten
- ____2. Ich stehe schon stundenlang im schnee, und ____.
- A. ich bin kalt!
 - B. mir ist kalt!
 - C. ich bin heiß!
 - D. ich habe heiß!
- ____3. Wir hören überhaupt nichts, ____ er sagt.
- A. das
 - B. was
 - C. welches
 - D. dessen
- ____4. Wenn Maria ____, würde sie ja auch staunen.
- A. dorthingehe
 - B. dorthingeht
 - C. dorthinging
 - D. dorthinginge
- ____5. Wir fragten ihn, aber er ____ nicht.
- A. klingelte
 - B. sagte
 - C. erwiderte
 - D. lenkte
- ____6. Ich wasche ____ die Hände.
- A. sich
 - B. mein
 - C. mir
 - D. mich

- ____7. Meine drei _____ merken nicht, wie ich sie liebe.
- A. Hund
 - B. Hunde
 - C. Hunden
 - D. Hünde
- ____8. Paula hat das Auto gefahren, _____ Tür kaputt ist.
- A. wessen
 - B. das
 - C. des
 - D. dessen
- ____9. Dieses neue Auto ist _____ als das alte Auto.
- A. schön
 - B. schöner
 - C. mehr schön
 - D. mehr schöner
- ____10. Sie wünscht, daß sie ein neues Auto kaufen _____.
- A. kann
 - B. kannte
 - C. konnte
 - D. könnte
- ____11. Während _____, aß er viel Schokolade.
- A. die Film
 - B. dem Film
 - C. des Films
 - D. der Film
- ____12. _____ heißt Ihr Vater?
- A. Wie
 - B. Was
 - C. Wo
 - D. Wessen
- ____13. Der Arzt kommt zum Kranken _____ er kann.
- A. sobald
 - B. so bald
 - C. so bald als
 - D. so bald wie
- ____14. Miriam fährt nächste Woche _____ Frankfurt.
- A. nach
 - B. in
 - C. zu
 - D. an

- ____15. Du holst ____ schnell ein Programm.
A. dir
B. dich
C. sich
D. euch
- ____16. Die ____ Kinder klingen schön.
A. singen
B. singenen
C. singend
D. singenden
- ____17. Du holst ____ schnell ein Programm.
A. dir
B. dich
C. sich
D. euch
- ____18. Paula kann nicht mitkommen, denn _____.
A. sie ist krank
B. ist sie krank
C. sie krank ist
D. ist krank
- ____19. Wann _____ du geboren?
A. warst
B. wurdest
C. bist
D. wirst
- ____20. _____ Mann war mein Freund.
A. Diese
B. Dieser
C. Diesen
D. Dieses
- ____21. Was nimmst du? _____ du eine Cola?
A. Möchtest
B. Mag
C. Mögt
D. Mögen
- ____22. Das _____ weh!
A. macht
B. tun
C. tut
D. ist

____23. Es ist schwer, ____ 6 Uhr aufzustehen.

- A. zu
- B. am
- C. um
- D. an

____24. Leider habe ich ____ Geld.

- A. nicht
- B. keins
- C. kein
- D. nein

____25. Gefällt ____ das Haus?

- A. dich
- B. dir
- C. sie
- D. ihn

____26. Er weiß nicht, ____ ich bin.

- A. wer
- B. der
- C. wen
- D. wem

____27. Wann kommt er ____?

- A. zu Hause
- B. nach Hause
- C. in dem Haus
- D. nach dem Haus

____28. "____ zuletzt lacht, lacht am besten."

- A. Wer
- B. Wen
- C. Wem
- D. Wo

____29. Ich erinnere ____ noch an die Zeit in Wein.

- A. sich
- B. selbst
- C. mich
- D. mir

____30. Ein ____ war bei uns zu Besuch.

- A. Deutsch
- B. Deutsche
- C. Deutscher
- D. Deutschen

- ____31. _____ ich dort wohnte, war ich jung.
- A. Wenn
 - B. Als
 - C. Wann
 - D. Obwohl
- ____32. Das ist die _____ Kirche, die ich je gesehen habe.
- A. schönsten
 - B. schönster
 - C. schönste
 - D. schönstes
- ____33. Wir fahren mit dem neuen Wagen _____ See.
- A. an den
 - B. auf den
 - C. nach dem
 - D. in den
- ____34. _____ Mittagessen gibt es Fisch und Kartoffeln.
- A. Für
 - B. Zu
 - C. Zum
 - D. Am
- ____35. Robert bekommt ein neues Radio entweder _____ Geburtstag oder _____ Weihnachten.
- A. für ... für
 - B. vor ... bei
 - C. zum ... zu
 - D. am ... an
- ____36. Paul hat die Mutter den Weg Entlang kommen _____.
- A. sehen
 - B. gesehen
 - C. sieht
 - D. sah
- ____37. Um 19 Uhr essen wir _____.
- A. Abend
 - B. Abendessen
 - C. zu Abend
 - D. zum Abendessen
- ____38. An dem Tag vor der Prüfung hat er fleißig _____.
- A. studiert
 - B. gearbeitet
 - C. geschlafen
 - D. gespielt

- ____39. Ich sagte dem _____, daß es die Flugkarte des _____ sei.
- A. Pilot ... Student
 - B. Pilot ... Students
 - C. Pilots ... Students
 - D. Piloten ... Studenten
- ____40. Peter spricht mit der Frau, _____ er gestern getroffen hat.
- A. wem
 - B. die
 - C. was
 - D. der

Current library collections in East Asian Studies

Below is an assessment of existing library collections including books, journals and databases to support East Asian Studies. Additionally, students and faculty would have access to the HELIN collection for additional resources.

Book and other media holdings

China	4,639 titles
Japan	3,961 titles
Korea	932 titles
Mongolia	38 titles
Taiwan	268 titles
Hong Kong	220 titles

TOTAL 10,058 titles

Journal holdings

2 journal titles relate to East Asian in the library collection.

Database subscriptions

Depending on the program's area of focus, the following databases may be useful in support of the program:

Academic Search Premier
ABI Inform
Proquest Central
Bibliography of the History of Art
Project Muse
JSTOR
PAIS international
International Bibliography of Theater and Dance
Europa World Yearbook

Future collections to support East Asian Studies and the cost

Books

Below is listed the number of titles identified by Christine Fagan on China, Korea and Japan available through the Blackwell's Area Studies Lists for 2008 which would be valuable for expanding our collection. Also included is the value based on the average price for a book according to Blackwell's North American Approval Program Coverage & Cost Study.

China	54 titles
Japan	27 titles
Korea	27 titles

TOTAL 108 titles x \$77.60 = \$8,380

Since we are already collecting in these areas to support our current curriculum, a reasonable estimate to build the collection would be about **\$8,380**.

Collection of Videos

Faculty recommended that the Library should add a collection of videos on East Asian studies related to cultures, religions, history ... A total of 46 videos at \$35 each for a total of **\$1,640** can be a useful source for the East Asian Area Studies.

Total cost for books and videos to support a new East Asian Studies program is:

$\$8,360 + \$1,620 = \$10,000$.

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-UISFL_RWU_Budget_Narrative.pdf**

Roger Williams University UISFL Project: East Asian Area Studies

Category	Federal	RWU	Total	Federal	RWU	Total	Federal	RWU	Total
	Year 1	Year 2	Year 1	Year 2	Year 2	Year 2	Years 1+2	Years 1+2	Years 1+2
Personnel									
1.1 Project Co-Director Debra Mulligan, Assoc. Professor	\$21,678	\$0	\$21,678	\$22,436	\$0	\$22,436	\$44,114	\$0	\$44,114
1.2 Project Co-Director Min Zhou, Asst. Professor	\$0	\$16,137	\$16,137	\$0	\$16,702	\$16,702	\$0	\$32,839	\$32,839
1.3 Asst. Provost Guilan Wang	\$0	\$7,931	\$7,931	\$0	\$8,209	\$8,209	\$0	\$16,140	\$16,140
1.4 Asst. Dean Roberta Adams	\$0	\$7,066	\$7,066	\$0	\$7,313	\$7,313	\$0	\$14,379	\$14,379
1.5 Asst. Dir. of Global & Internatl Programs Kate Greene	\$0	\$1,356	\$1,356	\$0	\$1,403	\$1,403	\$0	\$2,759	\$2,759
1.6 Study Abroad Coordinator Kevin Hayden	\$0	\$1,498	\$1,498	\$0	\$1,551	\$1,551	\$0	\$3,049	\$3,049
1.7 Global Program Coordinator Marcy Farrell	\$0	\$1,380	\$1,380	\$0	\$1,428	\$1,428	\$0	\$2,808	\$2,808
1.8 Global Center Administrative Asst.	\$0	\$309	\$309	\$0	\$319	\$319	\$0	\$628	\$628

Total Personnel	\$21,678	\$35,677	\$57,354	\$22,436	\$36,925	\$59,362	\$44,114	\$72,602	\$116,716
Fringe									
2.1 Project Co-Director Debra Mulligan, Assoc. Professor	\$7,587	\$0	\$7,587	\$7,853	\$0	\$7,853	\$15,440	\$0	\$15,440
2.2 Project Co-Director Min ZHou, Asst. Professor	\$0	\$5,648	\$5,648	\$0	\$5,846	\$5,846	\$0	\$11,494	\$11,494
2.3 Asst. Provost Guilan Wang	\$0	\$2,776	\$0	\$0	\$2,873	\$0	\$0	\$5,649	\$5,649
2.4 Asst. Dean Roberta Adams	\$0	\$2,473	\$2,473	\$0	\$2,560	\$2,560	\$0	\$5,033	\$5,033
2.5 Asst. Dir. of Global & Internatl Programs Kate Greene	\$0	\$475	\$475	\$0	\$491	\$491	\$0	\$966	\$966
2.6 Study Abroad Coordinator Kevin Hayden	\$0	\$524	\$524	\$0	\$543	\$543	\$0	\$1,067	\$1,067
2.7 Global Program Coordinator Marcy Farrell	\$0	\$483	\$483	\$0	\$500	\$500	\$0	\$983	\$983

2.8 Global Center Administrative Asst.	\$0	\$108	\$108	\$0	\$112	\$112	\$0	\$220	\$220
Total Fringe	\$7,587	\$12,487	\$17,190	\$7,853	\$12,924	\$17,792	\$15,440	\$25,411	\$40,631
Travel									
<i>Airfare</i>									
3.1 Roundtrip PVD-Beijing	\$2,500	\$2,500	\$5,000	\$2,500	\$0	\$2,500	\$5,000	\$2,500	\$7,500
3.2 Roundtrip PVD-Tokyo	\$1,800	\$1,800	\$3,600	\$1,800	\$0	\$1,800	\$3,600	\$1,800	\$5,400
3.3 Roundtrip PVD-Korea	\$1,300	\$0	\$1,300	\$1,300	\$0	\$1,300	\$2,600	\$0	\$2,600
3.4 Roundtrip PVD-DC	\$800	\$0	\$800	\$800	\$0	\$800	\$1,600	\$0	\$1,600
<i>Ground Travel</i>									
3.5 Airport transfer PVD for all trips by Project Director & faculty coordinator	\$360	\$0	\$360	\$360	\$0	\$360	\$720	\$0	\$720
3.6 Ground transportation Beijing	\$75	\$75	\$150	\$75	\$0	\$75	\$150	\$75	\$225
3.7 Ground transportation Japan	\$100	\$100	\$200	\$100	\$0	\$100	\$200	\$100	\$300
3.8 Ground transportation Korea	\$75	\$0	\$75	\$75	\$0	\$75	\$150	\$0	\$150
<i>Per Diem Lodging & M&E</i>									
3.9 Beijing	\$1,050	\$1,050	\$2,100	\$1,050	\$0	\$1,050	\$2,100	\$1,050	\$3,150
3.10 Tokyo, Japan	\$1,428	\$1,428	\$2,856	\$1,428	\$0	\$1,428	\$2,856	\$1,428	\$4,284
3. 11 Korea	\$1,225	\$0	\$1,225	\$1,225	\$0	\$1,225	\$2,450	\$0	\$2,450
3.12 Washington DC	\$1,672	\$0	\$1,672	\$1,672	\$0	\$1,672	\$3,344	\$0	\$3,344
Total Travel	\$12,385	\$6,953	\$19,338	\$12,385	\$0	\$12,385	\$24,770	\$6,953	\$31,723

Equipment											
Supplies											
Contractual											
Construction											
Other											
8.1 Evaluator	\$2,000	\$0	\$2,000		\$3,000	\$0	\$3,000		\$5,000	\$0	\$5,000
8.2 East Asian Speaker Series Program	\$5,000	\$10,000	\$15,000		\$5,000	\$9,000	\$14,000		\$10,000	\$19,000	\$29,000
8.3 Faculty East Asian Professional Development Stipend	\$17,000	\$7,000	\$24,000		\$14,000	\$10,000	\$24,000		\$31,000	\$17,000	\$48,000
8.4 Faculty East Asian Professional Development Presenters + meeting meals	\$4,100	\$7,500	\$11,600		\$4,100	\$7,500	\$11,600		\$8,200	\$15,000	\$23,200
8.5 Books & materials for Professional Development summer sessions	\$5,400	\$0	\$5,400		\$5,400	\$0	\$5,400		\$10,800	\$0	\$10,800
8.6 Summer Seminar site visits (MFA, Salem-Peabody museum; 2 vans + driver + admissions	\$1,550	\$0	\$1,550		\$1,550	\$0	\$1,550		\$3,100	\$0	\$3,100
8.7 East Asian related Books & resources for library/university	\$5,000	\$4,000	\$9,000		\$1,000	\$0	\$1,000		\$6,000	\$4,000	\$10,000
8.8 Recruitment of instructor for Japanese Language	\$0	\$0	\$0		\$5,000	\$10,000	\$15,000		\$5,000	\$10,000	\$15,000
8.9 Publication	\$1,000	\$0	\$1,000		\$1,000	\$0	\$1,000		\$2,000	\$0	\$2,000
Total Other	\$41,050	\$28,500	\$69,550		\$40,050	\$36,500	\$76,550		\$81,100	\$65,000	\$146,100
Total Direct Cost	\$82,700	\$83,616	\$163,433		\$82,724	\$86,349	\$166,089		\$165,424	\$169,966	\$335,390
Indirect Cost	\$6,616	\$6,689	\$13,075		\$6,618	\$6,908	\$13,287		\$13,234	\$13,597	\$26,831
Total Costs	\$89,316	\$90,306	\$176,507		\$89,342	\$93,257	\$179,376		\$178,658	\$183,563	\$362,221

Budget Narrative/Justification

Personnel

All salaries are reported as a percentage of their salaries, with are calculated with an increase of 3.5% for year 2.

- 1.1 Co-Project Director Debra Mulligan will receive a 25% course release for the four semesters during the two years of the project. One course release per semester (two per year) is calculated at 25%. $.25 \times \$86,711$.
- 1.2 Co-Project Director Min Zhou will receive a 25% course release for the four semesters during the two years of the project. One course release per semester (two per year) is calculated at 25%. $.25 \times \$64,549$. Inkind RWU contribution.
- 1.3 Asst. Provost for Global Affairs for Administrative oversight of project and to arrange speakers and partnerships. $7\% \times \$113,300$ Inkind RWU contribution.
- 1.4 Asst. Dean for Humanities & Performing Arts for Administrative oversight, assist in identifying seminar speakers and facilitate activities. $7\% \times \$100,940$ Inkind RWU contribution.
- 1.5 Asst. Dir. of Global & International Programs Kate Greene for marketing and logistics for Speaker series and other activities. $\$67,794 \times 2\%$ effort. Inkind RWU contribution.
- 1.6 Study Abroad coordinator to brief students, advise on study and service learning abroad. $\$49,937 \times 3\%$ effort Inkind RWU contribution.
- 1.7 3% time for Program Coordinator to market & process East Asian short-term faculty-led programs. $.03 \times \$46,001$. Inkind RWU contribution.
- 1.8 Administrative Assistant time for scheduling speaker series & managing logistics of series; $1\% \times \$30,853$. Inkind RWU.

Fringe

University policy is for 35% fringe on all year round employees and on faculty academic year salaries.

Travel

Airfare—all will be booked through American carriers unless they are not available for a segment. Trips are for establishing partnerships, evaluating sites and for faculty-led study abroad sessions.

- 3.1 China- 3 trips @ \$2,500/trip.

3.2 Japan – 3 trips @\$1,800/trip

3.3 Korea – 2 trips @\$1,300/trip

3.4 Washington DC – 2 trips for the 2 PDs to attend the Project Directors meeting in DC

Ground travel

3.5 Airport trips for RWU faculty/administrators traveling abroad or to the Project Director's meeting. @ \$45/trip each way.

3.6 China ground transportation @\$75/person

3.7 Japan ground transportation @ \$100/person

3.8 Korea ground transportation@ \$75 per person

Per diem

3.9 China- 3 people @ \$300/day x 3.5 days

3.10 Japan 3 people @ \$480/day x 3.5 days

3.11 Korea 2 people @\$350/day x 3.5 days

3.12 Washington DC for the project directors' meeting 2 people @ \$409/day x 4 days

Other

8.1 Evaluator. RWU is already having an outside assessment of the foreign language program in fall 2009. UISFL funds are for an outside expert in international and area studies to visit at the end of year 1 and to do a final visit and report in year 2. Funds will cover travel, preparation work, review of materials, on-campus meetings, and drafting of interim and final report.

8.2 East Asian Speaker Series – UISFL funds are for travel expenses of speakers, and RWU is providing approximately two times that amount to assist in honoraria, facilities, marketing, and other expenses.

8.3 Faculty East Asian Professional Development Stipend for summer workshops – Each of 8 RWU faculty and 8 high school teachers would receive a stipend of \$1500 for participating and working on subsequent curriculum development. $16 \times \$1500 = \$24,000$ each year.

8.4 Faculty Development Presenters and working meal sessions for summer workshops – two presenters from the Asian Studies Development Program will participate each year. And additional two experts will participate from the new England region. Funds cover travel and honoraria. The summer sessions will also include working meals. $\$13/\text{day} \times 20$ (participants + speakers + co-directors).

8.5 Books and materials for participants is \$300 x 16 participants.

8.6 Summer seminar site visits include museum admission/tour fees (\$17/person for MFA; \$19/person for Salem) Van and driver costs are \$750 for two vans.

8.7 East Asian related books and resources. 108 titles x \$77.60 = \$8,380 and 46 videos @ \$35.

8.8 Funds in support of instructor of Japanese @ \$5,000 per course.

8.9 Publications – for the development, printing and dissemination of brochures on the East Asian Area Studies program. Audiences include current students, prospective students, parents, guidance counselors, high schools, and university faculty.

Indirect Costs. RWU used the US Department of Education's rate of 8% of direct costs (and there were no equipment costs).