The School of Languages, Cultures, and World Affairs
2012 Annual Report

Submitted by
David Cohen, Dean

The School of Languages, Cultures and World Affairs prepares students to become knowledgeable, engaged citizens in an increasingly interconnected global society.

Introduction

The School of Languages, Cultures, and World Affairs continues to build quality into existing programs while putting in place some exciting new initiatives.

Foremost, we all can be pleased that the school has hired in all its vacant positions. New faculty for 2012-2013 include: Hispanic Studies: Hilary Barnes Ph.D., Pennsylvania State University; African American Studies: Anthony Greene, Ph.D., University of Miami; Classics: Andrew T. Alwine, Ph.D., University of Florida; International Studies: Beatriz Maldonado-Bird, Ph.D., University of Oklahoma; and, Kathleen Foody, Ph.D., UNC Chapel Hill. In addition we will have Naomi Gale, Ph.D., The University of Sydney, as Schusterman Scholar–in-Residence of Israeli Studies.

Our language programs continue to innovate. We added an additional credit hour to introductory and intermediate Hebrew, Chinese, Japanese, Arabic and Hindi. And, for the first time, all majors in French, German and Spanish take externally administered proficiency examinations.

The proposal for an Archaeology major will be presented to the Commission for Higher Education in Fall 2012. If approved, the new major is expected to be implemented in Fall 2013. The proposal for an African American Studies major will go before CHE in spring 2013. If approved, the new major is also expected to be implemented in Fall 2013.

Asian language study at the College of Charleston has followed national trends as the numbers of students completing two or more years of Chinese, Japanese, and Arabic increase each year. The College of Charleston has the only language program in South Carolina that has instruction in four Asian languages.

Jewish Studies graduated its first class of (three) Jewish Studies majors at the College. It is the only Jewish Studies Major in South Carolina, and one of only a handful in the region.

The school, working closely with the Honors College, has developed the International Scholars Program. This initiative involves recruiting a small cohort of honors students who agree to major in International Studies and a second major. Its goal is to attract highly qualified students to the College who might otherwise enroll elsewhere.
Finally, the historic visit by Nobel Laureate, Elie Wiesel, not only celebrated a key event in the Yaschik/Arnold Jewish Studies Program’s history, it inspired us all at the College of Charleston.

**Organization: Majors, Minors and Programs**

The School of Languages, Cultures, and World Affairs is organized into four departments (Classics; French, Francophone and Italian Studies; German and Slavic Studies; and Hispanic Studies) and seventeen interdisciplinary programs. The faculty members in the school taught a total of fourteen classical and foreign languages:

<table>
<thead>
<tr>
<th>Language</th>
<th>Spanish</th>
<th>Arabic</th>
<th>Ancient Greek</th>
<th>Chinese</th>
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<tbody>
<tr>
<td>French</td>
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<td>German</td>
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<td>Latin</td>
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<td>Vietnamese</td>
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Along with majors in Classics, French, German, and Spanish and the interdisciplinary majors in Latin American and Caribbean Studies (LACS), Jewish Studies, and International Studies, the school supports the following language minors:

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<tr>
<th>Minor</th>
<th>Latin</th>
<th>German</th>
<th>French</th>
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<tr>
<td>Greek</td>
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And the following interdisciplinary minors:

<table>
<thead>
<tr>
<th>Interdisciplinary Minor</th>
<th>German Studies</th>
<th>International Studies</th>
<th>LACS</th>
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<tr>
<td>Russian Studies</td>
<td>African Studies</td>
<td>English</td>
<td>Classics</td>
</tr>
<tr>
<td>Italian Studies</td>
<td>African American Studies</td>
<td>Linguistics</td>
<td></td>
</tr>
<tr>
<td>Japanese Studies</td>
<td>Russian Studies</td>
<td></td>
<td>Archaeology</td>
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<tr>
<td>British Studies</td>
<td>Jewish Studies</td>
<td></td>
<td>Asian Studies</td>
</tr>
<tr>
<td>European Studies</td>
<td>Languages &amp; International Business</td>
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their credit hour production. Additionally, reporting of credit hour production was separated from the generic “International & Intercultural Studies” component to reflect separately African Studies (+141), Asian Studies (+114), and International Studies (+542).

(See: http://ir.cofc.edu/aadeptdata Faculty Teaching Across Disciplines)

While there was some reduction in adjunct usage two years ago, we are now once again seeing an increase in that faculty instruction school-wide. Too many of our courses, enrollments, credit hours are taught by part time and temporary adjunct faculty. While 42.8% of the credit hours in LCWA are taught by adjuncts, this rate is 26.3% in HSS, 31.5% in SSM, 40.9% in Arts, 42.7% in Education, and 22.7% in Business. The school employs a number of full time adjuncts, several of whom are paid much more than the going rate for a full time adjunct. It remains a high priority for the school to convert these full time adjunct positions in Italian, German and Classics to roster positions. There would be little additional overall cost to the College and much benefit to students if these positions were converted to lines. (See: http://ir.cofc.edu/aadeptdata. Teaching Statistics by Faculty Type)

Overall the school produces substantially more credit hours as a percentage than it has faculty lines. (See: http://ir.cofc.edu/prg/fac_facprofile.html and also http://ir.cofc.edu/aadeptdata. Faculty Teaching Across Disciplines)

<table>
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<tr>
<th>Credit hours 2011/12</th>
<th>faculty lines 2011/12</th>
<th>Absolute Difference</th>
</tr>
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<tbody>
<tr>
<td>ART 9.9%</td>
<td>9.8%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>EDU 9.9%</td>
<td>9.6%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>HSS 31.4%</td>
<td>31.7%</td>
<td>+0.3%</td>
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<tr>
<td>LCWA 13.0%</td>
<td>12.5%</td>
<td>-0.5%</td>
</tr>
<tr>
<td>SBE 12.0%</td>
<td>11.5%</td>
<td>-0.5%</td>
</tr>
<tr>
<td>SSM 23.8%</td>
<td>24.9%</td>
<td>+1.1%</td>
</tr>
</tbody>
</table>

If lines were driven by credit hour production alone, LCWA would have roughly 10 more lines!

**Instructional costs (Internal and external comparisons)**

Our comparisons to our Delaware peers continue to be positive -- altogether too positive in a sense. The average cost for a credit hour of instruction for peers is $175 in modern languages. Generally our costs are far lower. Our costs in the areas that generate the most credit hours like Hispanic studies are extremely low ($122). In fact, only German ($192) reports a higher credit hour cost and it is hard to imagine that if the Delaware peer data was broken out by language that the peer cost would be at $192 as German enrollments at most institutions tend to be lower. (See http://ir.cofc.edu/aadeptdata Cost Comparisons by Discipline)

**Research and Professional Development (Publications, presentations, student involvement)**

Additional scholarly productivity, particularly as evidenced by peer-reviewed publication, is a high priority for the school. We continue to look for ways to develop additional support for junior faculty through scheduling, developing research funding, limiting summer school teaching, etc. We will continue to advocate for a mini-sabbatical program for untenured faculty. That said, we celebrate the remarkable research and professional development accomplishments of our colleagues including these highlights:
● Noelle Zeiner-Carmichael was awarded a very competitive NEH stipend to attend an NEH summer institute at the American Academy in Rome.
● Kevin Pluta was selected to co-direct a publication project of the Linear B tablets from Pylos.
● Tim Johnson authored *Horace’s Iambic Criticism* (Brill, 2011).
● Kristen Gentile presented “Mortal and Immortal Birth: Hippocrates and the Homeric Hymns” at the Southern Association for the History of Medicine and Science, 14th Annual Meeting, Atlanta, GA. March 2012.
● Benjamin Fraser edited and wrote an article *Capital Inscriptions: Essays on Hispanic Literature, Film and Urban Space in Honor of Malcolm Alan Compitello*. In B. Fraser, (Juan de la Cuesta), 365
● Benjamin Fraser authored the textbook (2011) *La urbanizacion decimononica de Madrid: textos de Mariano José de Larra y Ramon de Mesonero Romanos*, (Doral, FL; Stockcero).
● Luci Moreira was co-author of a textbook chapter in *Ponto de Encontro: Portuguese as a World Language* published by Prentice Hall/Pierson, (2012).
● Mark Del Mastro presented the keynote lecture “Archer M. Huntington and Sigma Delta Pi”, at the 3-in-1 Day Celebration, Huntington Beach State Park, Murrells Inlet. (March 2012).
● Massimo Maggiari authored *La fortezza di cristallo*, commissioned and published by the Alpine Studio in Lecco (Milano, Italy). March 2011.
● Giovanna DeLuca has completed two chapters in an on-going book project, *Harsh Spectacle: The Mafia in Italian and American Cinema*.
● Shawn Morrison presented “Perspectives on the NCATE Report Process,” at the International Conference on Language Teaching held during May 2011 in Minneapolis, MN.
● Giovanna DeLuca was an invited speaker at the University of Bologna and presented her lecture, “*Wise Guys or Bad Guys? Rappresentazione della Mafia nel cinema americano ed italiano.*” June 22, 2012.
● Malte Pehl authored an article entitled “*The Study of Politics in Germany: A Bibliometric
Analysis of Subfields and Methods” accepted and published electronically (hard copy will be published in 2012) in the journal, European Political Science.

- Yoshiki Chikuma attended the Southeastern Association of Teachers of Japanese Conference.
- Joshua Shanes received the Gerald Westheimer Career Development Fellowship from the Leo Baeck Institute to conduct primary research on his second book, The Jewish Club: The First Jewish Parliamentary Party.
- Joshua Shanes’ first book, Diaspora Nationalism and Jewish Identity in Habsburg Galicia, was published in August by Cambridge University Press.
- Adam Mendelsohn guest-edited a special issue of the journal American Jewish History (vol.97, number 1) devoted to the Civil War, and published two articles on Jewish military contracting during the conflict (American Jewish Archives Journal vol. 64, 1+2 and Southern Jewish History, vol.15).
- Adam Mendelsohn was invited to speak about his work on Jews and the Civil War at Yale University (Early Modern/Modern Jewish History Colloquium, Nov. 2011), UNC-Chapel Hill (Sylvia and Irving Margolis Lecture on the Jewish Experience in the American South, Sept. 2011), Creighton University (keynote lecture at the Annual Klutznick-Harris Symposium, Oct. 2011), and Fairfield University (Adolph and Ruth Schnurmacher Lecture in Judaic Studies, Nov. 2011).

Service and Outreach (college, community, profession, student involvement)

While a full list of service and outreach activities can be found in the reports of the departments and the programs, several outstanding service and outreach activities stand out.
- Professor, author, and activist Elie Wiesel spoke to a student panel at Family Weekend and at a community kickoff of A Time to Build. The events were sponsored by a supplemental grant to the Zucker/Goldberg Center for Holocaust Education by the Zucker Family.
- Dr. Misha Becker from the University of North Carolina-Chapel Hill gave a talk in Inanimacy and Language Acquisition on February 15, 2012. This event was sponsored by LCWA and the Department of Mathematics.
- Tim Johnson and the Classics department were able to host a 2-day colloquium of three speakers on “History, Poetry, and War: Basil Gildersleeve’s Past & Present.” Through public lectures and conversations with students, these speakers illustrated the multidisciplinary and synthetic skills necessary to understand cultures. The content also addressed local and community interests and provided tangible avenues to make connections between the College and the city.
- The German program hosted a reception for German companies and students in INTB and German.
- International Studies hosted the Young Leaders Dialogue with America Forum, a project of the US State Department and Institute of International Education which brings together US students and students from East/Central Europe (graduate students). Ali Demirdas
presented on the issue of tolerance in Turkey; Malte Pehl and Lauren Saulino moderated sessions; Doug Friedman coordinated the visit for the College.

- In the fall the CLAW program hosted *The Art of History: A Symposium in Honor of Peter H. Wood* which featured two full days of presentations and discussions in honor of Peter Wood, and a keynote presentation by Dr. Peter Wood.

- This year saw a ministerial-level visit from a delegation from the Republic of Guinea. The visit was mainly coordinated by the University of South Carolina. Our African Studies program does not currently have the wherewithal to build significantly on this visit.

- Lei Jin and the Chinese Program organized and hosted the “Year of the Dragon,” a Chinese New Year celebration that integrated performances for students from Shanxi University (China) with performances (songs, skits, poems, dances) by students of Chinese from College of Charleston, the Citadel, and K-12 students from throughout Charleston. (January 30)

- JSU/Hillel is surely the most active student organization on campus, with an array of social, cultural, and charitable activities, involving hundreds of our undergraduates on a regular basis. Wednesday night meet to eats and Shabbat dinners each attract 60-100 students every week.

- Chanukah in the Square has become the largest annual Jewish celebration in South Carolina.

- A World of Jewish Culture has become a popular fixture at Piccolo Spoleto, expanded this year to include a serious showing of European films.

- The African American Studies program received a grant from the National Council of Black Studies to conduct a year-long African American history and culture book discussion series at the Dart branch of the public library. This book discussion series will continue until the end of this calendar year, with hopes to start another series in 2013.

**Additional Instructional Contributions**

**Honors Program**

LCWA contributes 14.2% of all courses taught in the Honors Program. This number is exceeded only by HSS (44.2%) and SSM (23.2%). (See [http://ir.cofc.edu/aadeptdata](http://ir.cofc.edu/aadeptdata). Teaching Statistics by Faculty Type)

The Classics faculty members are active directing Honors Bachelor’s Essays and offering Honors tutorials.

The International Studies faculty supports the Honors Program through offering an Honors version of INTL 101 Introduction to International Studies course. This course was offered in both fall and spring semesters by Lisa Samuel who also sits on the Honors Advisory committee.

First year faculty hire, Tahani Higgins, has become an Honors Research Advisor for a research project, “Education in Arab Countries.”

Throughout the year International Studies faculty worked with the Dean’s Office and the Honors program to develop the International Scholars Program. This new program, which starts in fall 2012, selects a cohort of Honors College bound high school seniors for an intensive four year experience. Students agree to major in International Studies and a second major, thereby developing a global focus to their educational program. They receive special mentoring, a “May Away” study abroad experience, and share a residence hall their first academic year. Eleven
students have been selected for 2012 from a group of several hundred applicants.

First-Year Experience

- The German/Slavic Studies faculty offered the Freshman Seminar, A Window into Russia (fall 2011 and spring 2012); and the Learning Community, GRMN 101/LTGR 250 Games Culture Play: Sports in German Culture and Beginning German (fall 2011).
- The Classics department has developed a reputation across campus for its ardent support and leadership in the First-Year Experience. Three of the six Classics roster faculty and two adjuncts were involved in the FYE (63% of all faculty).
- Lisa Signori taught FREN 101 with Bill Olejniczak (History) in a Learning Community.
- Doug Friedman offered a Learning Community with Lola Colomina-Garrigos (Hispanic Studies) that paired LACS 101 with SPAN 190. (fall 2011).
- Malte Pehl offered a Learning Community with Kevin Keenan in Political Science which paired INTL 101 with POLS 104. (spring 2012).
- Ghazi Abuhakema taught a First Year Seminar – “The role of Quran in contemporary Islam.” In both fall 2011 and spring 2012 semesters.
- Conseula Francis taught “Contemporary Constructions of Black Womanhood” during the spring 2012 semester.

Interdisciplinary Courses/Courses in Other Schools

- Classics faculty taught courses that contributed to the programs in Archaeology, Anthropology, History, and Art History.
- The Linguistics Minor Program currently has more than 26 declared minors. This is a 27% increase from the prior year. Students in the Minor have varied majors: Anthropology, Communications, Computer Science, English, French, German, International Business, International Studies, Microbiology, Physics, Political Science, Psychology and Spanish.
- The French, Francophone, and Italian Studies Department regularly offers two interdisciplinary collaborative initiatives: FLFR (Business Language French Minor) a new minor essentially targeting international business students needing language skills to enhance their competitiveness in the job market; and GLTR, a new minor developed in collaboration with the International Business program specifically for language students interested in basic international business and economic courses to broaden their knowledge base and hone their competitive edge.
- Martine Hiers served as Director of the Comparative Literature program.
- Alison Smith served as Associate Director of the Women’s and Gender Studies program.
- Shawn Morrison taught EDFS 456, a 3-credit method course in the fall; and EDFS 460, a 12-credit student teaching course in the spring.
- Alison Smith collaborated with the Center for Student Disabilities for coordinated activities in behalf of SNAP students.
- Robyn Holman heads the interdisciplinary M.Ed. in Education program. Dr. Holman and Dr. Morrison served on the Student Exit committee for the M.Ed. program.
Barbara Borg, Archaeology Program director, taught ANTH 328 Aztecs, Mayas, and Their Ancestors, a regularly offered option for archaeology minors, in Summer II 2012, as an on-line course. This is the first on-line course to be offered in the Interdisciplinary Archaeology Minor program.

The German program offers several bilateral programs through the Office of International Education (University of Tubingen, University of Bamberg, Management Centre Innsbruck) in conjunction with the School of Business, as well as the summer internship program.

Faculty in International Studies contributed to the curriculum of a number of programs and departments as they fulfilled their obligation to the International Studies curriculum. INTL faculty taught International Studies, Political Science, Economics, Asian Studies, and Latin American & Caribbean Studies courses. LACS, along with Hispanic Studies, operates three semester study abroad programs in Latin America – Chile, Argentina and Cuba.

International/Global Initiatives

Perhaps the best summary of “global initiatives” can be found in the report authored by Drs. Parson and Morris (Attachment 1). Since pretty much all the activity within the school can be characterized as international or global, this report, an examination the progress that has been made on attaining school goals and objectives developed four years ago, represents a thoughtful assessment. It surely provides the basis for “next steps” within the school and at the College of Charleston as we all try to realize the ambitious agenda for “internationalization” outlined in the College’s strategic plan.

Other High Impact Practices (Please describe.)

Students: Study Abroad Programs. The school is committed to increasing the number of students who study abroad. According to the Institute for International Education, the College of Charleston currently ranks 12th among all masters level universities in the number of our students who study abroad. (See: http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad/Leading) The school currently supports semester long College of Charleston programs in Argentina; Chile; Cuba; La Rochelle, France; and Trujillo, Spain. The school continues to supplement study abroad funding provided by the College. Students majoring or minoring in LCWA programs received $34,700 scholarships. It remains a priority of LCWA to see scholarship funding expanded as the College implements its strategic plan with scholarship funding as a core initiative. Currently both the International Studies major and the French/Francophone Studies major require study abroad.

The Classics department provides two separate study away programs; one to Italy (Rome, Florence, and Naples [Pompeii]) and another to Greece. The programs are designed to run in rotation, one every other summer. Both allow students to earn up to six hours of credit through intensive in-field/on-site learning. The program in Italy is also linked to a course in Art History and is offered in conjunction with that department.

The French, Francophone and Italian department now requires study abroad for its majors. Many of the majors study successfully at La Rochelle, but the department continues to believe that in order to credibly operate with this requirement it needs a second site, perhaps at...
Avignon, for its majors. The semester program in La Rochelle has effectively maxed out as five students were refused study away due to lack of space this past year.

British Studies now has four bilateral partnerships with British universities: University of Nottingham, Bath-Spa University, University of Lincoln, and Buckinghamshire New University. This year in the spring two College students studied through the our bilateral exchange at University of Nottingham. The College also hosted 10 British students for study abroad this past year – eight from Nottingham and two from Bath-Spa.

The Archaeology minor program has traditionally encouraged students to attend a summer field school to work on an archaeological project. This last summer several students worked in various settings: Olivia Adams, Summer Excavation at Petit Cloup Barrat, France; Anna Grace Burnette, Texas Tech 2012 Archaeological Field School; Jessica Coleman, Summer Excavation in the Viking Discovery Program, Visby, Gotland, Sweden; and Dru Tremain, Art and Archaeology of Ancient Italy (CofC travel course).

Helen Delfield and five students were provided full support to conduct independent research projects in Southeast Asia over the summer 2012. This was made possible by funding from the Freeman Faculty-Students Fellows Program and the Asian Studies membership in ASIANetwork.

The contribution that faculty make to the semester study abroad programs is quite significant. There is the expectation from others (Academic Affairs, OIE, the dean) that faculty members accompany students to Chile, Cuba, La Rochelle, Trujillo and even Argentina. Nevertheless, the broader impact of carrying out this responsibility is little understood. Faculty involvement in study abroad reduces the number of courses that can be taught in Charleston. It negatively impacts total student credit hours produced. And even more to the point, it “wears” on the faculty themselves. Having two or three faculty members from the Department of Hispanic Studies away from Charleston each year has been quite difficult. We desperately need to come up with a long term understanding about the nature of these commitments so the departments and OIE can schedule with confidence.

This year the African American Studies program offered the College’s first study abroad experience to Barbados.

Other High Impact Practices. Each summer the Classics department sponsors workshops in the acquisition of Latin language and Roman culture for elementary through high school teachers and their students. These workshops are directed by Dr. Frank Morris, an emeritus professor from the Classics department. Our own students attend these workshops and serve as tutors.

Professor, author, and activist, Elie Wiesel, was on campus for two large events in September. He spoke to a student panel at Family Weekend and at a community kickoff of A Time to Build. Both events were well attended. The events were sponsored by a supplemental grant to the Zucker/Goldberg Center for Holocaust Education by the Zucker Family.
Anita Zucker and her family endowed (fall 2010) the Holocaust Education Initiative at the College of Charleston. Their gift will both endow a chair of Holocaust Studies and provide funding for Holocaust education initiatives, such as travel to Eastern Europe, research opportunities for students, developing Holocaust archives, and public programming. Their gift will ensure that generations of students will continue to study the Holocaust and learn from it. Ted Rosengarten is the first to be named as endowed chair of this initiative. On April 1, 2012, Lutz Hermann Goergens spoke on “Germany’s Response to the Holocaust.”

The World Cultures Fair was organized by Georgia Schlau, with the help of Tara Miller and Sabine Hagn-Ford, along with the cooperation and participation of many faculty, students, and the support of Dean David Cohen. Thirty-two organizations participated and over 300 students and faculty attended throughout the day, which resulted in another successful year for the World Cultures Fair.

More than 200 students from all majors represented 61 countries in the Seventh Annual College of Charleston Model United Nations Conference held on Friday and Saturday, November 4 and 5. The students were trained in the rules governing debate in the U.N. before themselves debating the merits of three resolutions up for a vote. In the final plenary session on Saturday afternoon, delegations passed new versions of the three resolutions under consideration. The purpose of the conference was to provide an experiential learning opportunity which engaged students in a dialogue about global issues and how real world leaders conduct international diplomacy. Among other issues, students debated (and supported!) Palestinian statehood, global climate change, and the continuing global economic fallout. Mimicking other world gatherings and the protests that develop around them, we had a protest visit from Occupy Charleston.

LACS supports student participation in the Washington Model OAS (WMOAS) – a student simulation of the General Assembly of the Organization of American States in which over 300 university students – at least one third of them from Latin American universities -- interact for a week at OAS headquarters in Washington DC.

LACS had two significant visitors in the Fall 2011. Humberto Miranda, the in-country program director for the Cuba Semester Program, visited from October to December to assist in the INTL 290 course on Social Movements and to help recruit students for the spring semester in Cuba. The course was quite successful with a registration of 35 and more than twice the number of students was recruited for the Cuba program (compared to last year). In November LACS sponsored the visit of Concepcion Nieves, the Director of the Instituto de Filosofia, LACS partner for 12 years in conducting the Cuba program. Dr. Nieves gave a presentation to the College about the dramatic changes that are occurring presently in Cuba. She spoke of the “new Cuban model of Socialism” to a packed audience.

The annual Model African Union class (POLS 366) that culminates in participation in the Model AU meeting in Washington, DC gives students a remarkable opportunity for engaged learning.
The College of Charleston was awarded a Schusterman Professor of Israel Studies for the 2012/2013 academic year. This is a nationally competitive program from one of the major Jewish foundations in the United States.

For the first time in its brief history, the Norman and Gerry Sue Arnold Distinguished Professor of Jewish Studies brought two nationally prominent scholars to the College, each for a semester. Professor Alan Nadler of Drew University taught an advanced course on Jewish heresies in fall 2011 and Professor Jeffrey Gurock of Yeshiva University taught a course on Jews of New York City in spring 2012.

**Faculty Diversity**

The School of Languages, Cultures, and World Affairs has the highest percentage of non-white faculty of any of the schools at the College. Of the 65 LCWA faculty on staff in 2011/12, 25 (38.5%) claim some racial background other than white. This compares to the 119 (21.9%) college-wide who claim a background other than white out of 543 faculty overall on staff. Thus without LCWA, the college could only attest to a ratio of 19.7% of faculty who claim some racial background other than white. (See [http://ir.cofc.edu/aadeptdata](http://ir.cofc.edu/aadeptdata), Faculty Diversity)

**Recruitment Efforts**

We are pleased to report that the search for the College of Charleston’s first full time faculty member in African American Studies has resulted in the hiring of Dr. Anthony Greene, who is coming to us from the University of Miami. Another search will be conducted this fall for a second hire in African American Studies.

**Retention and Development Activities**

Examples of departmental/faculty efforts made available by support thru the Samuel Freeman Trust:

- Alberto Veiga conducted research about the decline in the production of silk in 16th century Yucatan (Mexico). He also examined documents archived at the Historigraphical Institute of the University of Tokyo to further advance his research about this early contact between Japan and Spain/Latin America.
- Raul Carrillo-Arciniega conducted research on Octavio Paz who was one of the most prolific & recognized poets in the world and who earned the Nobel Prize in 1990. Raul explored Paz’s ideas that influenced European knowledge especially during his early years when he lived in Europe. This will become a book chapter to be published in a refereed journal.
- Noelle Carmichael used the funding to attend the NEH seminar in Rome “Communication, Empire, and the City of Rome From an Epistolary Perspective.” The seminar will facilitate the redevelopment of two courses (CLAS 102 and CLAS 390) as well as the completion of her second book project “Roman Letters: an Anthology.”
- Jim Newhard used the funding to develop & implement a web-based geographical querying system for the Avkat Archaeological Project. Support of this project will continue to build the national & international reputation of the College in the field of archaeospatial studies.
Lisa Signori was able to continue research on the works of Amelie Nothomb. She spent the summer examining the role of parody in Nothomb’s three most recent novels. The resulting scholarly article will be submitted for publication early in fall 2012.

Norbert Sclippa used the funding to visit the Bibliothèque Nationale to investigate their collection of unpublished forbidden literature relating to the later part of the 18th century. This will result in the completion of a chapter in his ongoing writing project on the works of D.A.F., Marquis de Sade.

Giovanna DeLuca was able to complete a book-length project on the treatment of the Mafia in Italian and American cinema titled “Harsh Spectacle: Mafia in Italian and American Cinema.” The book, written in English, will draw on her scholarship to date and expand her expertise on the subject while at the same time enhancing the growing literature of film.

John Walsh used the funds to commission cover art for his book “Free & French in the Caribbean: Toussaint Louverture, Aime Cesaire, and Narratives of Loyal Opposition.”

Lei Jin was able to continue research on the Sichuan earthquake of 2009.

Piotr Gibas used the funding in preparation for teaching ASST 101. He was able to improve his knowledge of India which gave the students a fresher & better informed perspective on various aspects of Indian culture, history, and modern politics.

Tahani Higgins used the funding to work on chapter six of her 7-chapter book project “Secession and Identity in Early Islam: Redefining the Kharijites and Their Challenge to the Umayyads.” Completion of this chapter will advance her book project, defining her contribution to the fields of Arabic literature and Islamic thought.

Adam Mendelsohn was able to complete the final chapter of his book manuscript “The Rag Race: Clothing and Jewish Prosperity in America and England,” prepare the final draft of the manuscript for submission to the publisher, acquire appropriate images to illustrate the manuscript, and to subsidize the cost of publication. As a project with an international scope, it accords LCWA’s mission of exploring cultural and social developments in a global context.

Lisa Samuel used the funding to facilitate participation on a panel at the British International Studies Assn-International Studies Assn Joint International Conference and to attend a Global South Caucus Member Workshop held in context with the BISA-ISA for the purposes of developing a publishable research paper based on the material presented on the panel.

Claudia Moran used the funding to complete the ACTFL OPI Tester of Spanish certification process that she began in 2009. Training as an OPI Tester with full certification will be an asset to LCWA for language assessment and the curriculum.

Kristen Gentile used the funding to accompany the Study Abroad Program in Greece, to ensure smooth transition in leadership of the program as Frank Morris steps down. With this experience she will be prepared to organize the trip as the instructor of record in future academic years. She will be ready to maintain the college’s contacts in Greece and continue to make new ones, thus ensuring the growth of this study abroad program.

Lei Jin was able to attend the Second Southeast Chinese Language Assn Conference at Middle Tennessee State University, with plans to develop a close relationship
between the Chinese programs at the College and other universities and colleges in the Southeast.

- Marty Perlmutter was able to create an Israel Initiative on campus that will provide Jewish Studies majors and IS majors concentrating on the Middle East with an option for a semester of immersive study abroad previously unavailable to them.

- Simon Lewis used the funding to coordinate the upcoming Jubilee Project which will commemorate the 150th anniversary of the Emancipation Proclamation and the 50th anniversary of certain key local moments in the history of desegregation. This effort will draw national and international attention to the College.

- E. Moore Quinn used the funding to conduct linguistic, textual, and musical research in Northern Ireland and the Republic of Ireland. This project will strengthen current course offerings in Irish and Northern Irish language and culture and also will prepare a new course entitled “Irish and Northern Irish Language, Performance, and Music.”

- Maria Colomina-Garrigos was able to consult some of the most recent scholarly projects on 21st century cultural practices as represented in Latin American Literature. She can then produce several articles that will later materialize into chapters of a book. She will be able to create an upper level Spanish course in Transatlantic Studies that implements an intercultural and interdisciplinary approach.

- Sarah Owens was able to obtain a copy of the manuscript on the cannonization process of Sor Jeronima and to add to her research on Sor Ana de Cristo. This will lead to a refereed journal article and future research for a book project.

- Tim Johnson was able to complete a book-length project “Horace’s Iambic Criticism” which was under contract with Brill. Funds were used to secure services of an indexer to construct both an Index Locorum and Subject Index. The book was published January 2012.

- Lei Jin was able to present a paper at the Asian Cinema Studies Society Conference in Hong Kong. While there she was able to update her knowledge and research in the field of Chinese cinema and independent documentaries, with resulting benefit to the research project she is currently working on: independent documentaries on the Sichuan earthquake.

- Tim Carens was able to conduct eight days of archival research at the British Library to reconstruct the path traveled by language expressing distrust of “idolized books” especially poetry and novels read by young women of the period 1780-1860.

- Oksana Ingle was able to present her research paper at the International Philological Conference in Astrakhan, Russia: “Journey to the Roots of Languages and Interaction of the Literatures: Comparative Linguistics and Literary Studies.” This gave her the opportunity to present a notable research paper at a prestigious international conference that included leading scholars from Russia & Turkey. She met and networked with international scholars of Russian.

- Hollis France was able to travel to Guyana to assess empirically the intersection of neoliberal trade policy and food security. This completed the preliminary groundwork for an anticipated six weeks of field work in June 2012.

- Tim Johnson and the Classics department were able to host a 2-day colloquium of three speakers on “History, Poetry, and War: Basil Gildersleeve’s Past & Present.” Through public lectures and conversations with students, these speakers illustrated the multidisciplinary and synthetic skills necessary to understand cultures. The
content also addressed local and community interests and provided tangible avenues
to make connections between the College and the city.

- Andrew Sobiesuo was able to travel to Ghana to further explore collaborative projects
  in international academic and cultural exchanges for students and faculty. This non-
  traditional study destination will be enhanced through study at diverse locations.
  Students will develop better understanding of African peoples and cultures. This
  initiative will foster closer collaboration with students and faculty elsewhere and
  establish a model for future collaborations.
- Conseula Francis and the African American Studies program hosted the AAST
  Emerging Scholars Lecture Series with three speakers. This lecture series is an
  attempt to increase the national recognition of the program. It also highlights and
  encourages cultural literacy in African American Studies.
- Nancy Nenno and the German/Slavic Studies department were able to host the
  “Magic of the Miracle” with German magician, Martin Lübke, in collaboration with
  the Goethe-Zentrum, Atlanta.

Assessment Activities

The School of Languages, Cultures, and World Affairs developed learning outcomes for
its programs in Classics, French, German, International Studies, Jewish Studies, LACS, and
Spanish. Each program implemented its assessments and collected data on them for 2011-2012.
As of Fall 2011, all majors in French and Spanish are required to take the Oral Proficiency
Interview. All German majors are required to take the Goethe test beginning in the 2011-2012
school year. All our program reports were reviewed by the Office of Institutional Effectiveness.
Our program assessments were good overall, however, we need to include assessments of each
program at the beginning and mid-levels. We will make adjustments to those program
assessments and implement the new assessments in the 2012-2013 school year.

Student Accomplishments (Department/School Plans for Change/Improvement)

Undergraduate/Graduate Research

- In the fall of 2011, Spanish Major Stacy Calhoun received an international
  scholarship from the Benjamin Gilman Foundation to study abroad in Costa Rica and
  Panama.
- Zane Tharp (Anthropology student) was involved in the making of the film “Stay in
  de Boat” and he was Master of Ceremonies for its presentation at the College in
  February. In addition Zane served on the discussion panel for Shirley Brice Heath’s
  talk.
- Four German/Slavic Studies students graduated having earned the Global Scholar
  Designation.
- Ten students were inducted into the national German Honor Society, Delta Phi Alpha
- Eight students are participating in the College of Charleston-Cultural Vistas Summer
  Internship in German in summer 2012
• Four students of German are currently studying at an institution in Germany (spring/summer 2012).
• Six students accompanied Professor Oksana Ingle on the Russian Maymester Study Abroad program.
• Adam Dexter (French) attended a national academic conference in N.Y and presented a juried scholarly paper.
• Jenna Barker (African Studies) received a URCA award to attend and present at the British Commonwealth & Post-Colonial Studies Conference, February 17-18, 2012 in Savannah, GA.
• Five Archaeology minor students completed a semester-long internship at the Charleston Museum. Fall 2011: Heather Brickley, Derek Fronabarger, and Nick Randal. Spring 2012; Amy Dubis and Melissa Haefner.
• Jessica Hensley was accepted into the Summer 2012 Hudson-Meng Field School, Nebraska, a famous long-term bone bed excavation.
• Marlene Aydlette, was accepted into the Summer 2012 University of Rhode Island Marine Archaeological Field School in Bermuda, to investigate 16th–19th century shipwrecks.
• Heather Brickley was accepted into an Institute for Study Abroad Program at Queen Mary University, England.
• Nathan Fulmer presented a paper on his excavations at Dixie Plantation at the Charles Towne Landing Archaeology Conference.
• Daniel Hodge received the US Department of State Critical Language Scholarship to study Chinese in China during the summer 2012.
• Five students received full scholarships from the Confucius Institute to study Chinese at Guizhou University in China during the academic year 2012-13; they are: Elliot Dickerson, Matthew Armstrong, Zoe Coombs, and Joshua David Lam.
• Sarah Beth Mentrup received the Freeman Foundation Fellowship of the Institute of International Education (IIE) to study in China.
• African American Studies graduate, Kim Arnold, was accepted into one of the top Public Health graduate programs in the country at Drexel University.

Distinguished Scholarship
• 22 students of Russian participated in the ACTR National Post-Secondary Russian Essay contest.

Awards and Distinctions
• Laura Lewis: CAMWS Award for Outstanding Accomplishment in Classical Studies (The Classical Association of the Middle West and South).
• Spanish minor Levi Vonk was a finalist for a Truman Scholarship in spring 2012, and he was also awarded a staff position with the Student Action for Farmworkers program.
• Andrew Dunham (2008) completed a Master’s degree in Latin American Studies at New York University.
• Collin Laverty (2006) completed a Master’s degree in Latin American Studies at the University of San Diego.
• Nakashia Dunner (2007) completed her first State Department post in Caracas, Venezuela this year.
• Kimberly Cozart (2006) received her MA from the London School of Economics and Political Science. She taught part-time for LACS and INST at the College this year. Kimberly will start Ph.D. work at the City University of New York Graduate Center in Political Science-Latin America this coming fall.
• Matthew Harris has finished his first year of graduate study at Texas Tech University with an emphasis in Maya archaeology. Matt has continued excavation of Maya sites in Belize.
• Justin Carlson (2010/11 president of the Archaeology club) as finished his first year of graduate study at the University of Kentucky, specializing in archaeology. Justin worked on projects in Cumberland County, Kentucky and in Italy during summer 2012. He also does paid work in contract archaeology through his university.

Recent graduates appear to be having success finding employment and/or going on to graduate school. The Senior Exit Survey for the Class of 2012 shows that 68% of LCWA students are employed or in graduate school. (See: College of Charleston Senior Exit Survey Class of 2012)

When this Senior Exit Survey is broken down by major -- German majors who responded to the survey lead the way with 84% of respondents employed or planning to attend graduate school after commencement. Of the Spanish majors who responded, 92% say that they have taken jobs that are appropriate to their degree and level of training. 88% of French majors who participated in the Survey report that the jobs they have taken are moderately or highly related to their major. Classical Studies majors report that 80% are employment in the state of South Carolina.

LCWA graduates have matriculated to the following graduate schools: University of Sussex, The Citadel, Wake Forest law School, and the College of Charleston.

External Relations and School Advancement Activities

The School of Languages, Cultures, and World Affairs continues to expand existing programs and establish new areas of study that will further the school's goal of developing competitive, global learners and preparing College of Charleston students for life in a truly global society. Many of these growing programs require a certain amount of private, philanthropic support in order to thrive; reliance on support from the state must be supplemented with an ever evolving donor base and group of supporters of the school. Because of LCWA's relatively young alumni base, identifying a pool of obvious supporters is a challenge; therefore, the school must work with its talented and capable advisory board on developing a pool of prospects to support the many initiatives deserving of private support.

In conjunction with the College's pan-campus effort to identify and articulate a set of priorities in preparation for a comprehensive campus campaign, Dean Cohen worked closely with the various department chairs and Jenny Fowler, Senior Development Officer for LCWA, to create an ambitious set of priorities that will be crucial in solidifying the school's role as the leading advocate for global education on campus. Endowed positions in German, Classics,
Hispanic Studies, African American Studies and Jewish Studies, as well as other modes of faculty enhancement and development, lie at the core of these priorities. They are complimented with important program support for new initiatives like the International Scholars Program, as well as existing programs such as the Carolina Lowcountry and Atlantic World program. The priorities also call for increased support of discretionary funds such as the Dean's Excellence Fund -- the primary channel for alumni, parents, and friends of the school to direct the support -- as well as study abroad funding. Finally, several capital projects like Casa Italiana or the Jewish Studies Center expansion enable LCWA to grow its physical footprint on campus while also expanding the school's academic impact.

Already ahead of the curve is the Yaschik/Arnold Jewish Studies Program, ably led by Dr. Martin Perlmutter, which has secured nearly $6million of its $10million goal as part of the A Time to Build fundraising effort, a smaller effort in the campus wide campaign. Sam and Gina Shapiro of Atlanta recently pledge $2million to support Jewish Student Life and scholarships, the largest gift ever made to Jewish Studies. The Program has been identified by campus and community leaders as one of the marquee programs at the College of Charleston and its success will continue throughout the duration of the overarching campaign for the College.

The advisory board continues to be an integral component to growing the school's base of supporters, not only through their own philanthropic giving, but also through their advocacy among colleagues, the greater Charleston community, and corporations and/or foundations in which they are involved. Nearly every member of the advisory board participated in a focus group that analyzed the priorities set forth by Dean Cohen and the faculty, discussed their capacity for success, and modified the language used in the descriptions to reflect a case for support that would resonate with donors. This process was immensely successful and provided a forum for the board members to actively engage in a crucial component of planning for the school's future.

Finally, in cooperation with the Office of Annual Giving and the director of Marketing and Communications for Institutional Advancement, Jenny Fowler is working closely with Dean Cohen on developing an effective set of marketing materials that will be used first this fall to educate alumni of LCWA, and second next spring to solicit them for support of the Dean's Excellence Fund. By growing the number of annual donors to the school, we will also in theory grow the number of prospects who may potentially be in the position to support the school in a significant way. Plans to grow LCWA's Facebook and Twitter presence with alumni, as well as reach out to a more targeted audience for support, were in the early stages of development in the 2011-2012 academic year and will be executed in fall 2012/spring 2013.

As the school continues to gain an understanding of its donor base and elevate its presence among prospective donors in the Charleston community and beyond, we are well-prepared to make a meaningful case for support for LCWA. Undoubtedly, the school will continue to thrive because of talented faculty, effective academic programs, and ongoing support from the advisory board.
Conclusion

In lieu of a traditional conclusion, I have identified the key concerns that face each of our programs. These quotes are taken directly from their annual reports:

“As the program grows, we find ourselves in desperate need of (1) space and (2) an increase in the operating budget to cover increasing costs in faculty development. Next academic year we will have two full-time faculty members and a director. The $5,000 operating budget is insufficient to meet their needs.” (African American Studies, page 3)

“The current sharing of an office administrator between Classics and German and Slavic Studies does not work. This has been demonstrated over a five-year period in a variety of circumstances, and the point has been made repeatedly to LCWA and Academic Affairs. … As a result neither chair has autonomy over their respective department. Neither has control to create and maintain an appropriate working environment. The business for both departments is constantly crossed. Recommendation: convert the office administrator in Classics to a full-time position by August 2014.” (Classics, page 19)

“The use of non-permanent faculty, no matter how highly qualified they may be, destabilizes programs and detracts from the College’s academic reputation. Adjuncts must prepare to be active on the job-market every year, and this combined with heavy teaching loads creates a strong impediment for the research and professional standing required of a college-level instructor. Specifically, in Classics, Greek and Latin instructors are not readily available in the community. If our adjuncts were to leave for permanent positions, as is likely given their record, then we would immediately need to conduct national searches to replace them. This cycle of buy-cheap-and-replace for Classics will prove inefficient in the long run. Recommendation: lower the cap for elementary Latin and Greek sections to 20. This goal will require changing the composition of the faculty in stages: (1) since the college already suffers from an addiction to adjunct usage, convert the 2 current adjunct positions to permanent positions by fall 2013; (2) add a permanent line by fall 2014. If this is not done, demand will continue to exceed supply, and when this happens, programs atrophy.” (Classics, page 20)

“As mentioned, HISP’s main, ongoing urgency is instructional support via additional tenure-track faculty lines. Given our low SCH-costs, adding three more tenure-track lines to our department should not only be financially feasible, but it would help reduce class preparations for tenured and tenure-track faculty to afford more research time, increase opportunities to teach basic language courses, and alleviate overall workloads as previously described.” (Hispanic Studies, page 35)

“Faculty in the department consistently seek opportunities to collaborate with other departments or institutions in presenting public events. Their efforts are often stymied due to the fact that the department has only half-time administrative assistance, the operating budget is small, and the time commitment involved can be considerable. A full-time administrative position would alleviate much of the burden on faculty in a variety of areas, including in outreach efforts.” (German/Slavic Studies, page 9)
“We continue (unsuccessfully) to advocate with the administration for an additional line in German and in Russian to counteract the heavy reliance on gifted but inadequately remunerated adjunct faculty.” (German/Slavic Studies, page 10)

“The main challenge facing the department at this time is triple: a second study abroad program in France; enough smart classrooms, and additional lines to effectively deliver the curriculum. Of course there is the question of hiring a well-qualified and suitable person to replace the faculty member denied tenure. The issue of a second semester program in La Rochelle is important because we have required semester abroad for our majors. If these three priorities are addressed, the department will be in a better position to handle other issues attendant to a unit of our size.” (French, Francophone, and Italian Studies, page 24)

“While the program has made great strides in its first two years, several significant problems remain. First, as was pointed out in last year’s report, current College policy is to equate a concentration with a minor regarding the sharing of courses. Our major is essentially made up of concentrations so a student cannot share courses between this major and any minor – this is not the case with majors that do not have concentrations. This creates a disincentive for our majors to pick up a minor – particularly a language minor (which we are trying to encourage). This issue has been brought up with the College Standards and Curriculum Committees and hopefully will be changed this coming academic year. The second problem was partially addressed last year as an issue of program visibility. INTL is the only large major not embedded in a departmental structure and suffers thereby. As a program and not a department, INTL faculty do not receive Faculty Senate representation, the T&P process is fraught with difficulty, it cannot receive visibility on the LCWA website, and is often treated as an afterthought with regard to administrative communications.” (International Studies, page 3)

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“It’s always a struggle to staff sufficient courses to allow students to meet the requirements for the African Studies Minor. Academic Affairs could support our efforts by figuring out a way to compensate home departments for allowing African Studies faculty to teach AFST courses outside the department. Making a designated African Studies hire (possibly within the International Studies set-up) would alleviate this problem somewhat.” (African Studies, page 3)

“Asian Studies was granted initial Program Approval from the Commission on Higher Education of South Carolina in July 2010 to develop a Major in Asian Studies. The hiring of four faculty in Asian languages in four years has greatly strengthened the languages programs and ensured that they can now serve the requirements of the intended Asian Studies Major curriculum. The interdisciplinary faculty in Asian Studies has developed and approved the curriculum for the proposed major. However, in order to initiate final CHE approval of the Asian Studies Major, we need faculty dedicated to teaching ASST 101 and the mid-level and Capstone requirements. In recent years ASST 101 has generally been taught by adjuncts; faculty outside LCWA have been reluctant to teach ASST 101, and the languages faculty are already spread very thin. One faculty member in International Studies occasionally teaches ASST 101, but he is also needed to teach upper-level Asian Studies courses. We have now lost another excellent adjunct to a tenure-track position. Growing the number of students in Asian Studies depends on hiring additional faculty dedicated to offering core courses in the program. It is a struggle to offer one section of 101 each semester; we should be offering two or three sections each term.
We cannot develop a program dependent on adjuncts for core courses; hiring of tenure-track faculty is necessary to support the Major.” (Asian Studies, page 10)

Frankly, these requests seem quite reasonable. Yes, there is a theme, well-documented in this report of additional faculty lines. And there are the resource issues: staffing for administrative assistants, smart classrooms. At the same time, it’s fair to say that the state of LCWA is good, very good. Evidence: the remarkably positive report from Drs. Morris and Parson. They conclude: “The accomplishments of the last few years show the value added that resulted from the creation of LCWA. Important new things are happening in the traditional language departments. Impressive new steps have been taken to empower and develop interdisciplinary and internationally oriented programs.”