The School of Languages, Cultures, and World Affairs
2013 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 can be pleased that the school has hired a remarkable group of new faculty including: Hispanic Studies: Susan Divine, Ph.D., University of Arizona; African American Studies: Julia Dash, MFA, UCLA Motion Picture & Television Production; Classics: Allison E. Sterrett-Krause, Ph.D., University of Cincinnati; French, Francophone, and Italian Studies: Robert A. Sapp, Ph.D., The University of North Carolina at Chapel Hill; and Jean-Christophe Reymond, Ph.D., Johns Hopkins University; and Michael Maher, University of North Carolina, Ph.D. Candidate, Chapel Hill; German and Slavic Studies: Maggie S. Majors, Ph.D., Washington University in St Louis; International Studies: Jeanette Jouili, Ph.D., University Frankfurt/Oder; Jewish Studies: David Slucki, Ph.D., Monash University; and Oren Segal, Ph.D., University of Michigan, Ann Arbor. In addition we will have Gary P. Zola, Ph.D., Hebrew Union College – Jewish Institute of Religion, as the Norman and Gerry Sue Arnold Distinguished Visiting Chair.

The Archaeology cognate major was approved by the CHE in spring 2013, and the new major will be implemented beginning fall 2013. As of July 5, six students had already declared this major. The Archaeology minor, which averaged about 43 minors last year, will still be retained as an option for students.

The proposal for an African American Studies major will go before CAAP at the Commission on Higher Education on September 5, 2013. If approved, the new major is expected to be implemented in fall 2014.

The growth of Asian language study at the College of Charleston has followed national trends in terms of the increasing numbers of students completing two or more years of Chinese, Japanese, and Arabic (and a small number studying Hindi). The College of Charleston has the only language program in South Carolina that has developed language strengths in four Asian languages – advanced third year Japanese, three years of Arabic and Chinese, and two years of Hindi. This year 23 students in Chinese took the HSK proficiency exam in Chinese administered by the government of China. College of Charleston students’ scores were the highest among the four South Carolina programs taking the exam, outscoring Presbyterian College, Bob Jones University and Furman University. This speaks directly to Strategy 1 of the College’s Strategic
Plan. In the years ahead, we need to build on these accomplishments and offer more advanced language coursework in Asian languages and Asian studies.

Now entering the third year with a major, Jewish studies remains the only such major in South Carolina, and one of only a handful in the region. The program successfully concluded fundraising for an expansion of the Sylvia Vlosky Yashik Jewish Studies Center. This project will give the program new space for faculty offices and a vegan/vegetarian/kosher dining area.

The International Scholars program, developed under the general direction of the School of Languages, Cultures, and World Affairs and the Honors College, links the International Studies BA with a second major, and emphasizes language study, international service-learning and internships, mentored relationships and study away. Students develop a curricular program and an undergraduate research agenda that reflects an understanding of global issues and international perspective. The program, open to approximately a dozen students each year, prepares them not only to be globally aware but globally active as they enter the 21st century as leaders of the emerging international community. Students go abroad in the summer following their first year and receive professional mentoring beginning in their sophomore year, continuing through graduation. Coupled with regular professional development workshops on campus, attendance at cultural events and speaker’s series lectures students are well-positioned to make the most of a required study abroad or Washington semester in their junior year.

The Chinese language program director, the dean and the Associate Provost visited Guizhou University in China during the summer. The expected outcome is a bilateral agreement to provide additional, advanced language training for students of Chinese.

**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 thirteen interdisciplinary programs. The faculty members in the school taught a total of fourteen classical and foreign languages:

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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, African American Studies, Archaeology, and International Studies, the school supports the following language minors:

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<th>French</th>
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And the following interdisciplinary minors:
Faculty Workload (Department/School Plans for Change/Improvement)

Instruction (Enrollments, target workloads and actual productivity)

Enrollments and Quality of Instruction. The school produces the third largest number of enrollments and credit hours after HSS and SSM. In 2012/13 the number of credit hours taught by our faculty totaled 38,255 or 12.7% of the institutional total; more than Business (12.3%), the Arts (9.97%) or Education (9.9%). (See: http://ir.cofc.edu/aadeptdata. Faculty Teaching Across Disciplines)

Overall credit hours taught in the school (like those across the College itself) decreased slightly over the year before. While there was growth of credit hour production in German/Slavic (+68), International & Intercultural Studies (+190), Hispanic Studies (+41), other programs and departments slightly decreased their credit hour production. [Note: for the first time the student credit hour production for LACS (+291) was reported separately from International and Intercultural studies.] (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 courses are taught by part time and temporary adjunct faculty. While 44.2% of the credit hours in LCWA are taught by adjuncts, this rate is 26.3% in HSS, 32.3% in SSM, 41.6% in Arts, 42.6% in Education (exclusive of the professional development courses), and 26.7% 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 adjunct instruction in all areas including areas such as German, Spanish, Russian, and Asian studies. (See: http://ir.cofc.edu/aadeptdata. Teaching Statistics by Faculty Type)

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 $180 in modern languages and area/cultural studies. Generally our costs are far lower. Our costs in the areas that generate the most credit hours like Hispanic studies are extremely low ($129). In fact, only International/Intercultural Studies ($312) reports a higher credit hour cost. These cumulative numbers for the entire school compared to peers presents an unusual and unsatisfactory picture. While peers cost $180 per credit hour, the LCWA expense is $157. When you multiply out the difference per credit hour times the number of credit hours produced by the school, we “cost” approximately $400,000 less than peers. If we had this money, we could have 5 to 6 more faculty positions, substantially reducing adjunct dependency. (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 continue to advocate for a mini-sabbatical program for untenured faculty. And we are most disserved by current budgeting practice. As LCWA has received new lines, it has not received additional R and D funds to support faculty scholarship. In fact, LCWA has $558 per roster faculty member while HSS has $695 (R and D budgets from each school divided by number of roster lines). This is a difference of $137 per faculty member or $7672 overall. That said, we celebrate the remarkable research and professional development accomplishments of our colleagues including these highlights:

- Noelle Zeiner-Carmichael received an NEH award to attend a summer institute at the American Academy in Rome.
- Andrew Alwine wrote Democratic Feuding: Emnity in classical Athens. The complete manuscript is currently under review at Texas University Press.
- With Hugh Elton and John Haldon, Jim Newhard co-developed a book proposal, Euchaita: The History and Arachaeology of a Late Roman/Byzantine City, which has been submitted to Cambridge University Press.
- Jim Newhard presented a paper, “Increased Analytical and Visualization Capabilities in Landscape Archaeology through the Use of GIS Field Applications,” at the conference, Taking Archaeology Digital: Redford Conference in Archaeology, University of Puget Sound (October 2012).
- Benjamin Fraser authored Disability Studies and Spanish Culture: Films, Novels, the Comic and the Public Exhibition, (Liverpool University Press), 192 pp.. (2013)
- Benjamin Fraser wrote an article, “Capital Inscriptions,” and edited the festschrift, Essays on Hispanic Literature, Film and Urban Space in Honor of Malcolm Alan Compitello,” (Juan de la Cuesta, 2012) 365 pages.
- Benjamin Fraser wrote an article “Trains, Culture and Mobility,” and co-edited the volume, Trains, Literature and Culture: Reading and Writing the Rails. (Rowman &
• Luci L. Moreira with four co-editors developed a second edition of the textbook *Ponto de Encontro: Portuguese as a World Language*, (Pearson, 2012).


• Antonio Aiello wrote an article, “Virgilio Pinera a la sombra de los clasicos: una dramaturgia precursora del teatro posmoderno” which appeared in *Celebrando a Virgilio Pinera*. (Plaza Editorial, 2013).


• John Walsh wrote *Free and French in the Caribbean: Toussaint Louverture, Aimé Césaire and Narratives of Loyal Opposition*, which will be published by Indiana University Press in February 2013.

• Giovanna DeLuca has completed two chapters in an on-going book project, *Harsh Spectacle: The Mafia in Italian and American Cinema*.


• Massimo Maggiari gave an invited presentation on Aurora Consurgens: evento poetico musicale at Centrol Studi Eleusi, at Sarzana, Italy on December 16, 2012.

• Shawn Morrison presented a paper, “Bringing our Teacher Candidates’ Language Proficiency to the Advanced-Low Level,” at the South Carolina Foreign Languages Association (2012).


• Godwin Uwah presented a paper, “Integrating Overseas Internship in a Study Abroad Program,” at the Global Internship Conference at the University of California, Berkeley, June 12-15, 2012.


• Malte Pehl is a member of the Advisory Board for Conflict Barometer 2012, Heidelberg Institute for International Conflict Research/University of Heidelberg.

• Kathleen Foody authored the article, “Review: Islam and Dissent in Postrevolutionary Iran,” *Contemporary Islam* 6, no.2 (2012), 223-225.
• Dolly Raad was granted a place in the program for Language Instruction/Arabic Instruction at the STARTTALK Program at New York University, School of Continuing and Professional Studies, June 10-21, 2013.
• Leena Karambelkar attended the Annual Conference for Less Commonly Taught Languages in Chicago, April 2013.
• Joshua Shanes recently completed a sabbatical, during which he was a visiting scholar at the University of Chicago. He is completing an article entitled “The ‘bloody election’ in Drohobycz: Violence, Politics and Memory of the 1911 Austrian Elections,” which he will be presenting at the 2013 conference of the Association of Jewish Studies in Boston.

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, these outstanding service and outreach activities stand out.

• As it did last year, this summer (2013) the Classics department sponsored a two-week summer institute in the acquisition of Latin language and Roman culture for elementary through high school teachers and their students. These workshops are overseen by Dr. Frank Morris, an emeritus professor from the Classics department. Our own students attend these workshops and serve as teaching interns.
• The Classics Club sponsored outside lectures, as well as a Vergil-a-thon and Homer-athon. During the Homer-athon, Dr. Stanley Lombardo (University of Kansas), a renowned translator of Homer, gave a public reading from his *Iliad*. His performance was attended by over 75 students.
The Classics department hosted a number of internationally-recognized scholars. Among these were: Roger Macfarlane (Brigham Young University), “Wm. Hawkesworth v. B.L. Gildersleeve: The Necessity of Classics in Antebellum Charleston” (Oct 2012); Michael Maas (Rice University), “The Character of the Inhabitants: Environmental Theory in Classical Antiquity,” (Feb 2013); Alden Smith (Baylor University), “The Particulars of Posture in Roman Painting (and Poetry),” (Feb 2013).

Abdellatif Attafi and Massimo Maggiari from the Department of French, Francophone and Italian Studies organized an international poetry evening.

Dr Abdellatif Attafi, with substantial assistance from the Alliance Francaise of Charleston, hosted a Moroccan dinner and raised funds to purchase school supplies for poor Moroccan children.

The International Studies program sponsored several lectures including “Cuban Reforms Today” with Alberto Perez Lara (November 13, 2012) and Political Mobilization and the Arab-Israeli Conflict” with Peter Beinart (February 8, 2013).

In summer 2012, Helen Delfeld, and a member of the Asian studies faculty, traveled to Cambodia and Thailand with five students with the support of the ASIANetwork Freeman Student Faculty Fellows program. This grant of more than $30,000 provided full support for all students and the faculty mentor to conduct individual research.

In the fall the CLAW program hosted Kevin Lowther, who presented a public lecture entitled “The African American Odyssey of John Kizell: A South Carolina Slave Returns to fight the Slave Trade in his African Homeland.”

In February, the CLAW program hosted Eric Foner, who delivered a public lecture on his book, The Fiery Trial: Abraham Lincoln and American Slavery.

The Japanese Club Moonlight Formal was held October 6, 2012. Yoshiki Chikuma, advisor.

A Mediterranean Night event was held October 31 2012. The event was co-sponsored by the Arabic Club (George Fam, advisor) and the Jewish Student Union.

The Hindi program sponsored “Her Stories: Women’s Autobiographies in Hindi,” a lecture by Dr. Monika Browarczyk. (January 22, 2013).

Lei Jin coordinated the 3rd annual Chinese Speech contest, a program that brought together students of Chinese of all ages from across Charleston on March 29, 2013.

Leena Karambelkar hosted a Hindi cooking demonstration on April 16, 2013.

Yoshiki Chikuma provided local arrangements for the annual Southeastern Association of Teachers of Japanese Language conference which was held March 8-9, 2013.

Lei Jin brought delegations from Guizhou University and the Confucius Institute at Presbyterian College to the College to establish a new bi-lateral exchange program.

The national award-winning Nu Zeta Chapter of the National Collegiate Hispanic Honor Society sponsored with the Citadel an annual statewide SC Spanish Teacher of the Year program that recognizes each November the three most outstanding teachers of Spanish from public and private K-12 schools across the Palmetto State.

On March 12, 2013 the Linguistics program organized a talk by Dr. Connie C. Eble from the University of North Carolina-Chapel Hill about “College Slang in the Age of Social Media.”

On March 28, 2013, the Linguistics Program hosted Dr. Susan D. Blum’s talk on “Half Someone Else’s: Paradoxes of Truth and Ownership in Academic Writing.”
• The 2013 Milton and Freddie Kronsberg Memorial Lecture was delivered by Rabbi David Wolpe of Los Angeles, considered by many to be the most influential rabbi in America.

• JSU/Hillel remains 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. Our 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, with a concert by Charleston violinist Yuriy Bekker featured as part of the festival’s spotlight Concert Series.

• The Three Rabbi Panel remains a unifying program for the Charleston Jewish Community, attracting hundreds of persons to the event each semester.

• Simon Lewis hosted the 2013 African Literature Association Conference in Charleston (March 20-24), attended by over 400 people. This event included significant contributions by local African American artistic, cultural, and political luminaries. The conference had eleven internationally-acclaimed keynote speakers and musicians; 17 exhibitors, 106 panel discussions, and twenty student volunteers. Many other faculty from across the school helped with local arrangements and attended the discussions.

• Simon Lewis was significantly involved in the planning, organizing, and promoting of the Jubilee Project. The Jubilee Project was a joint effort relying on contributions from diverse organizations, academic institutions, religious affiliations and regional locations in offering related events and programs.

• The African American Studies program provides educational opportunities for the community through its bimonthly book discussion on African American history and culture. These book discussions originated from a grant by the National Council of Black Studies in the 2011-12 fiscal year and were continued into the current fiscal year. The discussions are held in the John L. Dart library, the first library in Charleston which served the African American population.

• On October 4, 2012 CLAW hosted the Wachovia Public Lecture “Your Wife will be Your Biggest Accuser:” Reinforcing Codes of Manhood at New England Witch Trials. This lecture was presented by Dr. Richard Godbeer, Professor of History at the University of Miami.

• Adam Mendelsohn was recently appointed editor of the Jewish Studies Book Series at the University of Alabama Press; he was also appointed as the Modern Jewish History subject editor at The Marginalia Review of Books, and was awarded the 2013 Lapidus Fellowship by the American Jewish Historical Society.

Additional Instructional Contributions

Honors Program

The International Studies faculty supports the Honors Program through offering an Honors version of INTL 101 Introduction to International Studies course (HONS 282). This course was
offered in both fall and spring semesters by Malte Pehl. Lisa Samuel sits on the Honors Advisory committee.

Throughout the year, INTL worked with the Honors program on the International Scholars Program. This new program which started in fall 2012 is a unique program in which specially selected Honors students major in International Studies and one additional major. They receive special mentoring, a “May-Away” study abroad experience -- which was organized by INTL and this year took them to Cuba – and share a residence hall their first academic year. In this way INTL has developed a permanent relationship with the Honors Program.

**First-Year Experience**

- The German/Slavic Studies faculty offered the Freshman Seminar, “A Window into Russia” (fall 2012 and spring 2013) which was designed and taught by Adjunct Instructor of Russian Oksana Ingle.
- In fall 2013, the German program is again offering a Learning Community that links the language course GRMN 101 and their culture course in English LTGR 250.
- The Classics department has developed a reputation across campus for its ardent support and leadership in the First-Year Experience. Four of the six Classics roster faculty and one adjunct were involved in the FYE. Additional service to the FYE was given by faculty during Accepted Students Weekend and Summer Orientation.
- Lisa Signori taught the City of Light: A History of Paris with Bill Olejniczak (History) in a Leaning Community.
- Lisa Signori and Shawn Morrison participated in a one-day First Year Experience conference on information literacy and developing writing assignments for FYE students.
- Shawn Morrison taught From Below Ground to the Top of the World: The Landscape of French Art as a Learning Community Course (fall 2012).
- Malte Pehl offered a Learning Community pairing INTL 101 Introduction to International Studies with POLI 104 World Regional Geography (spring 2013)
- Ghazi Abuhakema taught a First Year Seminar – “The role of Quran in Contemporary Islam” during the fall 2012 semester.
- Hispanic Studies was active in the First Year Experience program by collaborating in FYE Learning Communities in both Portuguese and Spanish courses taught by Professors Hanahan, Moran, Luci Moreira and Jose Moreira; in addition Dr. Carla Breidenbach taught a First Year Seminar for the FYE in the fall of 2012.

**Interdisciplinary Courses/Courses in Other Schools**

The main achievement in this area is the development of new majors in archaeology and African American studies. Both majors are models of interdisciplinary education and scholarship at the College of Charleston.
Other developments in this area include:

- Classics faculty taught courses that contributed to the programs in Archaeology, Anthropology, History, Art History, Film Studies, and Women & Gender Studies.
- The Linguistics Minor Program currently has 31 declared minors. This is a 163% increase from last year. Students in the Minor have majors in Anthropology, Computer Science, English, German, Psychology and Spanish.
- The French, Francophone, and Italian Studies Department regularly offers BLFR (Business Language French Minor) a new minor essentially targeting international business students needing language skills to enhance their competitiveness in the job market.
- The new Global Trade minor from the School of Business specifically targets language students interested in basic international business and economic courses.
- 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 458, Teaching Strategies in Content Areas, (fall 2012)
- Robyn Holman taught FREN 341: Phonetics and Advanced Language Study and FREN 342: Advanced Grammar. Although taught with French rubrics, these courses are required for Teacher Education certification in French.
- Alison Smith taught two sections of SNAP courses in French and also counseled faculty of other languages on SNAP issues.
- 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.
- Godwin Uwah is working with Renee Mueller (School of Business) on a site in Nice that will be an alternative to Strasbourg for international business students with French minors.
- The British Studies program now has two bilateral partnerships with British universities: University of Nottingham and the University of Hertfordshire.
- 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.
- Marianne Verlinden taught LACS 101 in Fall 2012; Lola Colomina taught the same course in Spring 2013.
- Carla Breidenbach taught LING 125 in Fall 2012 and spring 2013.
- Silvia Rodriguez-Sabater taught SPAN 603 in spring 2013. She also taught LALE 601 in fall 2012.
- Devon Hanahan and Alison Zaubi offered select basic Spanish language courses in Fall 2012 and spring 2013 for the SNAP 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, Religious Studies, 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
The entire report reflects the LCWA commitment to global perspectives.

Other High Impact Practices

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 10th 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 $27,800 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. Further, Classics offers archaeological internships in Greece or Turkey, and supports applications to programs offered through other institutions.

The French, Francophone and Italian department now requires study abroad for its majors. Last year the department submitted a request for a second study abroad site in Avignon, but no decision has been made. In the meantime the department is offering both spring and fall semester programs on a pilot basis but the ideal is a winter program in relatively warmer Avignon, and a fall program in the rather cold city of Rochelle. As stated in last year’s report, the department discourages a situation where students seek alternative options that may not meet our own standards of study abroad experience. The La Rochelle program continues to thrive, producing relatively well-prepared majors/minors for our upper-level courses.

Several students are currently (summer 2013) studying intensive Arabic in Amman, Jordan as a result of a relationship established by Ghazi Abuhakema, Assistant Professor, Arabic and Arab Studies.

Eleven students, enrolled in the International Scholars Program, participated in a May-Away at the end of their freshman year. This year’s trip was to Cuba. Doug Friedman and Bryan Ganaway accompanied them. They spent a week in Havana before taking a trip to the southern part of the island to live with families. The trip created an unparalleled high-impact learning environment. Not surprisingly, the students said this was the part of the program that they liked the most. The next two May-Away trips are scheduled for France and India, in 2014 and 2015.
The Archaeology minor program has traditionally encouraged students to attend a summer field school to work on an archaeological project. During summer 2013 several students worked in various settings: Grace Onderka, Belize Valley Archaeological Reconnaissance Field School; Sarah Elgradawy, Archaeological Field School in Hualcayan, Peru; Caitlin Stone, Field School Pozzeveri, Tuscany, Italy, in Archaeology and Bioarchaeology; A.J. Baker, Mortuary Archaeological Field School, Bradesti, Romania.

International studies is one of a very few majors that require students to study or intern abroad. Not surprisingly a considerable number (57) of International studies students studied abroad in 2012-13 – this is 25% of our majors. Similarly many (22) International studies minors also studied abroad – that is 23% of our minors.

The German program offered 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.

Piotr Gibas travelled to China with students to offer a Special Topics course in Chinese Studies on Chinese Foodways. This was offered in conjunction with Elijah Siegler’s Religious Studies course on Daoism in Contemporary China.

Anthony Greene has taken the lead in planning a study abroad program to Barbados and in developing the African American studies curriculum.

The World Cultures Fair was organized by Dr. Elizabeth Martinez-Gibson with help from Tara Miller and Laura Moses. Lena Karambelkar organized the entertainment and Maria Andrews, the food contest. The Fair would not be possible without the participation and cooperation of many faculty, students, Dean David Cohen, and the sponsoring organizations (LCWA, OID, CAB, SGA, CIE, Avery Research Center, Multicultural Student Programs & Services and Global Resource Center). In addition, many local businesses participated by providing generous prizes for the food contest. This year there were more than thirty-two organizations that participated representing different countries and cultures. Many students performed music and dances to represent different cultures. In addition, community entertainers such as the African dancers, Belly Dancers, Chinese Tai Chi, Capoeira, Zumba, Bollywood Dancers and for the first time, the Gullah Community also helped provide a day of world culture. Over 400 students and faculty attended throughout the day, which resulted in another very successful year for the World Cultures Fair.

More than 200 students from all schools in the College represented 58 countries in the 2012 Eighth Annual College of Charleston Model United Nations Conference held on Friday and Saturday, November 2 and 3. For the first time, the leadership committee was composed of member students from all schools as well. The students were trained by student leaders in the rules governing debate in the U.N. before themselves debating the merits of three resolutions up for a vote. Resolutions before the committees were on the increasing trend toward dollarization; genocide and civil strife; and desertification along with the increasing pressure on clean drinking water in the world. In the final plenary session on Saturday afternoon, delegations passed...
versions of the three resolutions reflecting some significant changes to the original documents. The conference provided an experiential learning opportunity which engaged students in a dialogue about global issues and how real world leaders conduct international diplomacy. It was one of the most successful Models conducted at the College, with enthusiastic debate in all committees -- and one surprise song by a delegate, weighing in against expansion of the dollar.

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 is particularly active in this program as its director is a co-coordinator of the WMOAS and vice president of the Institute for Diplomatic Dialogue in the Americas (IDDA), the non-profit organization that sponsors the WMOAS. In spring 2013, the college sent a delegation of students to the Model in Washington for the 29th consecutive year.

LACS had two significant visitors in the Fall 2012. Humberto Miranda, the in-country program director for the Cuba Semester Program, returned for two months (October – December) to teach a INTL 290 course on Social Movements and to help recruit students for the spring semester in Cuba. In November we sponsored the visit of Dr. Alberto Perez Lara, researcher at the Instituto de Filosofia, and our partner for thirteen years in conducting the Cuba program. Dr. Perez gave a presentation to the College community on “Cuban Reforms Today” about the dramatic changes that are occurring presently in Cuba. The program was standing room only – with Humberto Miranda translating.

Twelve Archaeology minors were enrolled in the CofC/Charleston Museum intensive 7-week Summer 2013 Archaeological Field School in Historical Archaeology. This field school is team taught by Barbara Borg with Martha Zierden and Ron Anthony of the Charleston Museum. African American senior citizens of the Germantown community near Hampton Plantation State Historic Site toured the slave residence excavations during the field school. At Colonial Dorchester we were constantly observed by visitors to the park, and a number of dignitaries and interested parties visited the Lord Ashley site on private property, including employees of Mead-Westvaco, the major funding agency for this project.

The International Scholars met with State Department official, Gerry Kaufman, who has served in Saudi Arabia and Malaysia, and is currently housed at the passport facility in North Charleston. His next appointment will likely be Vietnam. The students were also able to meet with Pulitzer-prize winning author John Meacham. They also had breakfast with Julia Sweig, a Cuba scholar at the Council of Foreign Relations.

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. Working in delegations of up to six, students hone research skills as they develop deep knowledge of specific African countries. They also acquire skills in parliamentary procedure. While in Washington, D.C., participants interact with a wide range of students from other colleges and universities. They also visit the embassies of the African countries they are representing in the Model AU, and have a chance to explore Washington, D.C.
Naomi Gale, Schusterman Professor of Israel Studies for the 2012-2013 academic year, recently departed Charleston after a successful year-long visit. Naomi was a valuable addition to the Jewish Studies faculty, and was treasured by the community at-large. A highlight of her visit was her team-teaching a course on Middle Eastern Cultures with Professor Abuhakema.

During the spring of 2013, Gershom Gorenberg served as the Norman and Gerry Sue Arnold Distinguished Professor of Jewish Studies. A respected Jerusalem-based historian, author and journalist, Mr. Gorenberg taught the course “Writing Israel’s History,” which focused on the various ways Israeli and Palestinian histories have been written.

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 64 LCWA faculty on staff in 2012/13, 23 (35.9%) claim some racial background other than white. This compares to the 19.9% college-wide who claim a background other than white. Thus, without LCWA, the college could only attest to a ratio of 17.7% of faculty who claim some racial background other than white. (See http://ir.cofc.edu/aadeptdata, Faculty Diversity)

Recruitment Efforts

This year’s new class of faculty members represents some of the finest teachers and scholars ever recruited to the College of Charleston. Nevertheless, there were some disappointments. Several offers to candidates in Spanish were turned down although strong pools led us to other excellent appointments. We also failed to appoint a chair in French and for the second year in a row failed to make an appointment in African American studies.

Retention and Development Activities

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

- Joe Weyers conducted linguistic attitude surveys among willing volunteers with the objective to discern how strongly speakers in Rocha feel about their vernacular which uses *tu* versus the national norm of Montevideo where *vos* is most common. This research builds on his most recent publication by expanding the scope of the study to the entire province of Rocha rather than on just the capital city.
- Carl Wise conducted research at a library containing dozens of rare volumes related to Luis de Molina & the Salamanca School of Jesuit theology that are not available together anywhere else. This research was in preparation for a book manuscript for publication. He is also preparing an article-length study that will be submitted to Hispanic Review at the end of summer.
- Liz Martinez-Gibson analyzed the errors and unique lexicon of English used on public signs in Spain to determine whether the language is used as a means of communication or simply a trend. Data collected will provide materials to work with during proposed sabbatical; will provide advancement in research interests and allow her to expand on curriculum for different programs.
Robert Cameron will document the degree to which voseo and tuteo are present in publicly displayed print advertising in Costa Rica. He will use this voseo realia as a springboard in creating meaning-based didactic materials for use in Spanish basic language curricula, as well as the College’s study abroad programs in Costa Rica and Argentina.

Hilary Barnes research examines the linguistic and social consequences of language contact and bilingualism in Chipilo, Mexico, a Veneto-Spanish bilingual community of immigrant origin located in central Mexico. This research will be presented at national and international conferences in the field of Hispanic Linguistics and will be published in top journals. It will also contribute greatly to research her agenda and the documentation of the linguistic characteristics of Veneto, a minority language.

Jim Newhard will conduct a research project that seeks to image, publish, and develop online research tools for a corpus of Bronze Age administrative clay tablets from the palace of Nestor in Pylos, Messenia, Greece. He will create a digital, web-hosted component including 3d scans, standard and reflectance transformation imagery, and illustrations of the tablets as well as contextual information. This research will benefit conservation, historic preservation, and curatorial concerns.

Lisa Signori will conduct field research in France & Spain to investigate the documents that contemporary pilgrims used to confirm their status. This research will lead to an article tentatively titled “Les documents du pelerine: L’origine de la creanciale et de la credenciale” which will be submitted for publication.

Morgan Koerner will present a paper at the 8th Congress of the International Drama/Theatre and Education Association which will be held in Paris. This work will result in a publication, either through the conference or in an international theater in education journal. The conference itself will provide him with a wealth of pedagogical ideas and impulses that he plans to integrate into his teaching and courses.

Lei Jin will conduct and complete research on a comparative study of a classical Chinese supernatural tale and its modern cinematic presentation. This will result in a conference paper on a Chinese independent film documentary to be presented at the 67th Annual Rocky Mountain Modern Language Association Convention in October 2013.

Annie Higgins will write an article that listens to the voice of an Ibadi poet in the flush of Abu Hamza’s victory over the Umayyads in the city of Medina in 130 A.D. She will then submit this article to the peer-reviewed journal, the Muslim World.

Ghazi Abuhakema will use the funding to create audio material to be used as an integral part of a multi-volume series for Teaching of Arabic as a Foreign Language. Material includes audio drills, oral texts, and songs. Textbook is under contract with University of Texas Press. This textbook is designed to enhance the delivery of information as well as to demonstrate useful strategies for productive learning outcomes. Publication of this series will highlight his name and CofC as a pioneering figure in the area of TAFL.

Kathleen Foody will explore ethnographically and textually the annual Doha Conference on Interfaith Dialogue in Qatar. She will explore how the conference and its participants attempt to redefine Islam, as well as religion broadly, as a response to global religious violence. Minimally this will led to multiple journal publications and perhaps will result in a full monograph.
• Hollis France (PolSci) continued research begun last summer in Wowetta, North Rupununi, Guyana. Research involved a case study of the Wowetta Women’s Cassava Income Generating Enterprise.

• Silvia Rodriguez-Sabater examined the cultural information in introductory L2 college Spanish textbooks.

• Stephen Della Lana attended “European Summer Course” in Otzenhausen Germany. He was able to speak with participants from all over the European Union and gain insight into the economic & monetary union. He will integrate this research and knowledge into the Business German course.

• Piotr Gibas conducted the 4th Charleston Chinese Speech Contest & Performance, which promoted the Chinese language program and gave extracurricular opportunities for CofC students.

• Chris Day (PolSci) was able to invite to the college four expert scholars in interdisciplinary fields of African Studies and Peace & Conflict Studies. This workshop was public, the guest scholars were available to students and faculty. Exposure to these scholars and workshop offers the potential for increased recruitment of African Studies minors & Africa concentrations within the International Studies program.

• Noelle Zeiner-Carmichael used the funding for copyright permissions required for inclusion of maps and images in her book “Roman Letters: an Anthology.”

• Joe Weyers conducted a comparative study of forms of address used in written commercial & non-commercial advertising in US businesses that have a presence in Mexico. This will culminate a third study dealing with the language of advertising. His research will serve as a point of departure for a project designed for SPAN 448 Sociolinguistics studies next semester.

• E. Moore Quinn (Sociology) collected “textual memories” from her project’s newest members. She will include the findings in spring 2013 coursework. She will offer brown bag presentations and participate in related cultural programs. Publication of her findings will make contributions to ethnic studies. There is also the potential for future articles and books.

• Jim Newhard & Noelle Zeiner-Carmichael will host a Modeling Connectivity colloquium which will bring three scholars to campus. This event will illustrate multidisciplinary & synthetic skills necessary to understand cultures. It will address the local & community interests. And it will augment the cultural component of our curriculum and be an example by which LCWA extends its effects across the campus into other disciplines.

• Leena Karambelkar was able to attend the 2013 annual conference of the National Council of Less Commonly Taught Languages. Knowledge gained will strengthen the existing expertise & programs in language translation and interpretation with the ultimate goal to develop a minor or concentration.

• Massimo Maggiari hosted an International Poetry Night to promote cultural literacy and literature studies in foreign languages.

• Conseula Francis planned a tip to maximize the pedagogical effectiveness of study abroad in Barbados. The goal is to have a firmly established, regularly offered and staffed signature study abroad offering for African American Studies.
Assessment Activities

The School of Languages, Cultures, and World Affairs assessed its programs in Classics, French, German, International Studies, Jewish Studies, LACS, and Spanish. Each program implemented slight changes to its assessments for 2012-2013 and collected data. Each program used that data to determine whether or not they needed to improve the program. Assessment is ongoing, but some changes have been made again. The majority of our majors met or exceeded program expectations.

Student Accomplishments

Undergraduate/Graduate Research

- Spanish minor Allison Crowell’s short story “El roble de la vida” was published in the 23rd issue of El Cid, the national student journal of the Citadel’s Tau Iota Chapter of the national collegiate Hispanic Honor Society: http://www3.citadel.edu/mlng/El%20Cid_summer_2013.pdf.
- Jocelyn Moratzka, Spanish major, attended the Kentucky Foreign Language conference at University of Kentucky in April 2013. In her capacity as the College of Charleston’s student president of our national chapter of the National Collegiate Hispanic Honor Society, she participated in a round-table discussion in the national “Sigma Delta Pi Informative Session” while engaging with other student officers from across the country.
- Four German/Slavic Studies students graduated having earned the Global Scholar designation.
- Fourteen students were inducted into the national German Honor Society, Delta Phi Alpha.
- Four students are participating in the College of Charleston-Cultural Vistas Summer Internship in German in summer 2012.
- Three French, Francophone, and Italian students, Sarah Stertz (France); Samantha Denning (France); Thomas Pavia (Italy), received teaching internships positions abroad.
- Seven students received the Confucius Institute Scholarship in 2013; this will cover virtually all their costs to study intensive Chinese at Guizhou University in Guiyang, China.
- Eden Katz traveled to Ghana with the Project OKURASE Village Health Outreach program. She is the second consecutive AFST minor to do so (Clifton Edwards completed an internship/independent study in summer 2012) and will be completing research for credit in an independent study course.
- Madison Edwards received a SURF grant to conduct four weeks of research in Gambia and Senegal, Africa. Madison will research connections between the Lowcountry and West Africa and the Atlantic slave trade.
- Brennan Baylis traveled to Uganda with the Palmetto Medical Initiative where she is helping provide treatment for various medical conditions as well as organizing and hosting health events focused on preventative health education.
- Ellis Lincoln, Spanish major, was accepted to teach in Charlotte, NC as a member of
Teach for America’s 2013 corps.

- Julie King and Jocelyn Moratzka, Spanish majors, and Eric Britton, Spanish minor have been awarded “Into the Fields Internships” with SAF (Student Action with Farmworkers) from June 3-August 11, 2013.
- Steven Paschal and Craig Garrison received Anthropology fellowships for summer 2013 in conjunction with the Charleston Museum Archaeological Field School
- Archaeology Internships/Student Research Assistantships were received by Kaitlin Rosenblum (Charleston Museum); Jeremy Miller (Drayton Hall Plantation); James Boast (Charleston Museum); Corey Heyward (Drayton Hall Plantation); Heather Brickley (Charles Towne Landing State Historic Site); Craig Garrison (Colonial Dorchester State Historic Site); Dru Tremain (Colonial Dorchester State Historic Site); Dean Paradis (CofC field school); and Jami Baxley (Palace of Nestor Archives Project, Ancient Pylos, Greece).

**Distinguished Scholarship**

- 20 students of Russian participated in the ACTR National Post-Secondary Russian Essay contest.
- Levi Vonk received the Bishop Robert Smith Award.
- The first class of IS Fellows already has impressive achievements. One of them, Madeline Edwards, won a Critical Language Scholarship from the US State Department and will travel to Jordan to study Arabic in June. Christopher Jackson won a Fulbright grant to study in Scotland this summer. A second, Eden Katz, put together a trip to Ghana to work on water purification. Three of the IS Fellows (Joseph Quisol, Olivia Ghiz, Katie Booth) went with the Dean of the Honors College to Honduras over spring break and did all the data collection for a non-profit group working with local schools.
- Spanish major Jocelyn Moratzka was named “LCWA Outstanding Student of the Year” on March 27, at the ExCEL Awards Ceremony.

**Awards and Distinctions**

- Shaina Anderson (2013) was accepted with funding for the Classics Program (M.A.) at Texas Tech, where she will begin graduate studies with a view to earning a Ph.D. in Classics.
- Marca Hoyle (2012) was accepted into the Ph.D. in Medieval Studies at Western Michigan University.
- Melissa Huber (2011) was accepted with funding (Lionel Pearson Fellowship, American Philological Society) into the program in the History of Ancient Rome, University of Reading and with full funding to the Ph.D. Program in Classics, Duke University.
- Angelina Phebus (2011) was accepted with full funding to the Ph.D. Program in Classics, UNC – Chapel Hill.
- Jeremy Walden (2011) was accepted with full funding to the M.A. Program in Classics, University of Florida.
Lauren Bader (2013) will be attending Brandeis University in the Fall to pursue a Masters degree in Anthropology.

Seth Bostrom (2013) has been chosen as one of the 75 students selected to participate in the Congress-Bundestag program for Young Professionals.

Martin Dawson (2013) received a Fulbright Teaching Assistantship in Salzburg, Austria, for 2013-14.

Levi Vonk received the Rotary Global Scholarship to begin a Master’s in Anthropology of Development and Social Transformation at the University of Sussex in Brighton, England.

Stephanie Ferrell, Spanish major (May 2013), was accepted to New York University’s Steinhardt School of Culture, Education, and Human Development to pursue her M.A. in speech Language Pathology in Communicative Disorders.

The Asian Studies program has seen three students receive the nationally competitive Critical Languages Scholarship provided by the US Department of State to study abroad in the home country of their language of choice. In 2012 Daniel Hodge (Chinese, Shanghai) won the scholarship and in 2013 Madeline Edwards (Jordan, Arabic) and Elizabeth Burdette (India, Hindi) received this prestigious award.

Kim Arnold was recognized at the AAST award ceremony in 2012 for her service to improve the campus and the broader community with respect to issues around racial equality and social justice. She has been accepted into the Master of Public Health program at Drexel University.

Andrew Dunham (2008) completed a Master’s degree in Latin American Studies at New York University and is currently Law Clerk at Zhang and Associates.

Collin Laverty (2006) completed a Master’s degree in Latin American Studies at the University of San Diego last year. He is currently founder and president of Cuba Educational Travel.

Nakashia Dunner (2007) is currently at the US State Department doing consular work in Tijuana, Mexico.

Kimberly Cozart (2006) who received her MA from the London School of Economics and Political Science and taught part-time for Latin American and Caribbean Studies and International Studies at the College in 2011-12, completed her first year of Ph.D. work at the City University of New York Graduate Center in Political Science-Latin America.

Former M.Ed. Spanish track students Erin Gilreath and Chrystal Hepler were nominated for the Sigma Delta Pi (Spanish Honor Society) teaching award, with Erin being selected as the winner.

Current M.Ed. students Celeste De Vera and Daniel Gary received the Graduate Scholars award for the 2012/13 academic year.

M.Ed. student Robert Butler was the recipient of the Goizueta Foundation Endowment Fund Scholarship during both the 2011/12 and 2013 school years.

Editha Harper, a fall 2012 ESOL track graduate, was hired as an adjunct professor of ESOL at USC Columbia.

Samantha Denning (2013) (French & International Studies) graduated as a Global Scholar. She studied abroad in both France and Senegal, and interned with a microfinance organization. She has received an appointment through the French government to teach English in Nantes, France starting in the fall. She hopes to
pursue graduate studies in international affairs.

- Amber Joyner (2013) received the HSS Scholars Award in History. She plans to apply for a Ph.D. program in African history with a focus on the late colonial period for Lusophone Africa.

- Haley Thomas (2013) was a Sustainability Fellow and was involved in Amnesty International. Post-graduation she began working as the Volunteer Coordinator for the non-profit organization World Camp Inc. in Malawi (Southeastern Africa).

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 88% 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 -- Spanish majors who responded to the survey lead the way with 97% of respondents employed or planning to attend graduate school after commencement. Of the French majors who responded, 83% say that they have taken jobs that are appropriate to their degree and level of training. 80% of German majors who participated in the Survey report that the jobs they have taken are moderately or highly related to their major. International Studies, French & Francophone, German, Classical Studies majors all report that 100% have found employment in the state of South Carolina.

LCWA graduates have matriculated to the following graduate schools: Sotheby’s Institute of Art, Texas Tech University, American University, Nicholls State University, Teachers College, University of North Carolina, University of Rochester, Brandeis University, College of Charleston, University of Georgia, University of Sussex.

**External Relations and School Advancement Activities**

The School of Languages, Cultures, and World Affairs saw great success in fundraising in the ’12-’13 fiscal year. The Jewish Studies Program’s A Time to Build Campaign continues to receive meaningful gifts toward its $10,000,000 goal. A collective $1,000,000 gift, made possible through lead support by Norman and Gerry Sue Arnold and Anita Zucker, was secured to ensure forward progress in the addition to the Sylvia Vlosky Yashick Jewish Studies Center. The College of Charleston is contributing the remainder of funding needed to support the expansion. The addition will include a vegan/vegetarian dining facility named in honor of the Program’s longtime director, Dr. Martin Perlmutter, as well as have classroom and office space on the 2nd and 3rd floors.

LCWA also received a significant commitment from the Samuel Freeman Charitable Trust and the Oliver S. and Jennie R. Donaldson Trusts to support the hiring of three visiting assistant professors for a three-year period. The professors will teach courses in Classics, Italian, and International studies, and will add much-needed faculty support to these growing programs. Through an arrangement with the Provost’s Office, the College of Charleston will take over funding these positions after the three-year period.

**Conclusion**
Department chairs and program directors have a number of concerns about their programs and the school generally. 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)

“Although members have been added to the faculty, both operational and research and development funds have remained frozen, so that shortages in research and travel support have now become critical. Recommendation: Direct any increase in the operational account toward supporting faculty travel and research.” (Classics, page 20)

“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. This year, our office administrator resigned after less than two years in the position. She cited the shared position as the one and only reason for her resignation. The search for a replacement was successful, but the quick turn over is only one example of the inefficiency of the split-position…Neither department can move beyond a survival mode with its business… 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 20)

“Progress was made this year in regards to adjunct usage, when one full-time adjunct position was converted to a visiting assistant professor line, renewable for an additional two years. This is a definite improvement, but does not solve the challenge of developing a permanent and stable faculty. If the visiting position is not made permanent, adjunct usage will have to increase again. Recommendation: Set the caps for LATN 101-202 at 20, and continue to maximize course offerings in culture and archaeology. Offering additional sections effectively will require increasing the size of the faculty, especially if the number of complementary courses in culture and archaeology are also to be maintained.” (Classics, page 21)

“The broad scope of faculty productivity in the realms of research, professional development and service is impressive and reflects our professors’ tireless dedication, which is one of our department’s numerous strengths. Because the annual report guidelines request that a related “weakness” be identified there continues to be just one: despite the many service responsibilities and professional development for ALL roster faculty in recent years has complicated the ability to complete those service tasks. Unfortunately, the option that we are repeatedly presented is not feasible: undertakes less service. Much important and necessary college business can only be accomplished through collective and sustained engagement with service, and therefore if faculty members simply “disengage” as has been suggested for the benefit of scholarly activity, then the necessary business will either not get done or fall on the shoulders of a few. In the department of Hispanic Studies where 40% of our faculty members are adjuncts who are not expected or required to do service we simply do not have enough roster
faculty to collaborate efficiently. The weakness therefore and for other reasons already explained previously is the lack of human resources to fulfill the regular and necessary service obligations that we face yearly.” (Hispanic studies, page 39)

“As mentioned in the annual reports from 2011 and 2012, the only feasible way to increase opportunities for tenured and tenure-track HISP faculty to teach basic language courses, and thereby alleviate course preparations, is to replace several of our adjunct positions with permanent lines, preferably tenure-track. Doing so would not only address the upper-level course burden on faculty and assist HISP with the urgent demands of impressively growing programs, but it would also address other problems explained further below in “Instructional Costs.” (Hispanic studies, page 13)

“Another ongoing challenge relates to our successful Portuguese language program that, as indicted by the statistics in the previous ‘Enrollment’ section, is successful in large part because of the dedication of Dr. Luci Moreira, Associate Professor, and Mr. Jose Moreira, Adjunct Professor. However, and as mentioned in last year’s annual report, one permanent faculty member cannot build and sustain a program, despite his/her efforts. Portuguese continues to find itself at an important juncture within the overall mission of international education at the College, especially in light of Brazil’s strong economic presence in this hemisphere. As previously noted, Portuguese language and its cultures will continue to be of great interest and importance for years to come, especially in a business/economic context. Therefore assisting our current faculty members’ efforts to develop further our Portuguese program is an important next step that would be assisted with a joint departmental appointment: HISP/Business, for example, or HISP/Political Science. Such an appointment would also alleviate some of the workload for Dr. Moreira.” (Hispanic studies, page 14)

“A continuing weakness is that the departmental budget allocation for travel and research does not cover the expenses of scholars whose research requires travel outside of the continental U.S. This has resulted in senior faculty choosing to eschew conference attendance in order to allow junior faculty to benefit from the meager funds available.” (German/Slavic studies, page 16)

“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 16)

“It is imperative the department consider the following items: Ensure that ALL the vacant and potential vacant tenure-track and senior instructor positions remain in the department; Pursue the question of a second semester in France, preferably in Avignon; Delay hiring a new chair until the transition phase is over; Hire qualified faculty to deliver the curriculum…” (French, Francophone, and Italian studies, page 24)

“While the program has made great strides in its first three years, several significant problems persist. First, as was pointed out for two years now, 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).

The second problem has to do with the organizational structure of International Studies. …INTL …exists in something called “International and Intercultural Studies” which includes – International Studies, Asian Studies, Latin American and Caribbean Studies and Jewish Studies (and fiscally African Studies, African American Studies, Archaeology, British Studies, European Studies). This is a total fiction – it does not operate as a unit. Each program operates separately – although INTL LACS and ASST (along with African American Studies and now Archaeology) share an administrative assistant. 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, and it cannot receive visibility on the LCWA website. INTL, with five faculty members, over 200 majors and over 90 minors is considered too small for departmental status (like Classics, Religious Studies, German, Philosophy or Hospitality and Tourism Management). (International studies, page 3)

“As the program grows, we find ourselves in desperate need of (1) permanent space and (2) 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 $5000 operating budget is insufficient to meet their needs.” (African American studies, page 4)

“All tenure-track faculty are active in scholarship in either Second Language Acquisition, Literature and Literary History, or both. Our greatest challenges are adequate funding to support their scholarship and sufficient time to devote to scholarship.” (Asian studies, page 11)

“…Language Instruction in Less Commonly Taught Languages has taken an exciting turn at CoC in five years. However, plans for the Asian Studies Major have stalled. We cannot grow the program without staffing in Asian Studies beyond languages. The Program Planning Summary approved by the CHE in 2010 becomes invalid this summer. Shared lines, with one-half faculty time dedicated to Asian Studies and one-half in the department (where tenure and promotion review would be conducted) would allow us to move forward.” (Asian studies, page 12)

“In 2013-14 we plan revisions to the Minor that will strengthen the program; these changes will enable us to create and implement an Assessment Plan for the Minor. We want to expand the Asian Studies Minor but require additional faculty. The faculty hired in the last five years are all Language faculty, whose primary responsibilities are in language instruction. We currently have no faculty hired with the intent of serving the Asian Studies Program per se. We lack sufficient faculty to offer multiple sections of Asian Studies 101, without which the program cannot grow. We also intend to build gateway, methods and capstone courses for the program. Our current faculty’s other responsibilities preclude their ability to offer these courses without additional lines to meet those needs.” (Asian studies, page 13)

The unique model of Jewish Studies remains problematic in the administrative structure of the College and in its financing. Our involvement in community outreach, student life, admissions, building maintenance, and an annual fund is unusual for a program that reports to a
dean whose charge is primarily academic. That academic focus has helped with Jewish Studies securing a major, getting its faculty tenure, and helping supplement some of our funded academic initiatives like the Schusterman Professor, the Arnold Distinguished Visiting Professor and the Zucker/Goldberg Professor of Holocaust Studies. But we need additional institutional support for some of our other initiatives. Funding the Community Liaison from state funds is thus a high priority, since it is part of our core mission, compatible with the institution’s mission, and beyond the ability of the Program for long-term funding. (Jewish studies, page 2)

“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. In particular, we require sufficient staffing to be able to offer the AFST 100 course EVERY semester, it is difficult to entice faculty from other departments to teach this introductory course since they already have teaching loads often including intro courses for their home departments.” (African studies, page 4)

In order to address these issues, many of which have been ongoing over a number of years, the dean invited two consultants, Michael Doyle (UNC Charlotte) and Andrew Reynolds (UNC Chapel Hill) to assess the overall position of the school. Both professors are prominent academics with records of significant achievement as administrators. Specifically the consultants were asked to review the progress the school has made since its inception. The dean supplied them with a number of written reports such as annual reports, fundraising plans, etc. He also furnished a report (see immediately below) that described school activities and evaluated the operational goals that the school developed in 2007-2008.

Report on Operational Goals 2007-2008

Primary Goals:
• Enhance faculty incentive and research grant programs
  The school has put in place a policy to award individual faculty research and development grants twice a year designated to support new and ongoing scholarly and creative activities for individual faculty members of the school. This fund is intended to promote professional research goals, such as: travel to support research, the purchase of research materials (books, databases, supplies, equipment, etc.), summer courses, institutes, workshops (e.g. OPI training), subsidies for publication, and courses to learn an additional foreign language that will enhance your current research or to pursue new areas of research. These grants are not primarily intended for delivering a paper at scholarly conferences. Approximately $25,000 annually is awarded for this purpose. Funding is in place to continue this program for a number of years but it is not endowed funding.
• Increase the number of roster faculty within the school
  The school has added new permanent positions in Hebrew (1), Arabic (2), Chinese (2), Spanish (1), International Studies (4.5); Classics (2); Italian (1); Jewish studies (1) and African American studies (2). In addition two faculty positions have been transferred to LCWA. Private funding now supports 1.5 additional positions in Jewish studies. Implement external proficiency testing for language majors
All majors in Spanish, French, and German take externally administered proficiency tests. At this time there are plans to extend this testing to language minors and others requiring advanced language study. There is no required achievement level(s) for student performance but consideration to this additional requirement will take place in the future.

- Make Latin American Caribbean Studies a stand-alone major
  Completed in 2011.
- Establish an Asian Studies major
  We have decided not to pursue a major at this time. We found that with the introduction of the International Studies major which includes an Asian region track, students have a viable alternative as these students take 21 credit hours devoted to Asian studies. There are 42 students currently in this track.
- Require one semester immersive study abroad for all language and interdisciplinary cultural and area studies majors
  Currently International Studies requires a minimum of six credit hours earned in a study abroad or internship abroad program. The French Department also currently indicates to students that study abroad (9 hours) is strongly recommended to complete the major and formal notification through the College Catalog is in the works. The Hispanic Studies Department is deliberating the requirement at this time. The School is developing an “appeals” policy that will allow for certain kinds of exceptions (like financial exigency) to the requirement.
- Create Murray Fellows to promote teacher/scholars in line with the vision, mission and academic goals of the School
  This idea has been abandoned. The problems of developing faculty affiliations for the area studies and interdisciplinary program remains. That said, there are now several joint faculty appointments in place. In addition, there is an “initiatives grants” program in place that encourages faculty from across campus to develop projects that further the LCWA mission and vision. These grants have funded exploratory visits abroad to develop student exchanges, faculty training, proficiency testing, and new course development.
- Build the organizational and administrative environment of the School
  The School has added a development officer position. The language lab was reorganized to provide technology support. The interdisciplinary and area studies programs have a full time administrative assistant.
- Develop and implement an Information Technology strategy for the School.
  No progress.

Secondary Goals:
- The School will create a new major in International Studies which brings together the interdisciplinary minors with in-depth foreign language study and study abroad.
  The major was approved in 2009. There are now 206 majors. In addition to the program chair, there are 4.5 full time roster faculty in the program.
- The existing programs in Jewish Studies, Hebrew and Arabic will lead to additional majors and/or minors.
  The Jewish studies major was approved in 2011. There are 2 majors. In addition to the program chair, there are 3 roster faculty as well as a visiting position (every other semester) and the Holocaust Studies professor fully committed to the program.
- A structured partnership will be created with the new campus-wide Global Scholars program.
A faculty member in Hispanic Studies continues to administer the Global Studies and many LCWA students become Global Scholars but there are no formal partnerships.

- Signature LCWA courses will be created for incoming CofC first year students
  
  No progress

- The School will develop a plan for systemically furthering the cultural components of the curriculum within LCWA courses. Course offerings that examine values and traditions both past and present, and the ways in which the past informs the present will be introduced.
  
  No progress

- Language tracks will be developed or enhanced as need and school partnership opportunities exist to tailor language acquisition to specific business, science/technology and government requirements
  
  No progress

- Existing expertise and programs in language translation and interpretation will be strengthened and developed to a minor or concentration
  
  No progress. The Masters degree in legal interpreting has been eliminated.

- Additional internationally-oriented internships and service learning opportunities will be designed for the needs of the students and implemented
  
  Only Hispanic Studies has developed internship courses.

- A brand-based marketing effort will be initiated to define the distinctiveness of LCWA for others at the College and to project it across the region, the state and the nation
  
  LCWA has revised its web pages and produced several general brochures that attempt to brand the school but much more work in this area needs to be done.

- Summer immersion language programs will be created and focused on high school students
  
  No progress

The report of Michael Doyle and Andrew Reynolds is attached to the end of this executive summary. What follows below is a summary of their findings and some of the suggestions developed by the deans, department chairs and program directors in discussions during the spring 2013 semester.

**Challenges/Opportunities**

**Reputation and Quality of the language teaching program**

Problems: continuing to improve the quality of language learning/developing proficiency sooner or developing more proficiency at the completion of 202 level

Solutions: additional required credit hr in modern and classical languages (101-202) most likely by “compressing” basic language acquisition into 3 if not 2 semesters (classics, Hisp); possibility of changing the teaching load for tenure/tenure track to 3/2 courses but including some 4 credit hour courses

**Continuing to build commitment within the School**

Problems: departmental and program silos generally; varying degree of identification with mission—classics, Jewish Studies, African American studies; archeology—the cultural studies are less well defined as core elements; strong commitment/identification of chairs and program directors diminishes as it spreads to faculty; language faculty don’t know area studies and cultural studies faculty (and less contact social and professional) among different language faculty groups
Solutions: joint appointments within the school that spell out obligations for teaching outside the “home” department; team taught courses like world literature in translation (Hisp) LCWA “programming” for all faculty like a monthly research paper seminar with a social hr to follow (Hisp)

**Strengthening identity within the College and externally**

Problems: hostility of HSS faculty; the fact that the school does not have analogs in other colleges and universities; uneven identification with LCWA among the LCWA depts. and programs

Solutions: more joint appointments with other schools (public health); successful grant and other external revenue generators (think Middlebury type language institute); develop plans for new space on campus that houses most LCWA faculty and dean in a single area; better promotional materials; LCWA lecture series; film series; funding a visiting distinguished professor with national reputation (maybe one that alternates across LCWA areas—one year classics, next year LACS, etc.; possibility of some executive education (a la Chas Institute) (Hisp); additional links with the Peace Corps (Hisp); LCWA presence at Prospective Student/Orientation activities/info to high school guidance counselors (Hisp); special attention to branding the cultural studies element of LCWA (classics); policy/procedure for having affiliated faculty (classics)

**Silos and incentives for interdisciplinary work**

Problems: doing more to promote LCWA vision of fluidity/interdisciplinarity

Solutions: courses that draw on components from across LCWA (many faculty teaching one course idea); team taught courses that draw faculty from all language areas on film or world literature in translation that perhaps are offered as Comp Lit (Hisp); use of themes that draw HSS faculty to teach (examples from Classics faculty “Age of Exploration” or the “Epic Tradition” — courses that draw many faculty participants); a department of International and Area Studies; school wide research brown bags—with a faculty reception;

**Too many adjuncts in languages**

Problems: even more face time in class needed to develop exceptionally strong language skills 4 credit intro courses; compounded by any increase from 3 to 4 required credit hours per course in intro and intermediate modern European and classical languages

Solutions: more lines; technology as an alternative to face time; new titles for permanent adjuncts and contracts that exceed one semester for adjuncts (Hisp)

**Marrying culture into language and world affairs**

Problems: need to define culture in such a way that there is broad agreement among the faculty, linguists/languageists on the one hand and social scientists/interdisciplinaryists on the other

Solutions: changed teaching methods/assessment outcomes (team teaching); goals for intro intermediate language that include culture; use of ACTFL cultural assessment work; faculty appointments that bring world affairs/area studies (secondary) expertise to language appts; possibility of Mediterranean Studies (French)

**Managing joint appointments**

Problem only models that seem to work are ones developed when a new line is awarded (ie Phillips in history and classics or Maldanado in econ and IS); how to develop commitments that develop predictable scheduling, fair rewards t/p for faculty member across schools; problems of faculty in LCWA not in any department

Solutions: AA declaring any program with faculty full time faculty appointments, tenurable faculty, majors to have the obligations and responsibilities of a “traditional” academic department—program director equals a dept chair; develop some agreed upon templates for
appts across schools; develop model appointments across depts. within LCWA; look at t and p criteria and modify for school as needed

**New Dean**
Problems: Reflecting the breadth of vision of the school
Solutions: Start search in Fall 2013 or 2014

**Graduate Opportunities**
Problems: College seems committed to pursuing significant graduate programs, even PHD programs—where are the LCWA opportunities? Strategic plan strategy 2 tactic 7—what does it mean?
Solutions: Grad certificate in African American studies; workload policies that do not penalize areas that are not teaching grad students

**Support for study abroad**
Problems: Lack of clarity about responsibilities for CoC semester programs;
Solutions: more scholarship dollars; required study abroad for Spanish and German majors; required semester long study abroad for majors; policies for those that cannot do required study abroad

**External Grants**
Problems: creativity (where are the opportunities?); incentives for producing grants
Solutions: Middlebury in Charleston; School grants officer

**New curriculum content for languages**
Problems: modern language majors especially Spanish have an “overly determined” curriculum with little room for additional courses in things like business, translation, STEM, cultural literacy
Solutions: more coursework that is LSP—language for specific purposes

**Sustaining Curriculum**
Problems: Some programs are too small;
Solutions: Lines Portuguese? Hindi? Russian?

**Intro/Intermediate Language courses for majors vs non majors**
Problem: many students taking language simply to complete the requirement; language acquisition professionals continue to emphasize communicative method (over traditional instruction ideas)
Solutions: study the idea of splitting intro intermediate courses in Spanish, French (and elsewhere as feasible) into two tracks—non major track has more cultural content, more emphasis on speaking, listening

**Revise the mission and vision**
Problem: lack of specifics about LCWA size, scope, and teaching and research strength as well as “production of graduates”
Solution: set up a small group to make proposals (after studying other places)

**Build International Scholars**
Problem: limited funds
Solutions: permanent funding for MayAway; scholarship for a foreign born/educated IS; continued integration of Ganaway into LCWA/International Studies; development of mentors

**T/P**
Problem: limited recognition of new professional behaviors especially interdisciplinary activity and service to “world beyond campus”; amount of time that reviews take up; credibility of departmental/dean recommendation with Provost; place of pedagogical research
Solutions: new criteria that reflect interdisciplinary and “engagement” contributions; school-wide t/p committee (Note, engagement is scholarly, creative or pedagogical activities for the public good, directed toward persons and groups outside CofC.)

The program directors, department chairs, dean and associate deans continue to work on these issues. Over the course of the summer 2013, this group reformulated some of the consultants’ finding into four key areas. These areas are listed below. The plan for 2013-14 is to develop specific initiatives that speak to innovations and continuous improvement in these four areas—Wish us luck!

Respectfully submitted,

David Cohen
Dean