The School of Languages, Cultures, and World Affairs
2010 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.

If anything, 2009-10 has proven even more difficult than the prior year as the continuing deterioration of the economy and the corresponding deterioration of support for higher education takes its toll. The school has implemented new budget cuts to operating budgets amounting to $19,640. The last faculty salary increases were fall 2008 and the last staff salary increases were July 2007. Yet despite these hardships and others, I am pleased to report much progress, initiative and innovation on many fronts. We have added new faculty. Dr. Mark Del Mastro, from The Citadel is the incoming Chair in Hispanic Studies Department and he will be joined by Dr. Benjamin Fraser from Christopher Newport University in Virginia. Other new hires include Dr. Kristen Gentile from Union College and Dr. Sean O’Neill from Gettysburg College in Classics, and Dr. Jesus Sandoval-Hernandez from University of California, Santa Cruz, a joint appointment between International Studies and the Department of Economics. Tara Miller joined the school staff as administrative assistant while we lost Jerry Spiller to the Charleston School of Arts and Amanda Weingarten moved within Institutional Advancement to become Assistant Director for Parent Giving Programs. Even more gratifying, all of the new faculty members added a year ago have had remarkably successful first year experiences. Drs. Pehl and Samuel taught numerous sections of introductory International Studies to classes filled to their limits. Dr. Mendelsohn and Ms. Wagner joined other faculty in Jewish Studies in planning the new major. Ms. Hanahan coordinates the conversation instruction in introductory and intermediate Spanish and Dr. Jin has organized a number of flourishing community and student service activities. All have been almost instantly identified by the students as very fine instructors!

Other school and department highlights include: The College obtained final approval for the new major in International Studies from the SC Commission on Higher Education. The major is indeed proving quite popular (17 declared majors) and with any luck we expect to have our first graduate this coming year. The IS major is really only the beginning of our concerted effort to introduce interdisciplinary and area studies majors in LCWA. This year we also received preliminary approval from the CHE to proceed with majors in archaeology and Asian Studies while the Faculty Senate approved the new major in Jewish Studies. Planning for a major in African American Studies is in the early, very early stages. There is much work to be done with all these programs but it is most satisfying to continue to realize the LCWA goal of providing students with the ability to comprehend the socio-economic, political and cultural dimensions of global transformation.

There are other curricular initiatives underway. The LCWA advisory committee has been discussing the possibility of a new dual degree program for International Studies and International Business students in conjunction with the Honors College. This program could
have a number of distinctive elements: advanced language study; special on campus housing for program participants and perhaps a summer study abroad experience after the freshman year. The goal of this program is to offer exceptionally well-prepared high school students interested in global issues something not offered by competitor schools.

Dr. Sylvia Rodriguez-Sabater chaired a working group focused on improving student outcomes introductory and intermediate language courses. The committee’s report, which speaks to class size, pedagogical approaches, technology, etc., appears in the appendix of this report. When coupled with the testing (OPI and Goethe) of our majors and minors that Drs. Morrison, Weyers, and Nenno have led, one sees a faculty committed to continuous improvement to the second language acquisition process.

And lastly, we lost two key faculty members to retirement last year. Jose Escobar and Frank Morris cannot be replaced but we will search for their successors during 2010. This year will be the last for other distinguished faculty members as Gerard Montbertrand and Georgia Schlau will be retiring in spring 2011.

Strategic Planning

During 2009-10, the faculty and administration of the school continued to work with enthusiasm and diligence to shape LCWA plans in response to the College’s new Strategic Plan. In department meetings, chairs’ meetings, deans’ meetings, special retreats and the like, we have sought to place LCWA plans, priorities and dreams before the wider College community. And it is gratifying to see that the goals and objectives of the College’s Strategic Plan speak clearly to the directions that LCWA has taken. Goal 4 of the Strategic Plan states simply and directly: “Provide students the global and interdisciplinary perspectives necessary to address the social, ethical, scientific and political issues of the 21st century.” Other passages from the plan describe a future at the College of Charleston rooted in internationalization and interdisciplinarity:

- “Educational experiences have been deepened through an examination of the languages, history and cultures of the world.”
- “The study of languages remains a cornerstone of our general education program and provides a strong foundation for globalization efforts.”
- “Interdisciplinary majors …thrive.”

The College’s Strategic Plan goes on to identify some specific strategies:

- “Revise general education to stress…cultural literacy”
- “Embed global competencies into general education and major requirements”
- “Increase significantly the numbers of and enrollments in innovative, interdisciplinary courses and programs”
- “Support foreign language initiatives that combine language skills with professional education, intensify introductory and intermediate language courses and expand instruction in strategic languages”

Faculty members have responded not just with additional plans but with accomplishments, most notably the approval for the new major in International Studies and the preliminary
approvals for majors in archaeology, Jewish Studies and Asian Studies. Strategic language instruction has grown with the addition of courses and sections in Chinese and Arabic. New hires in International Studies, an economist, and Linda Gradstein, the first visiting professor in Jewish Studies, reflect commitments to put in place new courses that confront modern global issues such as the economics of developing countries and the role of women in Israel and Palestine.

At the same time, the school presented several iterations of plans that, if realized, would place the College of Charleston at the forefront of universities that have embraced global missions. Over the next three years, the school hopes to improve language instruction for general education students, majors and minors in various ways: requiring proficiency testing rooted in national standards; introducing new content in areas like business and culture; reducing adjunct dependency (now approximately 45% of the credit hours) and by lowering class sizes in introductory and intermediate language courses. Converting existing full time adjunct lines in areas like German and Italian language instruction to permanent roster lines is the number one budget request made to the Provost in the annual budget request. Our plans also call for expanded instruction in the less commonly taught and strategic languages. Specifically, next year we expect that the introductory and intermediate courses in these languages will increase their credit hours to four per semester. To that end, we have requested new lines in Arabic and Chinese as well as increased adjunct funding.

In addition to the planned majors in Jewish Studies, archaeology and Asian Studies, LCWA proposals for developing and improving interdisciplinary programs proceed in a variety of other areas. The Department of Classics is a proven model for interdisciplinary programs. It looks for additional administrative support (as does the Department of German!) for its growing programs as well as a joint appointment with Jewish Studies in future years.

Several LCWA sponsored interdisciplinary programs have responded to the institutional Strategic Plan’s emphasis on Charleston “as place.” The LCWA plan includes a substantial proposal to develop African American Studies into a major. At present, there simply are not enough resources, primarily faculty time, to sustain a minor but the promotion of the program director (reduced teaching load), some additional operating support, and especially new lines to teach in the program will move African American Studies to a preeminent position within the College and the region. This activity, of course, needs to be coupled with the related activities of the Carolina Low Country and Atlantic World (CLAW) and the Avery Research Center. Last year CLAW presented two conferences “Women in the Ibero-American Atlantic” and “Race, Labor, and Citizenship in the Post-Emancipation South.” The first conference brought some 25 presenters to the College, while the latter featured more than 60 presenters. Both drew scholars from abroad as well as from all regions of the US. And now under the new direction of John White, the program has begun several digital initiatives which could further the documentation of the significance of the region in fundamental ways. (See, www.cofc.edu/atlanticworld or blogs.cofc.edu/claw.)

The Jewish Studies program, already well-recognized for its student recruiting and public programming has plans for an expanded facility with a kosher kitchen, an externally funded faculty position in Holocaust Studies and an expanded commitment to studies in southern Jewish history and culture.
For a more complete understanding of the range of LCWA plans and initiatives, please review the following documents: the Academic Affairs Annual Planning & Budgeting Template (LCWA) (Attachment 1) and the fall 2009 LCWA Response to the Strategic Plan (Attachment 2).

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 eighteen interdisciplinary programs. The faculty members in the school teach a total of thirteen classical and foreign languages:

- Spanish
- Arabic
- Greek
- Chinese
- French
- Japanese
- Portuguese
- Hebrew
- German
- Russian
- Italian
- Hindi
- Latin

Along with majors in Classics, French, German, and Spanish and the interdisciplinary majors in Latin American and Caribbean Studies (LACS) and International Studies, the school supports the following language minors:

- Latin
- German
- French
- Greek
- Italian
- Spanish

And the following interdisciplinary minors:

- German Studies
- International Studies
- LACS
- Russian Studies
- African Studies
- Classics
- Italian Studies
- African American Studies
- Linguistics
- Japanese Studies
- Russian Studies
- Archaeology
- Languages & International Business
- British Studies
- Jewish Studies
- International Business & Languages
- Asian Studies
- European Studies

During the last academic year, the Commission on Higher Education gave final approval to a new major in International Studies. At its ACAP meeting, the Commission gave preliminary approval to new majors in archaeology and Asian Studies. The Faculty Senate approved a new major in Jewish Studies.

The school houses several interdisciplinary programs that have significant outreach dimensions. These include Jewish Studies (which also sponsors a variety of academic and student services activities); and the Program in the Carolina Lowcountry and the Atlantic World. CLAW has hosted numerous academic conferences and has a publication series with the University of South Carolina Press that has resulted in a dozen scholarly books.
Major accomplishments (as listed by the departments)

Classics –
- Five of the six classics roster faculty were involved in the First Year Experience (83% of roster faculty).
- Sponsored two study abroad programs in Turkey and in Greece.
- Five students inducted into the national honor society, Phi Kappa Phi.

French, Francophone, & Italian Studies –
- Nearly 2000 different students took French courses and over 500 took Italian courses
- 36 students participated in 4 study abroad programs
- Inducted 11 students into Pi Delta Phi French honor society
- Both roster faculty in Italian published books

German & Slavic Studies –
- Hosted lecture and exhibition on Ingeborg Bachmann
- Hosted meetings of the Philological Association of the Carolina and the Goethe Institute
- Inducted 14 students into Delta Phi Epsilon German honor society
- Hleb Fedarovich won second place (heritage speakers) in National post-secondary Russian Essay Contest

Hispanic Studies –
- Developed proposal for a Business Spanish minor
- Developed a new course Port 291, Portuguese for Spanish Speakers
- Piloted a new text for Spanish 202

International & Intercultural Studies –
- Major in International Studies approved/two new faculty member hired
- Formed an advisory committee for the major
- Obtained a joint position with SBE

Carolina Lowcountry & Atlantic World Program –
- Sponsored conference on Women in the Iberian-Atlantic (1500-1800)
- Sponsored conference on Race, Labor and Citizenship in the Post Emancipation South
- Professor Barry Stiefel won the Hines prize and his book will be published in the CLAW series with USC Press
- Simon Lewis concluded his tenure as program director, having led CLAW with remarkable creativity and energy

Latin American & Caribbean Studies Program –
- Celebrated the 10th anniversary of the Cuba program in Havana (with Provost, Dean, Associate Provost and Program Director attending)
- Doug Friedman received the Instituto de Filosophia’s 25th Anniversary medal for his work promoting academic exchange between Cuba and the US
- The LACS major was revised and has become a “stand alone” major
Jewish Studies –
- Completed a comprehensive strategic plan for the program which addresses its academic offerings, student life and community outreach
- Major proposal passed the faculty senate
- Offered successful Freshman Seminars and received approval for coursework that meets the College’s general education requirement for two semesters of history
- Received major gifts (million+) for both student life and Holocaust Studies

British Studies –
- 15 students participated in bilateral exchange programs
- 9 British students hosted at the College of Charleston

M.Ed in Languages --
- 10 students earned graduate degrees
- 40 actively participated in the program

African American Studies –
- 15 minors from 8 different majors
- Students in Intro course have posted their projects on YouTube (http://www.youtube.com/user/professorneka).
- All sections offered filled to limits

African Studies –
- African Literature Association has elected to host its 2013 annual conference in Charleston.
- Revived long-defunct African Studies Club.
- Incorporated African Studies as a core component of the new International Studies major.

Archaeology –
- Process of developing an Archaeology major has begun with the initial planning document approved by CHE
- Currently have 46 minors who have majors in four schools & take Archaeology classes in all four schools and eight different departments
- 25% of Archaeology students studied abroad in summer 2009
- Faculty published or submitted 11 papers, worked with 7 international schools and academic societies, including some of the foremost schools in archaeology.

Facadeles

For many years, the faculty members in modern languages have recognized the need for upgrading technological support for language instruction. Phase I of this plan, completed in 2008, involved converting Education 225 into a modern computer classroom, the first such room assigned to the school. Phase II includes further renovations to space in the Education Center. The plans call for the creation of a small viewing/seminar room (Education 225 and 225A)
where LCWA faculty can show assigned films that supplement classroom instruction or simply meet “seminar-style.” The room will have a teacher workstation and a high end video display unit. The plans also call for renovation of Education Center 204 as well. This space will house six video editing workstations for student use as well as workspace for LCWA technology support. The space will be available fall 2010.

In addition, the school has been allocated temporary use of the small house at 9 Glebe Street. The building houses several of the International Studies faculty and faculty in Arabic and Chinese. It has a small conference room and a kitchen. The school is most appreciative that this space has been assigned for its use.

**Students: Study Abroad Programs**

Faculty members in the school continue to be leaders in our efforts to internationalize the campus and, as the mission and goals make clear, LCWA 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. 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 approximately $38,000 in 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.

The Provost, the Dean, and the Assistant Provost for International Education joined Dr. Douglas Friedman in a visit to Havana, Cuba during the spring 2010 to celebrate the 10th anniversary of that study abroad program where Dr. Friedman was honored by for his many contributions by the Instituto de Filosofia. In the opinion of the team visiting from the College of Charleston, the program of study is of remarkable quality. The faculty teaching in the program offer a challenging curriculum and the students respond engagingly.

**The Global Scholars Program**

In partnership with Rene Mueller and the School of Business, the school is working to introduce a new international education program, the Global Scholars Program. It is designed to increase the capacity of students and faculty to contribute productively as global citizens and to help them meet the changing demands brought about by globalization. Twenty-five faculty members (or 40% of the total) from LCWA have received the Global Scholars designation.

**Enrollments and Quality of Instruction**

The school produces the third largest number of enrollments and credit hours after HSS and SSM. In 2009/10 the number of credit hours taught by our faculty totaled 37,923 or 12.9% of the institutional total; more than Business (11.8%), the Arts (9.7%) or Education (10.0%). Moreover total credit hours taught by faculty increased by 3219 or 9.3% while overall credit hours taught at the College only increased 3.5%. from the prior year. Much of the growth in
credit hours was in French, Hispanic Studies and Jewish Studies but all programs and departments increased their credit hour production save Latin American Studies (down 14 credit hours). At the same time, LCWA has the worst ratios of full time and roster faculty members in relation to credit hours of any of the schools.

<table>
<thead>
<tr>
<th></th>
<th>Credit Hours</th>
<th>Faculty Lines</th>
<th>Absolute Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>9.7%</td>
<td>9.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>EDU</td>
<td>10.0%</td>
<td>9.7%</td>
<td>+ 0.3% credit hours</td>
</tr>
<tr>
<td>HSS</td>
<td>31.3%</td>
<td>32.7%</td>
<td>+ 1.4% lines</td>
</tr>
<tr>
<td>LCWA</td>
<td>12.9%</td>
<td>10.9%</td>
<td>+ 2.0% credit hour</td>
</tr>
<tr>
<td>SBE</td>
<td>11.8%</td>
<td>12.3%</td>
<td>+ 0.5% lines</td>
</tr>
<tr>
<td>SSM</td>
<td>23.3%</td>
<td>24.8%</td>
<td>+ 1.5% lines</td>
</tr>
</tbody>
</table>

If lines were driven by credit hour production alone, LCWA would have roughly 20% more (or 12 more) lines!

Faculty have been teaching significant numbers of Honors courses—with only 10.9% of faculty overall, we teach 14.2% (really 16%--if faculty from Honors itself are excluded) of the Honors courses. The contribution to FYE is only 7.2% of the courses. Several LCWA faculty members who applied to teach FYE did not receive assignments. We will make a concerted effort to provide more instruction in this area—particularly in the learning communities with French and Spanish courses. We will also explore the idea of offering some freshman seminars in areas where we have been teaching literature in translation and/or film courses.

Too many of our courses, enrollments, credit hours are taught by part time and temporary adjunct faculty. While 42.1% of the credit hours in LCWA are taught by adjuncts, this rate is only 20.2% in HSS, 21.5% in SSM and 17.3% in Business. LCWA 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.

Recent graduates appear to be having success finding employment and going on to graduate school.

College of Charleston Senior Exit Survey – Class of 2010

<table>
<thead>
<tr>
<th>School</th>
<th>Unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of the Arts</td>
<td>39%</td>
</tr>
<tr>
<td>School of Business</td>
<td>35%</td>
</tr>
<tr>
<td>School of Education, Health &amp; Human Performance</td>
<td>50%</td>
</tr>
<tr>
<td>School of Humanities &amp; Social Sciences</td>
<td>32%</td>
</tr>
<tr>
<td>School of Languages, Cultures, and World Affairs</td>
<td>29%</td>
</tr>
<tr>
<td>School of Sciences &amp; Mathematics</td>
<td>24%</td>
</tr>
<tr>
<td>All Majors</td>
<td>33%</td>
</tr>
</tbody>
</table>

The number of LCWA graduates who are unemployed after graduation is 29% and the second
lowest of any school at the College.

Finally, please review the discussion of enrollments found in the annual report of the Department of German & Slavic Studies. It is a model analysis – particularly in the nuanced understanding of Delaware numbers (p.10 German Annual Report) and Peer Institutions (Table 10, 11). Simple application of formulas to decision-making about enrollments and staffing is perilous without an appreciation of the context for which these numbers emerge.

External Relations

Under the able direction of the Chair, Hilton Smith, the effort to strengthen the School of Languages, Cultures, and World Affairs Advisory Board continues. The Board added two new members, Ms. Victoria Middleton, a retired State Department Officer, and Ms. Deborah Lee James, an executive with Science Application International Corporation. The Advisory Board has focused on developing initiatives in response to the College’s Strategic Plan. In particular, the Board has proposed a program in executive education focused on cultural and language literacy for business executives and a dual degree program (BS in International Business and BA in International Studies) in association with the Honors College.

Fundraising remains an extraordinary challenge and the significance of the remarkable success of Dr. Perlmutter and the Jewish Studies program cannot be overstated. The College has received and is in line to receive multi-millions of dollars for program enhancement. This year the program has been the recipient of the special generosity of the Zucker and Archer families. We cannot thank them enough.

The school’s summary fundraising plan is attached (Attachment 3)

Conclusion

Last year I posed these questions in the conclusion to the executive summary of the school’s annual report:

- What should we be doing to ensure that the new International Studies major is a success?
- How do we increase language proficiency in introductory and intermediate language courses for general education students and potential majors?
- What external standards (Goethe, OPI, etc.) should we adopt to assess our students’ proficiency? What levels and what kinds of proficiency can we expect for majors? For minors? For general education? What steps can we take to implement systematic testing of our students at all levels?
- How do we continue to develop approaches in our foreign language majors that emphasize a pre-professional component comprised of appropriate speaking and writing skills, and cultural competencies so students can pursue careers in government, business, etc.
- What kinds of study abroad programs should the school support? What is the desired outcome of each study abroad program? How do they lead to the goals we have set for
our general education and major programs? How will we assess our programs? How do we establish a requirement for study abroad for our different programs?

- What is the future for Less Commonly Taught Languages at the College of Charleston? What special problems, if any, does instruction in this area have and how might they be overcome? What additional LCTs or strategic languages might be taught at the College?
- What would a new major in Jewish Studies look like? What is a viable timetable for the introduction of a major?
- How can the school expand its commitment to teaching in the Honors program and the First Year Experience? Is there a role for introductory and intermediate language courses in the learning communities? Should faculty in modern languages teach topical first year seminars in English?
- What are global competencies? How might they be introduced into general education? How are they taught at various levels? How are they assessed?
- What is interdisciplinary study? How has it evolved at the College of Charleston? How might various interdisciplinary study majors, minors and programs be strengthened?
- What is the role of the school in promoting international education and/or interdisciplinary studies across the College community?
- What would a new major in Asian Studies look like? What is a viable timetable for the introduction of a major?

It’s worth noting that the questions, indeed, were the relevant ones as some progress has been made on almost all of them. Minimally our plans, our responses to the College’s Strategic Plan, speak to all these issues. Even more satisfying is the concrete progress such as the program development in Asian Studies, Jewish Studies, and International Studies. But perhaps the greatest challenge is to find ways to support the new initiatives while building on the quality of our existing programs. However important it is to define LCWA as a new and distinctive, value-added proposition, it remains just as important to assure the quality of the programs in Classics and modern languages. No small challenge.