The School of Languages, Cultures, and World Affairs
2011 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

Despite some difficult times, the School of Languages, Cultures, and World Affairs was not only able to conduct "business as usual" but in fact we introduced a number of new people and programs as we continued to build quality into existing programs.

Foremost, we all can be pleased that in the face of real budget woes, the school was able to search and hire in all its vacant positions. This is quite remarkable and much credit is due Provost Hynd and Vice President Osborne. The College has made some substantial cuts to its budget as overall revenue to the institution is down slightly over last year but these cuts have had minimal impact on academics.

We made many new faculty hires for 2011-2012. Hispanic Studies: Robert Cameron, Assistant Professor and Coordinator of Basic Spanish Language Program Ph.D., Florida State University; Carmen Grace, Assistant Professor Ph.D., Ohio State University; Daniel Delgado, Instructor M.A.T, U. of Southern Mississippi; Carl A. Wise, Visiting Assistant Professor Ph.D., U. of Georgia; Cecilia Brain, Visiting Assistant Professor, Ph.D., U. of Western Ontario. Classics: Molly Jones-Lewis, Visiting Assistant Professor, Ph.D., Ohio State University. Arabic: Annie Higgins, Assistant Professor Ph.D., University of Chicago. Chinese: Piotr Gibas Ph.D., University of California, Berkeley. Roneka Matheny, Visiting Instructor, MA, Ohio State University. In addition we will have two distinguished faculty occupying the Arnold Chair in Jewish Studies: Dr. Allan Nadler from Drew University and Dr. Jeff Gurock from Yeshiva University. And we welcome Dr. Tim Johnson who joined us from University of Florida and will be chairing the Department of Classics.

Our language programs continue to innovate. We have added an additional credit hour to introductory and intermediate Hebrew, Chinese, Japanese, Arabic and Hindi. We now require all majors in French, German and Spanish to take an externally administered proficiency examination.

Our new Jewish Studies major is up and running. Plans for Jewish Studies become ever more ambitious. Institutional Advancement and Dr. Perlmutter are hard at work on the fundraising for a building expansion which will include a vegan kosher kitchen. Dr. Theodore Rosengarten occupies the school's first chair, the Zucker/Goldberg Center for Holocaust Studies.
Our new major in International Studies is quite successful. In less than a year, we have 90 declared majors! While this is exciting, it is proving challenging to Dr. Friedman and the other faculty in International Studies as there are new courses to be staffed as well as much advising. International Studies is contributing to many other programs in LCWA as it includes additional language coursework beyond the general degree requirements and required study abroad.

Fundraising generally is moving to the forefront of activities in the Dean’s office. With the assistance of the department chairs and program directors, the school has developed a series of strategic initiatives for consideration by Institutional Advancement (see Attachment 1).

The school, working closely with the Honors College, has developed the International Scholars Program. This initiative involves recruiting a small cohort of honors students who agree to major in International Studies and a second major. Its goal is to attract highly qualified students to the College who might otherwise enroll elsewhere.

Finally, the school placed its plans for new majors in Asian Studies and archaeology on hold at the request of the Provost. Plans for a major in African American Studies did advance internally as the program director and faculty have drafted a proposal for review.

**Organization: Majors, Minors and Programs**

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

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

<table>
<thead>
<tr>
<th>Latin</th>
<th>German</th>
<th>French</th>
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<tbody>
<tr>
<td>Greek</td>
<td>Italian</td>
<td>Spanish</td>
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</table>

And the following interdisciplinary minors:

<table>
<thead>
<tr>
<th>German Studies</th>
<th>International Studies</th>
<th>LACS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russian Studies</td>
<td>African Studies</td>
<td>Classics</td>
</tr>
<tr>
<td>Italian Studies</td>
<td>African American Studies</td>
<td>Linguistics</td>
</tr>
<tr>
<td>Japanese Studies</td>
<td>Russian Studies</td>
<td>Archaeology</td>
</tr>
</tbody>
</table>
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 2010/11 the number of credit hours taught by our faculty totaled 36,655 or 12.5% of the institutional total; more than Business (12.2%), the Arts (10.1%) or Education (10.4%).

Overall credit hours taught in the school (like those across the College itself) remained at almost exactly the same level as the year before (less than one tenth of a percent difference between the two years!) While there was growth of credit hour production in African American Studies (102), German/Slavic (197), International & Intercultural Studies (814), Jewish Studies (426), other programs and departments slightly decreased their credit hour production. It is gratifying to see that full time, non-adjunct faculty instruction is increasing in most cases. Student credit hours taught by roster faculty in French, German, Hispanic Studies and IIST have increased substantially last year to this year and over the five years. The numbers for Classics have declined. It is also interesting to note that although the numbers for Hispanic Studies roster faculty have risen, the number of student credit hours taught by tenured and tenure track faculty has declined.

Too many of our courses, enrollments, credit hours are taught by part time and temporary adjunct faculty. While 40.1% of the credit hours in LCWA are taught by adjuncts, this rate is only 22.6% in HSS, 28.4% in SSM and 18.2% in Business. The school employs a number of full time adjuncts, several of whom are paid much more than the going rate for a full time adjunct. It remains a high priority for the school to convert these full time adjunct positions in Italian, German and Classics to roster positions. There would be little additional overall cost to the College and much benefit to students if these positions were converted to lines.

Overall the school produces substantially more credit hours as a percentage than it has faculty lines.

<table>
<thead>
<tr>
<th></th>
<th>2010/11 Credit hours</th>
<th>2010/11 faculty lines</th>
<th>Absolute Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>10.1%</td>
<td>9.8%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>EDU</td>
<td>10.4%</td>
<td>9.6%</td>
<td>-0.8%</td>
</tr>
<tr>
<td>HSS</td>
<td>31.4%</td>
<td>31.7%</td>
<td>+0.3%</td>
</tr>
<tr>
<td>LCWA</td>
<td>12.5%</td>
<td>11.7%</td>
<td>-0.8%</td>
</tr>
<tr>
<td>SBE</td>
<td>12.2%</td>
<td>12.3%</td>
<td>+0.1%</td>
</tr>
<tr>
<td>SSM</td>
<td>23.4%</td>
<td>24.9%</td>
<td>+1.5%</td>
</tr>
</tbody>
</table>

If lines were driven by credit hour production alone, LCWA would have roughly 6-8 more lines!

Instructional costs (Internal and external comparisons)
Our comparisons to our Delaware peers continue to be positive -- altogether too positive in a sense. The average cost for a credit hour of instruction for peers is $191. Generally our costs are far lower. In fact, only German ($192) reports a higher credit hour cost and it is hard to imagine that if the Delaware peer data was broken out by language that the peer cost would be at $192 as German enrollments at most institutions tend to be lower. Our costs in the areas that generate the most credit hours like Hispanic studies are extremely low ($122). Imagine if Spanish was funded at the average rate for peers -- 8000 credit hours per year x $70. It would have over $500,000 annually above its current budget. Sure, some of this is due to the use of adjuncts but remember that the school does not have graduate students (also a low cost factor) that many other universities employ. Many of our peers (Baylor, Bowling Green, UNC Charlotte and Northern Iowa) do in fact have graduate programs in Spanish and can avail themselves of a graduate student workforce.

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. The recent institutional decision not to continue several faculty members at the time of their third year review because they had not demonstrated sufficient promise as scholars has challenged all of us. We are looking for ways to develop additional support for junior faculty through scheduling, developing research funding, limiting summer school teaching, etc. We will continue to advocate for a mini-sabbatical program for untenured faculty. That said, we celebrate the remarkable research and professional development accomplishments of our colleagues.

- Benjamin Fraser’s Encounters with Bergson(ism) published by UNC Press appeared. Ben also authored at least nine peer review articles in 2010-2011!
- James Newhard serves as Assistant Director of the Avkat Archaeological Project – an interdisciplinary program of research meant to understand settlement patterns and socio-economic and environmental transformations in North Central Anatolia.
- Darryl Phillips is contributing to our understanding of the history & material world of Augustan Rome. Among his current research is a project focused on the original functions of the Pantheon.
- Noelle Zeiner-Carmichael is integrating her experience from teaching advanced Latin into a reader consisting of Roman letters with commentary, useful not only for the classroom but also for scholars in need of a translated series of letters, a primary source for socio-economic and political systems of the Greek and Roman worlds.
- Conseula Francis, African American Studies program director, received the 2011 Distinguished Teaching Award.
- Mimi Lewis, Jewish Studies Student life coordinator, received a fellowship from Hillel International for a 12-month educator program, called Focus: Israel. The program will focus on growing knowledge and skills in areas such as Israel literacy, models of informal education, civil dialogue, the Israel experience, Hebrew, and pluralism.
- Joshua Shanes received a fellowship to spend part of the summer in Boston and Israel at the Summer Institute for Israel Studies, a program run by Brandeis University to train faculty to teach new courses in Israel Studies.
- Ghazi Abuhakema has been a regular instructor in the Middlebury Summer Program, a clear testimony to his standing in the field of Arabic teaching.
Joshua Shanes authored *Nationalizing Jews: Diaspora Nationalism and Jewish Identity in Habsburg Galicia* (under contract with Cambridge University Press)

Jonathan D. Sarna and Adam Mendelsohn authored *Jews and the Civil War: A Reader* (NYU Press, 2010)

Abdellatif Attafi’s book *Tanger à la Croisée des Vents* recently became available through the Société des Ecrivains, Paris, France.

Giovanna De Luca wrote *Il punto di vista dell’infanzia nel cinema italiano e francese: ri-visioni* (Lliquori Editore, Naples, 2009)

Massimo Maggiari’s work *La fortezza di cristallo* appeared (commissioned by publisher Alpine Studio in Lecco (MI), March 2011)

John Walsh has been working on three manuscripts: *From Toussaint to Césaire: Narratives of the Haitian Revolution in the French Caribbean* (under review at Indiana University Press); *Coming of Age with an AK-47: Child Soldiers in Literature and Film* (in progress); and *Collected Works of Toussaint Louverture* (in progress)

Dr. Luci L. Moreira wrote a textbook *Ponto de Encontro: Portuguese as a World Language* (In Publisher: Prentice Hall / Pearson)

The CLAW book series continues to grow with the release of *The Irish in the Atlantic World*, a collection of essays edited by David T. Gleeson and published on September 2, 2010 through the University of South Carolina Press.

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

- Liz Martinez coordinated the World Cultures Fair. She was ably assisted by numbers of LCWA faculty, staff and students.
- Darryl Phillips serves as Speaker of the Faculty; Sarah Owens served as Senate Secretary.
- Russian program hosted documentary filmmaker Dmitry Trakovsky and screened his new film, Meeting Andrei Tarkovsky (15-16 February 2011)
- Classics sponsored/co-sponsored three lectures: Dr. Karen Stern (Brooklyn College, CUNY) “Rethinking ‘Minority’ in the Ancient Mediterranean: a Case Study of Jewish Populations”; Dr. Joanne Murphy (University of North Carolina, Greensboro) “Exploiting the Dead: A View of the Tombs Around Pyllos”; and Dr. Deborah Carlson (Texas A&M University) “The Tektas Burnu Shipwreck: Shedding New Light on Classical Ionia”.
- Jim Newhard continued as institutional representative to the Managing Committee of the American School of Classical Studies in Athens.
- African American Studies sponsored a week-long residency featuring the actor Roger Gueneveur Smith. Mr. Smith met with various student groups during the day and worked with ten students every evening. Students in the workshop conducted archival research and ultimately created performance pieces based in history. They performed to a packed room at the Avery Research Center.
- Last year CLAW presented two conferences “Crisis & Conflict in the Early Carolinas” and “Civil War – Global Conflict.” The first conference, in collaboration with Eastern Kentucky University, brought some 25 presenters to the College, while the latter featured more than 45 presenters. Both drew scholars from abroad as well as from all regions of the US.
• Stephen Della Lana, Senior Instructor of German, was elected to the presidency of the SC chapter of the National Organization of Teachers of German (AATG)
• Linda Gradstein, Jerusalem’s NPR reporter, did an outstanding job as the initial Arnold chair appointment. She was successful in the classroom, was very visible in the community, and spoke at a number of high-profile events.
• Asian Languages faculty have received the EXCEL Award for Excellence in Teaching for LCWA for the last two years: in 2010 Ghazi Abuhakema was selected as the top teacher; and in 2011 it was Lei Jin.
• Lei Jin organized & participated in teaching Chinese and Chinese culture at ECDC. She also initiated the Chinese Speech Contest, now an annual event, which brings more than one hundred students of Chinese from elementary through Post-Secondary education (College of Charleston, the Citadel, Trident Technical College, as well as the University School of Charleston, the Cooper School, and the Ma Wei Chinese School) to complete.
• CLAW unveiled a new and expanded website, which includes a new “Digital Initiatives” portal. The Digital Initiatives program is a new direction for CLAW. Over time it will add a digital humanities component to CLAW and serve as an important outreach tool. In its first year the program has focused on small pilot projects such as the “Voyage of the Echo” and on an expansion of the international “After Slavery Project.”
• The French, Francophone, and Italian Studies Department collaborated with the History Department and the College Library in a panel discussion (with key community members present) on Marquis de la Fayette, his relationship with General Washington, and his pivotal role in the American Revolutionary War.
• The French, Francophone, and Italian Studies Department sponsored a visit to campus of 20 francophone journalists from different countries in Africa as part of the State Department’s initiative. In addition to participation in the social event, the department organized a Round Table discussion involving the journalists and the College of Charleston faculty and students. Some of the visitors were invited to chat and interact with our students in the survey of Francophone culture course.
• The French, Francophone, and Italian Studies Department hosted 40 high school students, their French teacher, and chaperon to campus. They sat in on some French classes and were given a tour of the campus after which they met in the French House and chatted with members of the French club and residents of the French House.
• The French Film Festival united disparate departments and disciplines to promote and sponsor a rich and diverse film experience of interest to a cross-section of the Charleston community including Francophiles and non-Francophiles alike. The well-attended event featured the screening of most recent and highly rated French movies each of which was presented by either a faculty or community member. The department’s film festival is considered a major community event covered by the local print and electronic media.
• The Archaeology program sponsored three speakers: Dr. Joanne Murphy (USC-Greensboro) lectured on Bronze Age Greek Tombs; Dr. Eugene Cruz-UrIBE (Northern Arizona University) spoke on ancient & modern Egyptian pilgrimages; Dr. Maria Jacobsen (H.L. Hunley Project) presented the results of recent research on the Hunley.

Additional Instructional Contributions
Honors Program

The number of credit hours taught by School faculty fell appreciably over prior years. In the year ahead, we will try to assure that there is regular participation from Classics faculty in HONS 120 and from other faculty in modern foreign languages in HONS 130.

First-Year Experience

- German/Slavic Studies faculty continue to seek ways to become active participants in FYE program. This is the third year that faculty have proposed course either in tandem as a Learning Community or as a Freshman Seminar.
- Classics faculty developed two Learning Communities and two First-Year Seminars for 2009/2010. Classics is viewed as a model program in terms of integrating language and culture courses within the freshman experience.
- Two French faculty members participated in First-Year Seminars. Dr. Shawn Morrison taught FREN 101 with Frank Cossa in Art History for the Learning Community. Dr. John Walsh taught FREN 101 with Susan Kattwinkle in her “Intro to Theater” course.
- A total of 24 LCWA faculty taught or are scheduled to teach 2010-2012.

LCWA faculty who taught in the FYE 2010-11:

- Jim Newhard
- Noelle Carmichael
- Shawn Morrison
- Parissa Tadriess – was trained but did not teach
- Stephen Della Lana – was trained but did not teach
- Jess Miner – was trained but did not teach

LCWA faculty trained in May 2011 to teach in the FYE 2011-2012:

- Kristen Gentile
- Carla Breidenbach
- Jesus Sandoval-Hernandez
- Ghazi Abuakama
- Jose Moreira
- Doug Friedman
- Malte Pehl
- Alison Zaubi

Already-trained LCWA faculty teaching in FYE 2011-12:

- Oksana Ingle
- Ted Rosengarten
- Lei Jin
- Luci Moreira
- Lola Colomina-Garrigos
- Lisa Signori
- Tom Baginski

- 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 German and Spanish courses.

Interdisciplinary Courses/Courses in Other Schools

- Adjunct, Meglena Miltcheva (German/Slavic) taught the single required course for the Minor in Comparative Literature.
- Classics faculty taught two courses that counted toward the minor in Archaeology, and two courses were taught in History.
• African American Studies has had great success in cross listing courses with POLS (Race, Politics, and Southern Conservatism) and JWST (African Americans and Jews from Slavery to Civil Rights). During Fall 2011 we will cross-list another course with JWST (African- and Jewish-American Comedy).

• This is the inaugural year of the new major in International Studies. 89 students are currently enrolled as INTL majors. The first two student graduated with degrees in INTL.

• African American Studies offered two sections of AAST 300: Hip Hop—Evolution and Impact and two sections for AAST 200: Introduction to African American Studies for the SPECTRA program.

• French faculty and a professor from the Political Science department organized a collaborative study abroad program in Morocco where students were taught French and Arabic, Moroccan culture and Political Science.

• Dr. 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.

• Dr. Alison Smith taught two sections of SNAP courses. She also directed the SNAP program, working closely with the Center for Learning Disabilities to identify ways to help students with special needs in all the languages programs. Dr. Smith also counseled students referred to her by faculty of other language departments.

• Dr. Lisa Signori and Dr. Alison Smith administered proficiency tests to faculty and students of other disciplines wanting to enroll in the Global Studies Program.

• Sixteen students participated in the Summer Archaeological Field School which was held from May 9 to June 24 at the Dill Property on James Island, Charleston Towne Landing, and at the Lord Ashley Site, which is north of Charleston.

International/Global Initiatives

Pretty much everything that goes on in the school contributes to “international or global initiatives” but several items discussed elsewhere deserve highlighting.

The International Scholars Initiative will bring together academic excellence through its relationship with the Honors College, study abroad experience through May-away and semester abroad requirements, and student-focused learning through personalized academic advising. This program illustrates the interdisciplinary nature of the school by challenging students to major in International Studies and any other major in the College.

Another language (Vietnamese) will be added to the course offerings this coming fall. It will be taught by Mr. Trieu (TJ) Nguyen.

We have added an additional credit hour to the instruction in introductory and intermediate language in Hebrew, Chinese, Japanese, Arabic and Hindi.

Other High Impact Practices (Please describe.)

Students: Study Abroad Programs. The school is committed to increasing the number of students who study abroad. According to the Institute for International Education, the College of Charleston currently ranks 7th 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 minorin
LCWA programs received $31,400 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. Currently the IS major requires study abroad and the faculty in the Department of French, Francophone, and Italian Studies are considering making study abroad a requirement for their major.

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

The Zucker/Goldberg Center for Holocaust Studies is up and running, with Ted Rosengarten as its endowed chair. The program will bring Elie Wiesel to campus on September 25, 2011.

The World Cultures Fair was organized by Elizabeth Martínez-Gibson, with the help of Tara Miller and Georgia Schlau and the cooperation and participation of many faculty and students. This was the first year that LCWA teamed up with CAB, SGA, OID, MSPS. In addition, the Offices of International Study Abroad and Global Business participated again this year. Over 300 students and faculty attended throughout the day, which resulted in another successful year for the World Cultures Fair. During the Fair, Dean David Cohen was presented with a painting created by Ms. Leena Karambelkar. The painting depicts all the languages taught at the College of Charleston.

The Michael Pincus Language Resource Center (the Lab) was renovated in part during the summer of 2010 and took on a new manager, Jennifer Smith, with the title of “Technology Consultant.” The redesign was headed by former manager, Jerry Spiller, and was based on months of research and paid for by donated monies in an effort to bring technology into the pedagogy of the School of Languages, Cultures, and World Affairs.

More than 200 students from all majors represented 61 countries in the sixth annual College of Charleston Model United Nations Conference held on Friday and Saturday, April 15-16. The students were trained in the rules governing debate in the U.N. before themselves debating the merits of three resolutions up for a vote. In the final plenary session on Saturday afternoon, delegations passed new versions of the three resolutions under consideration. The purpose of the conference was to provide an “experiential learning” opportunity that engaged students in a dialogue about global issues and how real world leaders conduct international diplomacy. “The simulation provides an opportunity to view the world from a different perspective and serves as a valuable experience in learning how to utilize Robert’s Rules of Order”, said Nicole Spann, political science major who trained fellow students on Model U.N. procedures and their roles.
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.

The failure to conclude the search for the College of Charleston’s first full time faculty member in African American Studies was disappointing. While the search attracted a number of applicants, most were historians with research interests in the region. The search committee, however, sought a social scientist with broader interests (to complement strengths that faculty currently working at the College have). The search committee interviewed three candidates on campus and made one offer which was not accepted. The committee, along with the dean and the provost, will review the ad and overall search strategy and repost the position in early fall.

Recruitment Efforts

Of the 60 LCWA faculty on staff in 2010/11, 25 (42%) claim some racial background other than white. This compares to the 160 (30.2%) college-wide who claim a background other than white out of 530 faculty overall on staff. Thus without LCWA, the college could only attest to a ratio of 21.3% of faculty who claim some racial background other than white.

Retention and Development Activities

We have developed a complete proposal for the African American Studies major that puts emphasis on experiential learning and takes advantage of our unique location. The proposal was stalled because of the moratorium on new curriculum proposals last year, but we plan to go forward with the proposal in Fall 2011. Also, we are working on recruiting students earlier (many of our minors come to us as juniors or seniors) by offering courses for the First Year Experience and SPECTRA.

And lastly, we lost two key faculty members to retirement last year. Gerard Montbertrand and Georgia Schlau cannot be replaced but we will search for their successors during 2011.

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

- Joe Weyers conducted fieldwork, documented billboards & other forms of advertising in Montevideo, Uruguay. The project will identify cultural & social changes that manifest in language changes.
- Giovanna DeLuca used the funding to cover travel & research costs associated with her sabbatical leave while working on a book that will be of interest to a broad cross-section of readers & will fill a gap in the film studies field. The book is an interdisciplinary analysis that contextualizes the portrayal of the Mafia in world cinema.
- Lisa Samuel continued her field research with trade negotiators representing small developing states located in Geneva, Barbados, and Jamaica. The results will be submitted to a journal for publication consideration, used for international
conference paper presentations, and eventually will be part of a book-length project.

- Stephen Della Lana was able to participate in an international teacher training seminar in Dusseldorf, Germany, with the ultimate hope to improve student outcomes for basic communication & cultural skills; improve communicative language learning through maintenance of content area; and better prepare students for internationally recognized proficiency testing.

- The dean’s office was able to fund OPI/GOETHE testing to evaluate programs in French, German & Spanish. Long range goal is to use these tests as a means to advertise the strengths of our programs

- Benjamin Fraser conducted research in the National Library in Madrid; to continue his research in Madrid’s deaf community, and to continue working on book manuscript “Disability in Spanish Cultural Production-Films, Fiction & Online Spaces.” This book looks at how disability has been portrayed in Spain in recent years in different areas of Spanish cultural production.

- Raul Carrillo-Arciniega was able to fund the printing costs involved in publishing a novel “Los Indomables”

- Jim Newhard traveled to Istanbul, Turkey, to continue with ongoing research that will form the subject of his upcoming sabbatical. He will co-organize an international workshop at Koc University, consult on the final analysis of artifact assemblages, and he will be the co-editor of any resultant proceedings volume.

- John Walsh continued with archival work on a book project on the shared history between the Haitian Revolution and French Departmentalization of Martinique.

- Kea Gorden visited areas in Eastern Cape & KwaZulu-Natal Provinces in order to expand her original research findings. Material gathered will be used for publication.

- Joshua Shanes began a book-length project on “The Jewish Club: Europe’s First Jewish Parliamentary Faction”

- Marianne Verlinden was able to research & develop a new course that will be closely linked to internship experiences in the greater Charleston area.

- Lei Jin conducted research on film adaptation and Chinese (particularly Hong Kong) ghost movies. She plans to develop a interdisciplinary course that facilitates the emergence of a dynamic program. Title of her project is “Beauty, the Alien Kind: Women in Chinese Supernatural Stories & Ghost Movies”

- Catherine Thomas researched Shakespeare and the graphic arts, with will be used to support her 300-level “Shakespeare & Popular Culture” course.

Assessment Activities

The School of Languages, Cultures, and World Affairs has developed learning outcomes for its programs in Classics, French, German, International Studies, Jewish Studies, LACS, and Spanish. Each program is working through the curriculum maps, is developing assessments and rubrics, and plans to implement those assessments during the 2011-2012 school year.
As of this time, the programs in French and Spanish have several years of assessments of their majors’ speaking abilities, using the American Council on the Teaching of Foreign Languages Oral Proficiency Test. Majors in French and Spanish have not been required to take this test, so the programs do not have assessment results on all program completers. Beginning in Fall 2011, all majors in French and Spanish will be required to take this assessment.

Majors in the German program have also been assessed on a volunteer basis for the past several years. They have been taking the Goethe exam, which assesses more than just their speaking ability. All German majors will be required to take the Goethe test, also beginning in 2011-2012. Once the programs have a broader set of data, they will begin using the results to analyze and possibly adjust some of the requirements, courses, and/or experiences for their majors.

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

**Undergraduate/Graduate Research**

This year, we were very fortunate to have two students whom we consider as simply extraordinary. These are Melissa Huber and Sara Sprehn. We had not seen the like of their accomplishments in prior years and it will be many years in the future before they are equaled.

Melissa earned the Lionel Person Fellowship, the Phi Kappa Phi Fellowship, the Mouzon Award in Classics, and Departmental Honors. She has been accepted to the following graduate schools: MA program in History of Ancient Rome, University of Reading; PhD Program in Classics, Duke University with full funding; and the PhD program in Ancient History, University of Michigan with full funding. Her Bachelor’s Essay was entitled “Triumphs and Republican Building Traditions in Augustan Rome.”

Sara earned the Fulbright Award – a first ever for the College of Charleston. She will be enrolled in a 2-year M.A. program in Chiapas, Mexico at the Universidad de Ciecas y Artes de Chiapas. During her College of Charleston career, Sara was a William Aiken Fellow from 2008-2011; she held a 4.0 GPA with a major in Spanish and a double minor in Chemistry and Anthropology; and her bachelor’s essay was titled ‘Hispanic Food Habits in U.S”. She volunteered to work with Hispanic migrant workers in Florida in conjunction with the Center for Civic Engagement. In addition to her course of study, Sara did volunteer work in conjunction with the College at an elderly care center while she was in Guanajuato, ending the project with a paper about how elderly Mexicans view their country vis-a-vis the changes they have witnessed.

Other LCWA student highlights are:

- 9 students of German participated in the CDS Summer Internship in Germany in Summer 2011
- 5 students of Russian participated in the Maymester program in Saransk, Russia in 2011
- 8 students of German participated in various external student abroad opportunities during AY 2010/11
• Inducted six students into the national German Honor Society, Delta Phi Alpha
• Student, Denis Kats, was awarded third place in the Heritage Learners, Level 3 competition
• Melissa Huber received a SURF grant to study the urban landscape of Augustan Rome, using both literary and material evidence.
• Angelina Phebus was awarded a SURF grant to incorporate literary and archaeological evidence with GIS modeling processes to develop interpretative models for understanding rural Anatolian settlement patterns.
• Rachel Reinke, recent graduate and African American Studies minor, was accepted into several Women’s and Gender Studies PhD programs.
• Dr. Lola Colomina-Garrigós directed an internship (SPAN 401) for a student who desired to use her work experience in an academic context. The internship was with an international outdoor patio umbrella manufacturer named Caravita and afforded a fine interdisciplinary experience for this student who was studying International Business and Spanish.
• Dr. Joseph Weyers conducted a unique independent study course (SPAN 390, “Changing Mexico”) with a student who had spent the previous term interning in Guanajuato, Mexico at an elderly care facility. The student conducted interviews at the facility asking patients who had lived through the many events of a changing Mexico to reflect on how the country had changed through the 20th and into the 21st century. Dr. Weyers worked with the student to debrief, organize her interviews, and consolidate the final paper that she submitted.
• Upon the request of Dr. Doug Friedman (Director of LACS), Dr. Luis Linares-Ocanto conducted remotely an independent study course (SPAN 498) entitled “The Religion of Cuba: Santería” for a student who was studying abroad for the semester in Cuba.
• The SPAN 400 class (“Service Learning”) continues to present a unique venue to qualified, advanced students of Spanish who see the practical application of their knowledge of Hispanic language and culture. Seventeen highly motivated junior & senior Spanish major who had studied abroad were selected by Dr. Sarah Owens. Each student was required to complete a 45-hour internship that involved assisting the local Hispanic community. Students were able to choose from a wide array of possibilities to include participation as interpreters in local health clinics, tutoring Hispanic children at a local elementary school, teaching English as a second language, and assisting maternity classes for expecting mothers. The students of this course also met on a weekly basis to discuss their experiences and to learn about different topics such as immigration, education, health and politics that affect the local and national Hispanic populations in the United States.
• Paula Kiesling, a recent College of Charleston graduate with a minor in Linguistics, was accepted into the M.A. program in Linguistics at the University of Hawaii at Manoa.
• Nate Fulmer (Archaeology) received an Anthropology Program research grant to do a small excavation at Dixie Plantation during Summer 2011 under the guidance of University of Tennessee doctoral student Kimberly Pyszka and CofC professor Dr. Maureen Hays.
• Angelina Phebus was awarded Archaeology minor funds to assist her in presenting her joint Turkish research with Dr. Jim Newhard at the 2010 annual meeting of the Archaeological Institute of American, held in San Antonio, Texas.
Distinguished Scholarship

- 27 students of Russian participated in the ACTR National Post-Secondary Russian Essay contest, and one was awarded Third Place in the competition for Heritage Speakers.
- Leila Ameli-Grillon received the Teach for America award.
- Maria Teruel and April Pineda received Gilman Scholarships.
- Sara Sprehn received the Fulbright Scholarship.
- Melissa Huber received the James B. Duke Fellowship and the Lionel Pearson Fellowship. The Pearson Fellowship is the top national student honor presented each year by the American Philological Association, with is the principal learned society in North American for the student of ancient Greek & Roman languages, literatures, and civilizations. It is awarded to only one undergraduate nationwide each year. After a year of pot-graduate study in classics at the University or Reading (Rome) she will attend Duke University as a doctoral student, where she holds the prestigious James B. Duke Fellowship.
- Melissa Huber received the prestigious Phi Kappa Phi Fellowship ($5,000).
- Caroline Horres received the Boren Scholarship, which provided full travel and support to study Arabic in Jordan from June through Fall semester 2010.

Awards and Distinctions

- Hudson Hamrick received the first Outstanding Student Award in the new major of International Studies.
- Adam McConnaughhay, Outstanding Student for LACS, graduated with three majors (Political Science, History & LACS, as well as a Spanish minor).
- TJ Fielder (African American Studies minor) is currently beginning a two-year appointment in the Teach for American program. He also served as president of the National Pan-Hellenic Council and as a student representative on the President’s Community Advisory Board.
- LaQuanyia Baker, an African American Studies minor, is the 2011-2012 SGA Chief of Staff.
- Sara Daise, an African American Studies minor, is the outgoing president of the Black Student Union.
- Michael Broderick, a 2011 graduate, has been accepted into the prestigious Japanese Exchange Teaching (JET) Program, and is about to begin work as an assistant English language teacher in Iwate-ken, Japan.
- Claire Voegele, an international business major with French minor, did an internship in Munich, Germany thanks to an interpreting role in Governor Haley’s delegation to Europe.
- The Hispanic Studies department chapter of Sigma Delta Pi, the national collegiate Hispanic Honor society was one of only eleven chapters nationwide to be awarded ‘Honor Chapter” status for outstanding activities in 2010/11.
- Dylan Kornegay was presented the Gabriela Mistral Award for her noteworthy initiative with the activities of her chapter of Sigma Delta Pi. This national recognition requires the approval of Sigma Delta Pi’s national Executive Committee and is granted to only 6-10 students annually from the 574 chapters nationwide. Dylan is only the second CofC student to receive this honor.
- The Ministry of Education of Spain awarded Jocelyn Leving a “North American Language
and Culture Assistantship to teach in the K-12 school system of Madrid, Spain for the 2011/12 school year. Jocelyn was placed in the school EIS Guadarrama where she will be working four days per week. Guadarrama is a small town located approximately 40 minutes outside of Madrid.

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

College of Charleston Senior Exit Survey – Class of 2011

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<tr>
<td>School of Business</td>
<td>48%</td>
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<tr>
<td>School of Education, Health &amp; Human Performance</td>
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<tr>
<td>School of Humanities &amp; Social Sciences</td>
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<td>School of Languages, Cultures, and World Affairs</td>
<td>57%</td>
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<td>School of Sciences &amp; Mathematics</td>
<td>54%</td>
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<tr>
<td>All Majors</td>
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The number of LCWA graduates who are employed or planning to attend graduate school after commencement is 57% and the highest of any school at the College.

External Relations and School Advancement Activities

Committed to developing competitive, global learners, the programs of the School of Languages, Cultures and World Affairs are growing rapidly. They underscore the goal of the College of Charleston, founded in 1771, to become the Southeast’s leading public liberal arts and sciences university. The School is integral to the College’s renaissance as it looks forward: our determination is to make the School of Languages, Cultures and World Affairs a center of teaching quality and recognized excellence across the disciplines, producing students at ease with, and equipped to compete in and win in, the national and global arenas.

The strategic planning initiatives for the School of Languages, Cultures, and World Affairs address three key components to the future success of the school: building enhancements, scholarships, and faculty support. Naming the school with a 7- or 8-figure philanthropic gift would address all three of these areas by providing capital and operational funds that can be used at the Dean’s discretion. Renovation of the JC Long Building would enable more faculty to work together in a common space, promoting interdisciplinary education. Additional computer classrooms, a state-of-the-art language laboratory, and seminar rooms are all goals of the renovations. Funds from the School’s naming would also support the desperate need for more study abroad scholarships and faculty research/development.

Faculty enhancement through endowed chairs and professorships is also a key component of the strategic planning initiatives. Positions in the areas of African American Studies, Classics, German/Business, less-commonly taught languages, Jewish Studies and Hispanic Studies would
bolster the academic stature of the School’s faculty. New programs like the International Scholars Program, which serves as the pinnacle of the School’s funding priorities, brings together academic excellence through its relationship with the Honors College, study abroad experience through May-away and semester abroad requirements, and student-focused learning through personalized academic advising. And, this program illustrates the interdisciplinary nature of the School by challenging students to major in International Studies and any other major in the College. And finally, already-impressive programs – such as Carolina Lowcountry and Atlantic World and the Jewish Studies Program – seek funding for projects that will propel them to the forefront of the College’s research abilities. CLAW seeks to bring together the Avery Research Center and the African American Studies Program for a conferencing and speakers series initiative called Carolina Identities. The Jewish Studies Program’s initiatives in Holocaust Education Initiative and the Center for Southern Jewish Culture are opportunities to set the College apart from any other institution in the region.

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 new members, Mr. Dwayne Green with Green Ford & Wallace LC, Mr. J. Douglas Hazelton retired from Bank of America, Mr. William Semmes with LANCEA partners, and Mr. Loren Ziff founder of EastRock Properties. The Advisory Board has focused on developing initiatives in response to the College’s Strategic Plan and in preparation for the impending Campus Campaign. 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 (BA in International Studies and any second major) 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 school’s summary fundraising plan is attached (Attachment 1)

Conclusion

Last year I posed a number of questions in the conclusion to the executive summary of the school’s annual report. This year I have commented on any progress (and other issues) related to the questions.

• What should we be doing to ensure that the new International Studies major is a success? As noted, the degree is a huge success if success is to be figured by numbers of majors. It parallels the success of other IS programs. For example at Chapel Hill, a university with approximately 50% more undergraduates, the global studies major attracts 800 majors! Our program needs additional support—both faculty to teach in the program and especially administrative support for advising and other student-related matters. The faculty who currently lead various tracks within the program, working with the core IS faculty, also need to overhaul the existing curriculum—to assure that students can both understand the requirements and move smoothly through them.
• How do we increase language proficiency in introductory and intermediate language courses for general education students and potential majors? Perhaps the most significant development in this realm was the addition of a fourth credit hour to the non-Western languages (introductory and intermediate level). This change has generated some interest among those teaching Russian and German.

• 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? The external tests are now required of all majors in modern European languages. At this time, students are simply required to take the OPI and Goethe exams but they are not obliged to attain any specific performance level. Armed with data about performance levels, faculty will be considering a specific score requirement in the years ahead.

• 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. Drs. Del Mastro and Uwah have revised the minor in business and language and will be presenting it to the faculty curriculum committee and senate this year.

• 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? Issues surrounding study abroad remain vexing—especially as they relate to majors. Certainly, there is widespread agreement that the students who have these opportunities perform quite well as majors. Moreover, the data suggests that a majority of majors do study abroad. But we need to improve both resource issues (student scholarships, faculty stipends, infrastructure in the OIE, etc.) and to develop specific learning outcomes for students in the programs. The Department of French, most notably, is most active in this area. They have identified a second site in France for a College program (Avignon) and are currently discussing incorporating a study abroad requirement into the French major.

• 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? Enrollments continue to grow though slowly in most areas. We have added Vietnamese. We have added roster faculty in Chinese and Arabic—and most significantly we have added the fourth credit hour in these languages.

• What would a new major in Jewish Studies look like? What is a viable timetable for the introduction of a major? The new major is in place. We only have one or two declared majors but feel confident that we will have half a dozen by year end.
• 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?

As noted earlier in this report, we did not have as many people teaching HON 120/130 as in prior years. The dean of the Honors School and the department chair in Classics have had at least one conversation about how to regularize the commitment of Classics faculty teaching HONS 120. Teaching in the FYE is increasing. And more importantly, a number of LCWA faculty have been trained to teach. We continue to look to linking Spanish classes in particular in Learning Communities.

• What are global competencies? How might they be introduced into general education? How are they taught at various levels? How are they assessed? Little or no work on this critical question is underway.

• What is interdisciplinary study? How has it evolved at the College of Charleston? How might various interdisciplinary study majors, minors and programs be strengthened? Again, the school remains committed to furthering interdisciplinary and area studies but many faculty (and the dean) often feel like the obstacles to building quality interdisciplinary programs are quite significant. We do not have sufficient spaces or support personnel for many of these programs. There doesn’t seem to be a way to share faculty in a predictable fashion that allows a program to schedule appropriately. Many of the programs suffer with a “Chinese menu” of courses in their majors and minors. This multidisciplinary approach is problematic and most of the programs only have an introductory course and a capstone course that specifically address the interdisciplinary subject matter.

• What would a new major in Asian Studies look like? What is a viable timetable for the introduction of a major? We will be looking at the Asian track in International Studies and determine if this offers a viable alternative in the near future to a separate minor.

It’s worth noting that the greatest challenge facing LCWA 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. We look forward to working with others at the College of Charleston as a part of the comprehensive funding campaign to secure the resources as befits the School of Languages, Cultures, and World Affairs.
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<tr>
<td>P.O. Box 1298</td>
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<tr>
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<tr>
<td>5031 Old York Course</td>
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<td>Awendaw, SC 29429-6143</td>
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<td>(H)843-856-5221</td>
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<tr>
<td><a href="mailto:ronald.scheman@yahoo.com">ronald.scheman@yahoo.com</a></td>
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Title of Initiative: Naming the School of Languages, Cultures, and World Affairs
Category: Programmatic/Endowment
Department: Languages, Cultures, and World Affairs (LCWA)

Case for Strategic Significance:

The College of Charleston has created a separate school focused on providing students with new perspectives on international and cultural issues as they progress through their undergraduate curriculum and move into the world where they conduct their lives and businesses. Today, the School of Languages, Cultures and World Affairs enrolls more students each semester in foreign language courses, 3500, than Clemson and USC combined (needs verification). The South Carolina Commission on Higher Education has cited all of our undergraduate language degrees with commendations of excellence, the only university to receive this recognition. And the School complements foreign language and literature instruction with a variety of new interdisciplinary programs, such as Latin American and Caribbean Studies, Asian Studies, International Studies and Jewish Studies, that bring a global outlook to students so they are well-prepared to succeed in an ever more competitive world.

The College and the School of Languages, Cultures and World Affairs have implemented a comprehensive and intentional plan for internationalization that embraces curricular and co-curricular life in the broadest sense. Naming the school and developing the following critical initiatives will enable the School of Languages, Cultures and World Affairs to fully emerge as the place where “students become knowledgeable, engaged citizens in an increasingly global society” (School Mission Statement).

Renovation of JC Long Building

The J.C. Long building, currently home for languages, business and computer science faculty, has recently been reserved exclusively for modern languages faculty in the College of Charleston’s long term facilities plan. The building renovations call for additional computer classrooms, seminar rooms, a dean’s suite, a culture and cuisine laboratory, and a state-of-the-art language laboratory to give faculty and students the physical facilities they need to achieve advanced language study.
Study Abroad
Striving to deepen the educational experiences of our students through an examination of the languages, history and cultures of the world, the School has begun to expect international study of its students. Several majors now require study away in order to graduate and we fully expect others to follow suit. In order to realize our goal of having all students majoring in disciplines within the School experience study away, we need to provide them with a suite of scholarship opportunities including full and partial scholarships for semester study abroad. Moreover, we plan to supplement study away with international internships giving students the possibility of gaining work experience and building a professional network outside the classroom.

Faculty research and development
The challenge to put in place and retain high quality faculty can only be met with a robust faculty development program. The School endeavors to expand faculty capabilities to teach new knowledge about language acquisition and cultural and area studies. Faculty development funds support travel to international libraries and archives, travel to present at scholarly conferences, new course development, and stipends to accompany students participating in the study away programs in Cuba, Argentina, Chile, Spain and France.

Assigned cost: $5,000,000

FACULTY ENHANCEMENT

Title of Initiative: Endowed Chairs in Critical or Less Commonly Taught Languages
Category: Programmatic/Endowment
Department: Languages, Cultures, and World Affairs (LCWA)

Case for Strategic Significance:
The school currently offers introductory instruction in Chinese, Hindi, Russian and Arabic, and is well-positioned to expand instruction in these critical languages into a new Program in Critical Language Study. Faculty in this new Program will prepare students with the advanced cultural and linguistic competence necessary to meet the challenges of national defense and security as well as world economic competitiveness. We request funding for four faculty positions in Arabic, Hindi, Chinese and Russian.

Today, no one contests the usefulness of studying foreign languages, yet there is a profound shortage of people learning critical need foreign languages. The Modern Language Association, the foremost professional association of language educators in higher education, has noted what it calls “the nation’s language deficit.” According to the MLA, after 9/11 “the United States’ inability to communicate with or comprehend other parts of the world became a prominent subject for journalists, as language failures of all kinds plagued the United States military interventions in Afghanistan and Iraq and its effort to suppress terrorism.” Recognizing this deficit, the federal government has initiated new programs and revitalized existing programs. These include the Language Teaching Corps, Fulbright Scholarships and the National
Flagship Language Initiative. If the College of Charleston can significantly increase the number of students in its language programs, particularly those studying strategic languages like Chinese, Arabic, Hindi, and Russian, they will find numerous opportunities for advanced education, including graduate education, immersion study and internships. Undergraduate education, particularly majors and minors in critical languages, is foundational for assuring that the country has a workforce of professionals with superior proficiency in critical languages.

In languages such as Arabic, Russian, Chinese, and Hindi we do not have sufficient faculty infrastructure or student interest at this time to warrant a major. In fact, only a handful of the very largest research universities in the United States and none in Georgia, South Carolina or North Carolina, offer majors in all these languages. Nevertheless, we have found a way to promote concentrated study in these less commonly taught languages. The College has new majors in International Studies and Asian Studies (proposed) that require extended study in two foreign languages and in-depth focus in area studies. Thus, a student who wants to study Chinese will couple advanced language study with courses in Chinese history, Asian religion and the like.

With support, we expect to expand the number of students taking Russian, Hindi, Arabic and Chinese courses and especially those with majors and minors built on these strategic language areas. If fully funded after three years, we expect to triple the credit hour production in these four languages and have approximately forty students with majors/minors in these languages. At the same time, we will introduce external proficiency ratings for our students to fully assess their success with language acquisition and demonstrate their level of attainment to employers and graduate educators. We expect our students in critical language areas to be applicants for Fulbright Student Programs, for Gilman Scholarships, for graduate work in National Flagship Language Programs and for intensive language study generally.

While the primary goal of the Critical Language Program at the College of Charleston is to increase the number of undergraduate students taking courses in these less commonly taught languages, we also expect to support wider community efforts. Therefore, we will develop K-12 partnerships to establish and improve innovative programs in Chinese, Arabic, Hindi and Russian in schools across South Carolina. Specifically, we plan to establish summer teacher training sessions for classroom teachers that bring them together with highly qualified/certified language instructors as well as heritage speakers to foster collaboration and support for the integration of foreign language across content areas.

**Assigned cost:** $6,000,000 (four positions at $1,500,000 each)
Title of Initiative: Endowed Chair, African American Studies
Category: Endowment
Department: African American Studies

Case for Strategic Significance:
The College of Charleston is uniquely positioned to be a leader in African American Studies. The existing academic minor, the proposed major (slated to begin in Fall 2012), faculty expertise in history, literature, theater, philosophy, religion, and political science, and the Avery Research Center all build on the rich and complex history and culture of African Americans in the Lowcountry. The ability to offer students and faculty a wide range of experiential and hands-on learning/research opportunities is unmatched by the majority of African American Studies programs in the country. Because of our location, and the resources this location offers, the College would be an attractive draw for a distinguished scholar to come to campus, teach in our program, and collaborate with regional stakeholders such as the International African American Museum and the Gullah Geechee Corridor program. In turn, the presence of a distinguished scholar holding an endowed chair in African American Studies would further establish the reputation of the College as a leader in the field and as a catalyst for research throughout the community.

Assigned Cost:
Endowed Chair, African American Studies $1,500,000

Title of Initiative: Endowed Chair, Holocaust Studies
Category: Endowment
Department: Jewish Studies Program

Case for Strategic Significance:
The College of Charleston is the only university in South Carolina that, year after year, offers students multiple classes on the Holocaust. These classes are essential, given the numbers of Jewish students at the College and the centrality of the Holocaust to modern Jewish identity. Moreover, these courses draw a large and diverse student body, the majority of whom are not Jewish. This in itself is important. Not only do Holocaust courses raise awareness of our Program and draw students into other Jewish Studies classes, but they educate a swathe of the student body - Jewish and non-Jewish - about a key episode in modern history and the Jewish experience.

Holocaust education for our students should not stop at the classroom door. Experiencing the history of the Holocaust first hand through travel to Eastern Europe impacts our students, and is essential to our curriculum. We must ensure that these programs have the resources to continue. Students respond powerfully to opportunities to engage with the raw materials of history directly. On campus, The Jewish Heritage Collection at Addlestone Library has assiduously collected and preserved testimonies and documents of survivors and camp liberators who settled in South Carolina. Not only are these resources important to scholars, but they can provide our students with a tangible link between South Carolina and the Holocaust. The Holocaust Studies Education Initiative will consolidate these resources and make them more accessible to our students and the public. It will also strengthen public
awareness and participation by initiating a program of visiting speakers and public lectures, giving an academic dimension to community programming on the Holocaust.

**Assigned cost:** $1,500,000

**Title of Initiative:** Endowed Chair, Classics  
**Category:** Endowment  
**Department:** Classics

**Case for Strategic Significance:**  
The Department of Classics and the Lowcountry of South Carolina have been at the forefront of education in classics for 200 years. A Charlestonian, John Izard Middleton, born in 1785, was one of the founders of classical archaeology in the United States. He spent a good part of his adult life traveling in Europe. Attracted to the remains of ancient sites, particularly those in Latium, he made observations and sketches of the sites he visited in 1808 and 1809. In 1812, he published, Grecian remains in Italy: a description of Cyclopian walls, and of Roman antiquities. Basil Gildersleeve, the premier American philologist, attended the College of Charleston in 1845, prior to receiving degrees from Princeton and the University of Göttingen. His effects upon the discipline were enduring. Long-standing editor of the American Journal of Philology (amongst other offices), he set the tone for classical scholarship in 19th and 20th centuries. His Latin grammar is still in press.

Today, the Department is the largest Classics program in the state, standing above peers in terms of the numbers of student enrollments and variety of courses. Two new endowed professorships, in philology and archaeology, that celebrate the accomplishments of Middleton and Gildersleeve, will allow the department to continue to break new ground. They will contribute to the College of Charleston through their excellence in classroom teaching while they further national prominence in the field as researchers of distinction.

**Assigned cost:** $1,500,000

**Title of Initiative:** Endowed Chair, German and International Business  
**Category:** Endowment  
**Department:** Interdisciplinary

**Case for Strategic Significance:**  
German multi-billion dollar investment has transformed the Southeast and particularly South Carolina into a vibrant and booming business location. There are 665 German companies located in the Southeast: South Carolina, North Carolina, Georgia, Alabama, Mississippi and Tennessee including the big three German automotive manufacturers – BMW, Mercedes-Benz and Porsche. South Carolina boasts the presence of 125 German companies alone (21,975 employees). Germany is the Port of Charleston’s largest customer.
The German program at the College of Charleston has a decade-long record of success educating students and preparing them for careers in international business. An endowed chair in German and International Business would further advance our mission to professionalize students entering the workforce. This teacher-scholar would be uniquely positioned to continue building communities with other programs and departments at the College, including International Business, and to foster ties with the community of German businesses in the Lowcountry and give the department the staffing it needs to develop a German business language track in the School’s language and business minor.

**Assigned cost:** $1,500,000

**Title of Initiative:** Visiting Writer/Professor, Hispanic Studies  
**Category:** Endowment  
**Department:** Hispanic Studies Program

**Case for Strategic Significance:**  
Each year, nearly 6,000 students populate Spanish courses at the College of Charleston. With a combined count of over 450 Hispanic Studies majors and minors, the program is one of the biggest and most comprehensive undergraduate programs in the Southeast. The department also houses the College’s programs in Portuguese and linguistics, and faculty supports numerous interdisciplinary programs, including Latin American and Caribbean Studies and International Studies.

The program also offers a wide variety of study abroad opportunities, sponsors a Spanish House (residence) for qualifying students of Spanish, and enables numerous extracurricular activities that include the Portuguese and Spanish Clubs, the National Collegiate Hispanic Honor Society, the Hispanic Latino Club, Portuguese and Spanish Conversation Tables and various other opportunities.

Because of the program’s size, quality, and popularity with students, Hispanic Studies is seeking an endowed visiting professorship where either a writer-in-residence (Isabel Allende, Mario Vargas Llosa, Carlos Fuentes, Juan José Millás, Cristina Fernández Cubas, etc.) or a world-renowned Hispanist would spend either a full academic year or one semester teaching one or two upper-level courses to our majors. The endowed position would provide the occupant a handsome salary for the period in question along with lodging expenses. Not only would this position provide a unique opportunity for our students to interact with internationally-recognized specialists in the field, but would also bring immense visibility to LCWA and the College of Charleston.

**Assigned Cost:** TBD
**Title of Initiative:** Named Directorship, Carolina Lowcountry and Atlantic World Program  
**Category:** Endowment  
**Department:** project coordinator: LCWA; interdisciplinary

**Case for Strategic Significance:**  
Designed to sponsor research and intellectual activities devoted to exploring the Carolina Lowcountry and its relations with the broader world, the Program in the Carolina Lowcountry and the Atlantic World is a keystone initiative in the College’s ongoing effort to provide international and interdisciplinary perspectives for students, faculty and the wider community. The Program agenda is twofold. First, it seeks to promote the study of this important American culture hearth, both in its formative period and in its subsequent development. Second, by focusing on the broader Atlantic World of which the Lowcountry was and is a part, the Program moves beyond the tight confines of regional or area studies as they have traditionally been conceived and to facilitate the development of an understanding of the interactivity among subregions, regions, nations, and areas.

The Carolina Lowcountry and Atlantic World Program has organized and hosted a variety of public scholarly conferences, many of which have commanded considerable national, even international, attention. And, in 1997, in association with the University of South Carolina Press, the Program established a book series that publishes monographs, collections of original essays, and scholarly editions of significant primary sources for the study of the Carolina Lowcountry and the Atlantic context in which it developed.

An endowment provides the salary support for a faculty member to devote the time during summers to lead the Program in the Carolina Lowcountry and Atlantic World. Currently the director position is an “add-on” to regular faculty duties with minimal compensation.

**Assigned cost:** $500,000 (endowed) or $20,000/year for five years

**Title of Initiative:** Director, Jewish Student Life  
**Category:** Endowment  
**Department:** Jewish Studies Program

**Case for Strategic Significance:**  
Jewish student life provides a rich range of extracurricular activities for the College’s over 700 Jewish students. Our Jewish Student Union/Hillel is a student-led organization with initiatives related to Israel, social action, and holiday activities throughout the academic year. Our (free) Meet-to-Eat each Wednesday and our (free) Shabbat dinners attract over 60 students each week and help make the JSU/Hillel a “home away from home.”

The Director of Jewish Student Life’s primary responsibility will be to ensure that students are positioned to take full advantage of the wide range of social, cultural, and intellectual opportunities unique to the College of Charleston. This position would also constitute a conduit between Jewish Studies and the broader campus
community. The Director will work to establish partnerships between Jewish Studies and mission-aligned groups on campus devoted to academic enrichment and quality of experience. The Director, at the same time, will endeavor to develop external relationships focused on service-based immersion that engage students in the community and extend the College’s reach and influence across the Lowcountry, the state, and the Southeast.

Assigned cost: TBD

PROGRAMMING INITIATIVES and SCHOLARSHIPS

Title of Initiative: International Scholars Program
Category: Programmatic/Endowment
Department: Interdisciplinary

Case for Strategic Significance:

Under the general direction of LCWA and the Honors College, the new International Scholars program combines the rigorous and challenging academic experience of honors study with the B.A. in International Studies and a second major in selected areas. The program customizes the Honors College experience, emphasizing language study, mentored relationships, and study abroad. International Scholars develop a curricular program and an undergraduate research agenda that reflects an understanding of global issues and international perspectives.

In their first year at the College, International Scholars reside together in a specially selected residence hall. They enjoy a true learning community with Honors Residence Advisors, optional lectures and seminars in the evenings, and other related Honors social activities. In May, at the conclusion of their freshmen year, International Scholars participate in a three week study abroad experience. Led by a faculty member from International Studies, rising sophomores have the opportunity to expand their world view as they focus on a several global issues and build an informed perspective toward other cultures and peoples during their “May Away”. At the commencement of their sophomore year, International Scholars are matched with mentors whose past experiences facilitate additional learning opportunities for students. The mentoring program combines personal and professional discovery with career services to better prepare the International Scholars to enter the global workforce upon graduation.

The International Scholars program is at the heart of the College’s effort to distinguish itself through the strength of international academic opportunities and immersion experiences in other cultures.

Philanthropic opportunities associated with the International Scholars program include operating support for the program and a competitive stipend for the director. Additionally, the program needs scholarship support for the “May Away” experience, semester study abroad requirements during the junior year, and internship
opportunities abroad. Finally, recruitment scholarships to entice the best and brightest to join the program will help ensure its success and reputation.

**Assigned Cost:**
$3,000,000 (name the program and director position)
$1,000,000 (study abroad scholarship support)

**Title of Initiative:** Endowed Carolina Identities Conferencing and Speaker Series
**Category:** Endowment
**Department:** Interdisciplinary

**Case for Strategic Significance:**
The Avery Research Center, the Carolina Lowcountry and Atlantic World Program and the African American Studies Program bring together diverse programs across the university in a unique forum, Carolina Identities. Celebrating the variety of Lowcountry historical and cultural experiences by elevating recognition from the scholarly and lay communities, Carolina Identities exists to further an appreciation of the extraordinary influence that the peoples of this region have had on national and international developments.

Most often this is accomplished through conferences and speakers series that bring scholars to campus regularly to address various ethnic, racial, religious, class and gender experiences that inform our understanding of the economic, social and political history of the region. The conferences and speakers organized under the auspices of Carolina Identities are key elements that present visions of the region’s complexities and connections. They offer students, scholars and the community access to the College’s rich intellectual resources so they might better understand the place of the Lowcountry’s peoples in the context of global contact and exchange. Likewise, they promote the study of the region beyond the classroom and the monograph to assure that Lowcountry history is seen, heard, read and interpreted in both the popular and academic worlds.

**Assigned Cost:** $1,000,000 (endowed) or $50,000/year for five years

**Title of Initiative:** AVKAT Project
**Category:** Programmatic
**Department:** Classics, interdisciplinary

**Case for Strategic Significance:**
In the last decade, navigation systems have become central sources of clarity for millions in an increasingly complex global environment. Whether embedded in the car dashboard, mounted on the front windshield, or securely situated in the palms of the world’s working citizens, navigation systems, to a large degree, direct the modern world.
The value of Geographic Information Systems is not confined, however, to convenient directional use. Scientists at the College of Charleston employ GIS technology in their respective fields of study to accelerate the process of critical data identification and collection. The Avkat Project - the latest example of classical archaeology at the College of Charleston and a partnership between the College of Charleston, Princeton University, and Trent University of Canada - is an interdisciplinary endeavor designed to chart and document civilization shifts in Turkey from the Byzantine period to present day. Archaeological at its core, Avkat scholars, with College of Charleston professors assuming the technological lead, survey sections of the Turkish landscape for pieces of its important and volatile past. Information collected provides insight on the periodic rise and fall of indigenous communities and the factors that nurtured growth and precipitated collapse.

Classical archaeology at the College of Charleston is an interdisciplinary, experiential learning opportunity designed for undergraduates who utilize cutting-edge technology to unearth clues inexorably linked to the evolution of modern society. Research conducted through Avkat, in fact, has proved instrumental in the ongoing effort to unearth the fate of several of history’s most venerable civilizations. It is a program that epitomizes the College’s commitment to personalized training and serves as a profound example of the various ways that CoC professors personally connect with their students. Investigations in classical archaeology, perhaps most importantly, provide a prism through which to appreciate the potential of the College of Charleston. As the College points towards an envisioned future marked by exciting research and intellectual innovation, the Avkat Project proves that such a future is not only achievable, but that it may be closer than it currently appears.

Rooted in Charleston, Reaching for the World

At the moment, classical archaeology suffers from a minimal ability to assist students in their effort to afford the cost of these high-impact experiences. Students are typically responsible for airfare and room and board which equal a cost, collectively, in the $5,000 range. Scholarships are thus needed to ensure that the program directors are able to grow this important endeavor through the recruitment of students best suited to fully capitalize on this most unique opportunity. Support academic ingenuity, student-research, and globally important science by sponsoring a scholarship in classical archaeology.

Additionally, the program suffers from a limited ability to assist students and faculty in their efforts to improve upon methods of analysis and the communication of those results to the wider world. Dramatic advancements are being made, but hampered by a financial model that is inconsistent and advantageous. Support is thus needed to ensure that the program directors are able to grow this important endeavor through a consistent stream of funding - typically $4,000 per academic year for student support and related expenses. Support academic ingenuity, student-research, and globally important science by contributing to the classical archaeology fund.

Assigned Cost: TBD
Title of Initiative: Holocaust Studies Education Initiative
Category: Programmatic
Department: Jewish Studies Program

Case for Strategic Significance:
The College of Charleston is the only university in South Carolina that, year after year, offers students multiple classes on the Holocaust. These classes are essential, given the numbers of Jewish students at the College and the centrality of the Holocaust to modern Jewish identity. Moreover, these courses draw a large and diverse student body, the majority of whom are not Jewish. This in itself is important; not only do Holocaust courses raise awareness of our Program and draw students into other Jewish Studies classes, but they also educate a swathe of the student body - Jewish and non-Jewish - about a key episode in modern history and the Jewish experience.

Holocaust education for our students should not stop at the classroom door. Experiencing the history of the Holocaust first hand through travel to Eastern Europe impacts our students, and is essential to our curriculum. We must ensure that these programs have the resources to continue. Students respond powerfully to opportunities to engage with the raw materials of history directly. On campus, the Jewish Heritage Collection at Addlestone Library has assiduously collected and preserved testimonies and documents of survivors and camp liberators who settled in South Carolina. These resources important to scholars and provide our students with a tangible link between South Carolina and the Holocaust. The Holocaust Studies Education Initiative will consolidate these resources and make them more accessible to our students and the public. It will also strengthen public awareness and participation by initiating a program of visiting speakers and public lectures, giving an academic dimension to community programming on the Holocaust.

Assigned cost: $500,000

Title of Initiative: Center for Southern Jewish Culture
Category: Programmatic (Current Use)
Department: Jewish Studies Program and Library

Case for Strategic Significance:
The Yaschik/Arnold Jewish Studies Program, a designated Center of Excellence at the College of Charleston, has a three-pronged mission:

1. Develop and deliver an excellent academic curriculum in Jewish Studies
2. Foster vibrant Jewish student life and
3. Provide accessible and engaging Jewish Studies programming for the larger community

The College’s academic offerings in Jewish Studies offer students the opportunity to delve deeply into Jewish history, culture, and religion with courses on Jewish philosophy, Judaism, modern Jewish literature and film, ancient, medieval and modern Jewish history, the Holocaust the Middle East and Israel, and Hebrew. The Center of Excellence would position the university to enrich community partnerships,
convert its vast collection of scholarly material into internationally significant research, build its archive, and, ultimately, establish Jewish Studies at the College of Charleston as preeminent in the Southeast and distinct in the world.

Assigned cost: $1,500,000

CAPITAL ENHANCEMENTS

Title of Initiative: Jewish Studies Center Expansion
Category: Capital
Department: Jewish Studies Program

Case for Strategic Significance:
The Sylvia Vlosky Yashick Jewish Studies Center was completed in 2002 as a privately funded three-story facility with Jewish Studies occupying the first and second floor, and the College leasing the third floor from Jewish Studies Center, Inc., the 501 (c)(3) corporation which built the Center. Jewish Studies has grown enormously since the completion of the Center, now with three new tenure track positions in Jewish Studies and Hebrew, over 700 Jewish students, Jewish Studies classes in the Center throughout the day, and student and community programming that fills the building for many evenings and weekends. The demand for the facility is rapidly outstripping the available space.

Expanding the Center would address a variety of needs. It would provide space for a kosher (vegetarian and vegan) dining facility in the central “Jewish” location on campus in the same building as our offices and classes, and within a block of the Jewish fraternity and sorority. The Center will cement its position as a social center for Jewish life on campus, and would also attract many students, Jewish and non-Jewish, to our Program. The expanded Center would provide additional office space and classroom space for our faculty and students. It would add useful integrated space for the growth of our JSU/Hillel. And it would give the School of Languages, Cultures, and World Affairs a suitable and attractive presence on the expanded third floor.

Assigned cost: $4,500,000

Title of Initiative: Italian House/Casa Italiana (Renovations at 9 Glebe)
Category: Capital
Department: Italian Studies Program

Case for Strategic Significance:
The School has one of the largest programs in Italian language and Italian Studies in the Southeast, with nearly 700 students in classes each year complemented by successful summer study abroad option. It offers the an undergraduate minor in Italian Studies. The program seeks support to develop an "Italian House and Community Heritage Center" at the College of Charleston. Much like the Jewish Studies Center, the Italian House would be a facility serving faculty, students and the wider South Carolina Italian community. In the words of the program Director, Dr. Massimo Maggiari, “we would like to host Italian cultural programming (films,
lectures, festivals and continuing education initiatives) in an environment that inspires our students and, at the same time, connect them with the local Italian community—especially the new Italian business presence. We need a space to showcase the Italian culture.”

Italian Studies at the College of Charleston has a proven record of fundraising having attracted significant support from the Olivetti Foundation and the Mediterranean Shipping Company, Mount Pleasant’s second largest employer. And there are additional opportunities. An Italian American Chamber of Commerce opened November 12 in Mount Pleasant and is promising new investors and exciting projects for this area and South Carolina. Moreover, South Carolina is home to over 100,000 Italian Americans and 1500 Italian residents.

Dr. Maggairi continues, “we can promote partnership between our students and this emerging and vibrant Italian reality. We would like to do the Italian way, in the right place, with the right ambiance. We have a story to tell them. This story is also their story, their history. We want to answer their questions and needs in a setting that speaks with the charm and soul of Italy and South Carolina together.”

**Assigned Cost:** $1,500,000
African American Studies Program
2010-2011 Annual Report

AY 2010-2011 saw the African American Studies Program continue its steady growth. A bulleted list of the program's accomplishments follows:

- **Instructional Contributions to other units:**
  - During Summer II 2010, African American Studies offered 2 sections of AAST 300: Hip Hop--Evolution and Impact, and 2 sections for African American Studies 200: Introduction to African American Studies for the SPECTRA program. We are offering three AAST sections during Summer II 2011 for SPECTRA and will offer a Learning Community (with RELS) in Fall 2011.
  - Bernard Powers provided lectures for visiting teachers the Clovis Unified School District at the Avery Research Center.

- **Program contributions to interdisciplinarity:** Because African American Studies is an interdisciplinary program, we regularly partner with other departments/programs on course offerings and programs. In particular, this past year we have great success with crosslisting courses with POLS (Race, Politics, and Southern Conservatism) and JWST (African Americans and Jews from Slavery to Civil Rights). We will cross-list another course with JWST (African and Jewish-American Comedy) during Fall 2011.

- **International Education:** Bernard Powers, an affiliate faculty member, travelled to Antigua for a week this summer and spent time studying the history and culture of the area and the experiences and photographs will be incorporated into class presentations.

- **High Impact student experiences:** During the first week of Spring 2011, the program sponsored a week-long residency featuring the actor Roger Guenveur Smith, whose family home now houses the Psychology department and whose grandparents have a CofC scholarship for them. Mr. Smith met with various student groups during the day and worked with 10 students every evening. Students in the workshop conducted archival research and ultimately created performance pieces based in history. They performed to a packed room at the Avery Research Center. Not only was this residency a high-impact student experience, it was also great publicity for the College in the local African American community. Several media outlets (including the newly launched Native magazine) published articles about the residency, and the panel at the public library (featuring Smith and a cousin discussing the Guenveur family tree) was very well-attended and well-received.

- **Students:**
  - We currently have approximately 20 minors.
  - We graduated one African American Studies minor in Spring 2011, TJ Fielder. TJ is currently beginning is two-year appointment in the Teach for American program. TJ also served as president of the National Pan-Hellenic Council and as a student representative on the President's Community Advisory Board.
  - LaQuanya Baker, an African American Studies minor, is the 2011-2012 SGA Chief of Staff.
  - Sara Daise, another minor, is the outgoing president of the Black Student Union.
Rachel Reinke, a recent graduate, was accepted into several Women's and Gender Studies PhD programs.

**Faculty:**
- Conseula Francis, the program director, received the 2011 Distinguished Award. Her book, *Conversations with Octavia Butler*, was nominated for a Locus Award. She served on the President's Diversity Commission and the Avery Research Center Advisory Board.
- Bernard Powers, an affiliate of African American Studies, received the Distinguished Advising Award. He also served on the President's Diversity Commission and the Avery Research Center Advisory Board. He serves on the City of Charleston's Tourism Commission, which has been revising the Tour Guide Manual that is used to prepare local tour guides to take the certification test. He worked in part on revising a portion of the section on African American history. In addition to all of this, Bernie was interviewed by numerous media outlets, including the BBC, about the 150th anniversary of the first shots of the Civil War.
- Julia Eichelberger, a faculty affiliate, received the Distinguished Advising Award and the Distinguished Service Award. She completed an article entitled "Rethinking The Unthinkable: Eudora Welty's Changing View of the Color Line" which will be in a volume of essays published by U of Georgia press on Welty & Race. In addition, Julia's English course on Charleston Writers not only contributes to the AAST curriculum, but also to the Strategic Plan's emphasis on "place."
- Joy Vandervort-Cobb contributed numerous reviews of Spoleto events to the *City Paper*.
- Anthony Williams' paper "Forgiveness, Resentment, and Intentional Agency," is forthcoming in *Essays in the Philosophy of Humanism*.
- Simon Lewis attended the "Slavery and the University" conference at Emory University and convened, with CLAW, the "Civil War--Global Conflict" here at the College.
- Kea Gorden spent several months in South Africa conducting qualitative research on the political participation of rural women in KwaZulu-Natal.

**Program Development:**
- The program has developed a proposal for a major that stressed experiential learning and takes advantage of our unique location. The proposal was stalled because of the moratorium on new curriculum proposals, but we plan to go forward with the proposal in Fall 2011. We also plan to add several new courses to the catalog during the 2011-2012 school year.
- Our search for a tenure track social scientist was unsuccessful. We have re-written the ad and will conduct the search again in Fall 2011.
African Studies Program Annual Report 2010-2011

Introduction

The African Studies program at the College of Charleston supports a wide spectrum of guest speakers and extracurricular activities, and plays an important role in the internationalization of the college curriculum and the college community.

Students who minor or concentrate in African Studies benefit from interdisciplinary coursework that surveys the diverse cultures, geography, literature, politics and economics of the African continent. They also develop in-depth knowledge of various African countries, both historically and in the modern age.

Most often hailing from the disciplines of English, history, political science, international studies, sociology, French, and religious studies, the widely varied interests of our students generate cross-disciplinary and trans-cultural dialogues that provide useful preparation for any work in which solid and creative research and communication skills are essential.
To expand our students’ understanding of global connections, the program strongly encourages study abroad on the African continent.

Currently the program has 13 faculty affiliates in the Schools of Humanities and Social Sciences and Languages, Cultures and World Affairs, ten undergraduate minors, and five undergraduates with a concentration in African Studies from the International Studies program. In Fall 2010, the Department of History and the African Studies Program welcomed a new faculty member, Dr. Assan Sarr. Dr. Sarr received his Ph.D. from Michigan State University in 2010, and is a historian of the late eighteenth and nineteenth centuries West Africa. In Spring 2011, I accepted the role as Director of African Studies. Former Director Tim Carmichael and I kept in regular contact about program issues and the responsibilities of the position and continue to work together with our other faculty affiliates to support this interdisciplinary field of study. I would like to thank Tim for his dedicated service to our program and students. Over the summer, I hired an adjunct faculty member to support AFST, Marion Mendy. Marion received her Master’s Degree in African Studies and International Studies in 2009 from Ohio University.

List of Affiliated Faculty

Dr. Abdellatif Attafi (French and Francophone Studies)
Dr. Viviane Bekrou (French and Francophone Studies)
Dr. Tim Carmichael (History)
Mr. George Fam (Arabic)
Dr. Kea Gorden (Political Science, Director)
Dr. Simon Lewis (English)
Marion Mendy (adjunct to AFST)
Dr. Mutindi Ndunda (Education)
Dr. Jack Parson (Political Science, Emeritus)
Dr. Peter Piccione (History)
Dr. Assan Sarr (History)
Dr. Andrew Sobiesuo (Hispanic Studies)
Dr. Godwin Uwah (French and Francophone Studies)
Dr. John Walsh III (French and Francophone Studies)

Academics

Curriculum

There were no major changes to the curriculum in 2010-11. There are quite a number of special topics classes and independent studies in Political Science, English and History that have been included for counting for the minor based on applicability and on a case-by-case basis. One significant addition to the offerings of these special topics classes was Mutindi Ndunda’s development of a special topics course, EDFS 560- Gender, Culture, Health, Education and International Development, that three students who are minoring in African Studies took as part of their service learning/study abroad trip to Kenya with Project Harambee.

One of the goals for this year is to work with the Faculty Curriculum Committee to have a number of courses approved to be included in the official catalogue and with the Registrar. I have been creating a list of those classes that are regularly offered and which students frequently apply to have counted towards their required credit hours to go through the Curriculum Committee approval process. Last spring I began this process, and have already received approval from Dr. Trish Ward, Chair of the Department of English, to add ENGL 233- Survey of Non-Western 20th Century Literature and ENGL 358- Colonial and Postcolonial British Literature as courses that can fulfill African Studies minor requirements and look forward to completing the process with the Faculty Curriculum Committee.

One of the challenges for the program has been the availability of AFST 101- Introduction to African Civilizations. Because the course is a requirement for both the minor and the concentration, making sure this is staffed regularly is very important to the strength of the program. To address this situation, I hired an adjunct, Marion Mendy, to teach AFST 101, and Simon Lewis is scheduled to teach it Spring 2012. Based upon enrollments, we might offer two sections of AFST 101 next semester, taught by Mendy and Lewis. One of the goals for this semester is to converse with the affiliated faculty and their respective department chairs to establish a steady rotation of faculty availability to staff AFST 101 into the future, but I am very pleased to have Marion Mendy teaching this course.

Course Offerings, 2011-2012
Fall 2011:

AFST 101: Introduction to African Civilizations, Mendy
ENGL 234.01: Survey of Third World Masterpieces, Lewis
ENGL 400: South African Literature, Lewis
HIST 592 : The Atlantic Slave Trade, Sarr
PEHD 139: African Dance
POLS 322: Politics of Africa, Gorden
POLS 355: Global Political Theory, Gorden

Spring 2012:

AFST 101: Introduction to African Civilizations, Lewis
ARTH 210: African Art
ENGL 353: African Women Writers, Lewis
POLS 366: International Diplomacy Studies/Model African Union, Gorden
HIST 250: African Slavery and the Atlantic Slave Trade, Sarr
HIST 273 Modern African History, Carmichael

Study Abroad

In May 2011, the 8th annual Morocco program took place, where ten students spent three weeks studying and exploring this key North African country led by Professor Abdellatif Attafi of the French Department and Jack Parson, Professor Emeritus of Political Science. Other African destinations that are available to students via CofC’s Center for International Education include Botswana, Egypt, Gambia, Guinea, Kenya, Liberia, Mali, Morocco, Senegal, Sierra Leone, South Africa, Tanzania and Tunisia. A full list of the programs in Africa that students from CofC have attended is listed on our website at http://blogs.cofc.edu/africanstudies/

In addition, Project Harambee, organizes annual student trips to either Kenya or South Africa to work on sustainability projects in rural communities. This project has been under the direction of Mutindi Ndunda, and has been an important contribution to the
number of opportunities that students have to experience the Continent. 12 students traveled to Kenya this summer.

**Programming and Administration**

The African Studies faculty affiliates met at the end of Spring 2011 and held several online conversations to discuss initiatives. Issues included:

- Recruitment for program—strategies, participation
- Programming opportunities
- Making connections with African Studies programs at Historically Black Colleges and Universities and other schools in South Carolina for programming and event co-sponsorship
- Creating stronger connections with the Carolina Lowcountry and Atlantic World Program (CLAW) and the African American Studies Program, as well as with the Avery Center

Faculty affiliates with African Studies are involved in multiple programs and often have significant departmental commitments, so our discussions were lightly attended.

**Events and Contributions**

- On February 23-27, the College of Charleston chapter of the National Model African Union (MAU) participated in MAU’s annual conference, hosted by Howard University in Washington, D.C. The students did an excellent job representing Botswana and South Africa and the College of Charleston.
- On April 18th 2011, Nigerian poet and writer, Unoma Azuah, gave a well-attended lecture at the Addlestone Library. Azuah discussed the role of the writer in contemporary Nigeria and reads from her manuscript *Edible Bones*. This event was organized by Visiting Assistant Professor Lindsey Green-Simms and co-sponsored by African American Studies, the English Department, and the African Studies Program
- On March 30, the African Studies Program participated in the World Cultures Fair. Our faculty, members of the African Studies Club and our minors staffed the table during the day while sharing program recruiting literature and photographs from study abroad trips.

**Planning and Development**

- **African Studies Club.** The African Studies Club at College of Charleston began the process of becoming an official club last spring, and they have now received approval from the Student Activities Board. At the last meeting of the spring 2011
semester, the club elected their officers and created a list of events that they will be planning for the 2011-2012 school year. These events include the following:
- “Freedom Walk” around Charleston visiting sites that pertain to Africa
- Micro-loans panel/discussion collaborate with members of the Economics/International Business programs
- Trip to Avery Center
- African Studies meet and greet with faculty and students
- Trip to DC: African Art Museum, an African Embassy
- Regional Model AU in Georgia

The Club will be having two information meetings to recruit more members, the first of which will take place Thursday, September 8th at 7pm and the second Monday the 12th at 7pm. The Club is an important complement to the AFST Program by offering opportunities for students to learn about and to celebrate the rich historical and cultural contributions that come from Africa and its Diaspora.

- **Recruiting.** Last spring I worked with Jennifer Smith to update our program webpage into the new format adopted by the College. Additionally, Jennifer and I built a blog as a means of communicating information about news and events that might be of interest to our students. I hired Haley Thomas, an African Studies Minor, to maintain and build the blog. Having updated information about the program and about events related to the study of Africa is a critical way of strengthening the program. Also, I am working with Mr. Dan Dickison in the campus public relations office on a new one-page flyer for the program with updated pictures and more recent quotes from students. These are promised to be completed by the end of September. We will continue to have AFST faculty and student representation when possible at major/minor fairs, new student orientation, and the World Cultures Fair annually.

- **Guest Speaker(s).** This fall, Dr. Sarr will coordinate bringing Professor Walter Hawthorne of Michigan State University to Charleston. Hawthorne’s research focuses on the history of Guinea Bissau and its relationship to the broader Atlantic world, and he will be speaking about the material in his books *Planting Rice and Harvesting slaves: Transformations along the Balanta of Coastal Guinea Bissau* and *From Africa to Brazil*. The African Studies Program will support this lecture with funds for Hawthorne’s honorarium. While we hope to expand our guest speaker lists, we will start a series of lectures based upon the research of our own AFST faculty affiliates, dependent upon their interest and availability. Such a series would be an important way to celebrate the past and present contributions of our faculty affiliates, and to highlight the strong presence of Africanist scholarship here at the College. We can encourage our minors and concentrations to attend these talks, as well as recruit attendees through our AFST classes.

Respectfully Submitted,
Kea Gorden, Director
2010-2011 ANNUAL REPORT

INTERDISCIPLINARY ARCHAEOLOGY MINOR PROGRAM

PROGRAM DIRECTOR: Dr. Barbara E. Borg, Sociology/Anthropology

CofC/Charleston Museum Summer 2011 Archaeological Field School

ABSTRACT

2010-2011 was a transitional year for the Archaeology Minor Program, as Dr. Erin Beutel of Geology stepped down as director, and Dr. Barbara Borg of Sociology/Anthropology took on this job. The number of Archaeology minors remained fairly constant, dipping a little during the year as the result of two graduation cycles, plus the transition to POSM, the on-line location for students to declare majors and minors. The current number of minors (as of the beginning of the Fall 2011 semester) is 41. The Archaeology Club was active throughout the entire year, bringing in 3 speakers, and participating in a number of on-campus and off-campus outreach events. They also had a number of social events, and used their SGA funds wisely. Dr. Borg spent the Fall 2010 semester solving problems the club had inherited from the previous year, and her priority during semester break and the Spring 2011 semester was proposal writing to turn the Archaeology minor into a major. The progression of the campus proposal experienced an administrative glitch during the Spring 2011 semester, and progress will be resumed, and hopefully concluded, in academic year 2011-2012. Archaeology Minor funds were spent supporting speakers, assisting students to attend and present at conferences, and in assembling some promotional materials to make the program more visible. The major archaeological field opportunity for students this year, the CofC/Charleston Museum 2011 7-week Summer Field School was successfully concluded. There were 16 registered students, seven of whom were declared archaeology minors. Students continue to participate in archaeology internships at various locations, fulfilling minor program requirements.
The student Archaeology Club, under the leadership of senior Justin Carlson, had its first meeting on September 9 and met monthly, on the average, for the rest of the year. The club sponsored three speakers during the 2010-2011 school year:

October 28, 2010: Dr. Joanne Murphy, from the University of North Carolina--Greensboro lectured on Bronze Age Greek Tombs (sponsored by the Classics Department and the Archaeology Club/Archaeology Minor Program).

February 10, 2011: Dr. Eugene Cruz-Uribe of Northern Arizona University spoke on ancient and modern Egyptian pilgrimages (supported by Sociology/Anthropology, History, Religious Studies, and the Archaeology Club/Archaeology Minor Program).

March 16, 2011: Dr. Maria Jacobsen, Senior Archaeologist of the H.L. Hunley Project, presented the results of recent research on the Hunley (supported by Sociology/Anthropology and the Archaeology Club/Archaeology Minor Program).

[A fourth and greatly anticipated speaker, Dr. Albert Goodyear from the University of South Carolina, was to have spoken about Pre-Clovis (Earliest Americans) at the Topper Site, SC, during the Fall 2010 semester, but he had to cancel at the last minute due to a family medical emergency. This resulted in our having to reverse all the arrangements made for his visit, but we were able to divert funds from this canceled talk to support the February 2011 visit of Dr. Cruz-Uribe.]

During the Fall 2010 semester the Archaeology Club held a "Pre-final Exams" club cookout on December 4, 2010 at the home of member Chase Murphree, 75 Society Street. The Club repeated this "Pre-finals" cookout during the Spring 2011 semester on Saturday, April 23, 2011. They used the remainder of the club's SGA money to pay for the food. The Club also designed and sold an Archaeology Club T-shirt (mostly to club members) as part of their annual activities.

ON-CAMPUS ARCHAEOLOGY OUTREACH

Dr. Borg solicited from several students a single "poster-style" Powerpoint slide of their archaeological research activities, carried out with Drs. Newhard (Turkey), Hays (Dixie Plantation), Joyce (André Michaux site), and Borg (Summer Archaeological Field School), as well as at field schools and projects carried out by other universities. Posters were made of these slides, and were used often during the year to highlight student work. Borg also had a "College of Charleston Archaeology" banner made that was used at several indoor and outdoor events. Matt Harris, an anthropology/archaeology December 2010 graduate still active in the Archaeology Club, provided a poster of his Belize field school experience during Summer 2010. Matt also presented a program in
Dr. Borg's two archaeology sections during both the Fall 2010 and Spring 2011 semesters on his experiences in the CofC/Charleston Museum joint 2009 "Charleston City Wall" 7-week Summer Archaeological Field school and his subsequent summer 2010 Belize field school experience in the Maya region.

The Sociology/Anthropology Club, the Archaeology Club, and Archaeology Minor Program faculty cooperated to put on "Fieldwork Night", held the evening of February 24, 2011. Several Archaeology Program faculty members, and Archaeology Club students, in addition to Sociology and Anthropology students, attended and participated. Faculty members discussed how to find and apply for a field project. Three archaeology minors presented short talks on their research experiences: Seniors Justin Carlson (Anthropology), and Angelina Phebus (Classics), and Matt Harris, a December 2010 anthropology graduate. Students like to hear professors speak about field experiences, but the enthusiastic descriptions of other students' experiences are what actually motivate them to find a similar project for themselves! Pizza was provided courtesy of the Archaeology Minor Program.

Archaeology students were encouraged to participate in Colonial Dorchester State Historic Site's "Colonial Days", held in Summerville all day Saturday, February 5, 2011. Attendance was not good in general, however, mostly due to inclement weather that weekend.

OFF-CAMPUS ARCHAEOLOGY OUTREACH

Archaeology students and several archaeology faculty members attended the Archaeological Society of South Carolina, Charleston Chapter's Fall potluck picnic, scavenger hunt, and membership drive held at Charles Towne Landing State Historic Site. Winners of the scavenger hunt had their pick of donated archaeology books, and pursuit of the "historic" game of lawn croquet was enjoyed by others.

The College created and managed two displays at the Archaeological Society of South Carolina's Annual Archaeological Fall Field Day, an all-day event celebrating South Carolina archaeology, held at Charles Towne Landing State Historic Site in 2010-11. Two Archaeology Minor Program faculty, Barbara Borg and DeeDee Joyce, highlighted both student work and faculty/student archaeological research using a poster format, and set up a manual transit and a telescopic alidade for the public to sight through. Dr. Scott Harris of Geology and a student helper graciously brought their portable ground penetrating radar unit and demonstrated to many interested members of the public and their children how it works. Our sister institution, The Charleston
Museum, which cooperates with CofC in the 7-week Summer Archaeological Field School, and where archaeology students regularly intern during the fall and spring semesters, also manned a booth featuring artifact identification as well as archaeological activities for children. Rebecca Sease, a former CofC graduate employed by Colonial Dorchester State Historic Site as a park ranger and archaeologist, oversaw her agency's display highlighting the colonial town. We had good weather, and hundreds of Charleston residents turned out for this popular family event. Students were offered a reduced entry fee into the state park (which, by law, is a fee-based park), and were given extra credit in Dr. Borg's archaeology sections for attending. A number of archaeology students did attend.

Dr. Scott Harris and Ground Penetrating Radar

Examples of Posters of Student Fieldwork Displayed
The Archaeological Society of South Carolina, Charleston chapter, also sponsored a one-day archaeological excavation at Hampton Plantation near McClellanville on Saturday, November 6, 2011. Several archaeology minor students, Dr. Borg, and regular chapter members participated in this event. Preliminary washing and bagging of artifacts was part of the "digging" process.

On February 26, 2011 Charles Towne Landing State Historic Site sponsored its first one-day archaeological conference, highlighting South Carolina Archaeology, in their beautiful new Founders' Hall. Dr. Maureen Hays and University of Tennessee doctoral student Kimberly Pyszka presented a paper on their recent joint research at Dixie Plantation, which the College of Charleston owns. Justin Carlson and five other Archaeology Club members displayed information about the Archaeology Minor Program (using the new CofC Archaeology banner, handouts about the program, and the posters showing recent student fieldwork). They manned the display throughout the day and answered questions about the program. Some took time off to listen to several of the papers presented.

**SUPPORT FOR STUDENT ATTENDANCE AT OFF-CAMPUS CONFERENCES**

Club president Justin Carlson and active Archaeology club member Nate Fulmer were granted Archaeology Program funds to attend the Southeastern Archaeological Conference (SEAC) held in Lexington, KY. Both reported that the experience was so positive that it changed their entire perspective on archaeology as their chosen career. Originally 9-12 students were interested, but it boiled down to these two who actually planned to attend, and thus the program was able to afford
them some financial assistance for food, travel, and conference registration. Nate Fulmer later received an Anthropology Program research grant to do a small excavation at Dixie Plantation during Summer 2011 under the guidance of University of Tennessee doctoral student Kimberly Pyszka and CofC professor Dr. Maureen Hays. Nate will be the Archaeology Club president in 2011-12, and intends to attend SEAC again in 2011-12.

Senior Classics major Angelina Phebus was also awarded Archaeology minor funds to assist her in presenting her joint Turkish research with Dr. Jim Newhard at the 2010 annual meeting of the Archaeological Institute of America, held in San Antonio, Texas.

ADDITIONAL ACTIVITIES AND RESPONSIBILITIES OF THE PROGRAM DIRECTOR

In September 2010, in addition to being involved in the activities listed above, program director Dr. Barbara Borg served on the Planning Committee for the ASSC's Archaeology Fall Field Day at Charles Towne Landing. The planning meeting was held at Charles Towne Landing, and included a tour of the facilities, and a discussion of "crowd management".

In November 2010 Borg attended training in the new POSM system, the new on-line process for students to apply for majors and minors, and also to drop them. Training for the director included how to process "addition of minor" approvals for the Archaeology minor electronically using this system. (The director's approval is required to add the minor, but not to drop it). This conversion turned out to be particularly problematic for our program because the IT person in charge of setting up the accounts believed he had set Borg's account up properly, A solid month of reporting that the account was not working was necessary before trainer Mary Bergstrom investigated further and found that indeed this had never been properly done! Mary fixed the problem, and POSM has been working reliably since the end of the Fall 2010 semester. It took students a while to catch on, but now most are familiar with the system. It also makes it easier to keep records of who the minors are at any point in time. One problem is that Borg cannot request transcripts and other vital student records in order to advise these minors because under the "need to know" rules these are not her major advisees. However, she will appeal for access in 2011-2012 under the "need to know" rules because this would make advising the minors so much easier.

In early February 2011 Dr. Borg met with the archaeology staffs of the Charleston Museum and Charles Towne Landing State Historic Site, to plan the upcoming Summer 2011 7-week Summer Archaeological Field School. Three weeks of this field school were to be hosted by Charles Towne Landing where students would do shovel testing and excavation near the Miller site that CTL
archaeologists had already been systematically excavating. With most plans in place for the upcoming field school, Dr. Borg, and Martha Zierden and Ron Anthony (Charleston Museum archaeologists) gave a presentation about the upcoming Summer field school in both of Dr. Borg's Spring 2011 Archaeology class sections. All interested students, including Archaeology Minors, were invited to come to either class presentation. This information session is a major recruiting tool for the field school, and is routinely done in the two Soc/Anthro archaeology sections (a class that also fulfills a requirement for the Archaeology minor) during the spring semester preceding each summer field school. This joint CofC/Charleston Museum field school is held every two years. The last was held in Summer 2011, with the next one planned for Summer 2013.

SUMMER 2011 SUMMER FIELD SCHOOL IN HISTORICAL ARCHAEOLOGY

During Summer 2011 only one major project was carried out by Archaeology Minor faculty, and that was the CofC/Charleston Museum's joint 7-week (8 s.h. of credit) Summer Archaeological Field School, held from May 9 to June 24, 2011. This field school is team taught every other year by Dr. Barbara Borg in Sociology/Anthropology and Charleston Museum archaeologists Martha Zierden and Ron Anthony. The 2011 field school required collaboration with several other individuals and agencies, however. There were 16 registered students in the field school and two regular student volunteers (one of the largest field schools in recent years). Seven of these registered students are declared Archaeology Minors. In addition we had one registered student from Clemson University, one student Museum volunteer from the College of William and Mary, one CofC Museum student volunteer, and one volunteer avocational archaeologist from the community.

The field school worked on three different archaeological sites, but the overall focus was on late 17th century sites dating to the founding of Charleston. The first two weeks was spent at the Dill Property on James Island (owned and managed by the Charleston Museum), excavating a later site there, but also cleaning up and expanding the site of an early structure uncovered during a previous field school. If this structure turns out to be an early slave cabin it will be the earliest one documented for South Carolina.
The next three weeks were spent at Charles Towne Landing State Historic Site (South Carolina's "flagship" state park). There, students engaged in systematic shovel testing and excavation of standard 5 foot squares in the woods near the Miller site, which dates to the founding of Charles Towne about 1670. Students also did water screening to retrieve tiny beads and other artifacts not caught in standard dirt screening, and did preliminary lab work to prepare the artifacts for storage.
The final two weeks were spent north of Charleston on private property at the Lord Ashley Site. This is a very important site, and is quite possibly the "Jamestown" of Carolina archaeology, dating very early at 1675-1685. Lord Anthony Ashley Cooper, one of the Lords Proprietors charged with developing the Carolina colony, owned this property. Though he never traveled here, Lord
Ashley Cooper was the Lord Proprietor most interested in economic development. The site was a combination cattle ranch and Indian trading post, and is significant as a place where Native Americans and African-Americans (some of both groups were also enslaved), and Europeans (some of whom were indentured servants) interacted on the very edge of the early "frontier". The 17th century is a little known time period in American historical archaeology, and this site is of great importance for future work (hopefully by our future field schools). Andrew Agha, a former student in this field school, CofC graduate, and a professional archaeologist, returned from California to supervise this project that may someday comprise his doctoral research project. Students cleaned and expanded the area around a large fireplace base that was part of one structure located in a previous preliminary excavation phase. Other students dug units spread across the site and into the neighboring woods, looking for traces of additional structures, a palisade, a defensive moat, and evidence of Native Americans who would have come to trade, and who possibly camped outside the palisade.

Taking Elevations Using A Manual Transit  
Triangulating New Units at Lord Ashley  
Elaborate Fireplace Base at Lord Ashley  
A Successful Field Season Concludes
Toward the end of the field school, and while the major focus was still on the Lord Ashley Site, several students who were particularly interested rotated through excavations carried out by doctoral student Sarah Stroud, who was excavating around the main house at nearby Drayton Hall Plantation. Some students continued to volunteer at Drayton Hall after the field school formally concluded.

A grant from the Mead-Westvaco Corporation’s educational outreach arm will fund ongoing essential laboratory analysis of Lord Ashley Site artifacts at the Charleston Museum, in which College of Charleston archaeology interns from the Archaeology Minor Program and the Anthropology Program in the Sociology and Anthropology department will be involved. Katherine Saunders of the Historical Charleston Foundation was instrumental in preliminary excavations at, and historical research concerning, the Lord Ashley site. By the end of work at the Lord Ashley site we had been visited by a number of interested archaeologists, Sociology/Anthropology chair Dr. Heath Hoffmann, dignitaries from Mead-Westvaco Corporation, a CofC video team, members of the Charleston television media and the press, and the landowners and their friends. It was a challenging end to the field school!

INTERNSHIP OPPORTUNITIES FOR ARCHAEOLOGY STUDENTS

The Sociology/Anthropology Program has had a well-developed internship program for students in place for many years. There are many for credit archaeological internships available for students in both Anthropology and the Archaeology Minor programs which partially satisfy the academic requirements of these programs. Archaeological internship opportunities include: the Charleston Museum, Charles Towne Landing State Historic Site, Drayton Hall Plantation, the H.L. Hunley Project, Colonial Dorchester State Historic Site (Summerville), and the National Park Service (McClellanville). Other locations are possible, and arrangements will be made for interested students.

OTHER SIGNIFICANT CONTRIBUTIONS TO THE ARCHAEOLOGY PROGRAM

Professor James Ward of Historic Preservation and Community Planning has assisted as a consultant in the continuing development of the National Register Nomination for Penderlea Homestead Historic Farms in Pender County, NC. He was also in charge of the student group winner of the Peterson Prize for the Historic American Building Survey - Christ Church, Mt.
Pleasant, SC. He oversees M.A. theses on the topic of Historic Preservation, and is involved with Historic Preservation Club projects. Several students from the Historic Preservation Program were registered students in the 2011 Summer Archaeological Field School. Dr. Jim Newhard of Classics was instrumental in helping to bring Karen Stern, Carla Sinopoli, and Deborah Carlson to campus as Archaeological Institute of America speakers.

**PROGRESS ON THE ARCHAEOLOGY MAJOR PROPOSAL**

At the time Barbara Borg took over the directorship of the Interdisciplinary Archaeology Minor Program from Erin Beutel, Erin stressed that although writing the Archaeology Major proposals (to campus committees and the CHE) was a high priority Borg, as the new director, would first have to work closely with the Archaeology Club's old and new officers who had gotten themselves into a quandary and subsequent squabble over the distribution of SGA funds to support speakers. The Archaeology Club was committed to bringing two speakers from other universities to campus during the Fall 2010 semester, but had funding for only one of them.

Borg and Justin Carlson, the new Archaeology Club president, worked tirelessly to iron out the difficulties, with considerable help and support from Marilyn Tharp in Dean Cohen’s office and Norma Luden who oversees SGA funds. Borg and Carlson, both having hit the ground running in their new positions, spent most of the first semester resolving difficulties and arranging for two speakers (Murphy and Goodyear) to come to campus during that same Fall semester. Murphy had "visa problems" that caused Marilyn Tharp extra work. Goodyear canceled at the last minute due to a medical emergency, but the amount of work required to do, and then undo, his arrangements was the same as if he had actually arrived on campus. The steering committee only met once during the Fall 2010 semester, because there was no reason to inconvenience other busy faculty members over these issues. The rewriting of proposals, by now an essential priority, was begun by Borg over the semester break, and was her major priority throughout the Spring 2011 semester.

Erin Beutel, the previous director, had put in countless hours writing the proposal to College of Charleston faculty committees and administration, but there was still much left to be done, and the companion proposal to the CHE to also complete. Dr. Borg met with both Dean David Cohen and Dean Cynthia Lowenthal (because much of Archaeology minor course work falls within the realm of Humanities and Social Sciences) to discuss problematic aspects of the proposals.
Toward the middle of the Spring 2011 semester, hoping to make the deadline to get the proposal started through the Curriculum Committee, Borg made a courtesy call to Dr. Lynn Ford asking whether the Provost would like to see the proposal at this stage. Dr. Ford conferred with Provost Hind, and Borg was informed that the administration had stopped the progress of "new programs", and that the Archaeology Minor Steering Committee was not to send the proposal forward to the Curriculum Committee. A steering committee discussion ensued to clarify the issue of what was a "new program", because the proposal to create an Archaeology Major on our campus had been pre-approved by the CHE two years before, and the steering committee had been given a 3-year window within which to get the program passed. Darryl Phillips, Speaker of the Faculty and a member of the Archaeology Minor Program Steering Committee, researched this issue and concluded that the Provost's Office, in general, has no right to stop a proposal from going through faculty campus committees; what happens to a proposal after it reaches the provost's desk is out of faculty control. The provost's office did not seem to know that our program had been pre-approved by the CHE to continue, and was thus not in the same category as other "new programs". Dean Cohen also asked for clarification.

By then the end of the semester was approaching, it was difficult to get all the voting members from participating departments together, and we had missed the Curriculum Committee deadline. At that point Borg and the steering committee had lost momentum, and several members thought we should take the time to rethink some sections, fine-tune the proposal further, and try to get the proposal through campus committees, Curriculum Committee through faculty Senate, during 2011-2012.

Respectfully Submitted,

Dr. Barbara E. Borg, Sociology and Anthropology
Director, Interdisciplinary Archaeology Minor Program
ANNUAL REPORT 2010-2011: ASIAN STUDIES
NARRATIVE SUMMARY

Because no data are provided for the Asian Studies program, this report limits itself to a Narrative Summary of Accomplishments for Asian Studies for the academic year.

Background:
Asian Studies at the College of Charleston involves two distinct but related entities: the Asian Languages faculty (presently three roster and approximately six adjuncts, soon to be four roster), and the larger Asian Studies Program faculty from across the College (more than eighteen, in addition to all the languages faculty), including Art History, English, History, International Studies, Philosophy, Political Science and Religious Studies, who teach the range of courses that serve both their departments and the requirements of the Asian Studies Minor. The Asian Studies Minor was approved in Fall 1999. Asian Languages, on the other hand, is a new entity made necessary by the separation of these languages from the departments which had previously housed them when the School of Languages, Cultures, and World Affairs was established. These languages were brought into their own unit under a Director only in Fall 2008; thus, this academic year was our third year. At that time we had two roster faculty; a new hire in 2009 increased our numbers; two additional hires during 2010-2011 will bring us to five roster faculty in the new academic year. The Director serves most of the functions of a Chair for the languages faculty (coordination of courses, scheduling, personnel issues, chairing searches for new positions, mentoring junior faculty, among others, as well as writing annual evaluations of faculty, and coordinating and chairing reviews for Third Year and Tenure and Promotion. The role of Director with regard to the larger program is to coordinate courses and scheduling in order to ensure that offerings enable students to complete the program in a timely manner; to advise students in the Minor and in the Asian Concentration in International Studies; to oversee the development of the curriculum, and to solicit regular and thoughtful input from faculty regarding the program.

Curriculum:
The most important accomplishment for Fall 2010 (a process for which planning began the previous academic year) was the preparation, submission, and approval of our initiative on the part of Asian Languages (Arabic, Chinese, Hindi and Japanese) to increase the number of required contact hours for first- and second-year courses from three to four hours. Our proposal referenced data published by the American Council for the Teaching of Foreign Languages (ACTFL) and the National Defense Language Institute specifying the additional hours of training necessary to learn these languages (and others) compared to the Modern European languages offered at the College. Data indicate that additional contact time will enhance student outcomes; we hope to be able to assess our outcomes using standardized tests administered by outside testing organizations. With this initiative the College of Charleston takes an important step to enhance the teaching
of the Less Commonly Taught Languages (LCTL) in South Carolina. This initiative also fulfills one of the strategies of Goal One of the College of Charleston Strategic Plan to Enhance the Undergraduate Academic Core: Support foreign language initiatives that...intensify introductory and intermediate language courses and expand instruction in strategic languages.

The other singular curricular accomplishment for the academic year was the submission (in Spring 2010) of the Preliminary Planning Proposal for a Major in Asian Studies. We met with the Commission on Higher Education in July 2010, when our proposal for approved. During the academic year 2010-2011 the larger Asian Studies faculty completed a proposed Curriculum for the Asian Studies Major. We plan to submit this to the Curriculum Committee and eventually the Faculty Senate in the coming academic year. One of the requirements of the proposal is a minimum of three years of an Asian Language; another is Study Abroad. Implementation of the Major in Asian Studies will support another strategy of Goal One of the College Strategic Plan to Enhance the Undergraduate Academic Core: foreign language initiatives that combine language skills with study of global cultures and world affairs. As an Interdisciplinary Major, this is also responsive to Goal Three: Provide Students the Global and Interdisciplinary Perspectives Necessary to Address the Social, Economic, Ethical...and Political Issues of the 21st Century.

With only three roster faculty who carry heavy responsibilities for providing an array of courses that sustain four distinct language programs, our options for participating in Honors and First Year Experience have been limited; however, when we bring two new tenure-track hires into Asian Languages in the fall of 2011 we will be able to offer two First Year Seminars, one in Chinese Cinema and another in Arabic Literature and Culture.

Asian Languages faculty have received the EXCEL Award for Excellence in Teaching for LCWA for the last two years: in 2010 Ghazi Abuhakema was selected as the top teacher, and in 2011 it was Lei Jin.

Enrollments:
We have no data on enrollments, workload, or instructional costs. In terms of students in Asian Studies, there are 23 Asian Studies Minors, 22 Japanese Studies Minors, and 15 students pursuing the Asia Concentration within the International Studies Major, for a total of 60 students. Last year there were 16 Asian Studies Minors and 25 in Japanese Studies, for a total of 41. Although this is the first year of such growth and thus it is too early to know about long-term growth, the new Major in International Studies seems to attract students who want to concentrate in Asia, suggesting that being able to major in Asian Studies will be an attractive new major for students. Quite a few former Japanese Studies Minors have taken this route, which is the closest they are able to come at this point to majoring in Japanese Studies. We expect this major to be particularly attractive to language students who
want to pursue their language studies further and in an interdisciplinary context, although students in a range of disciplines have expressed strong interest in this program in the context of our advising sessions.

**Assessment:**
We have begun developing our assessment plans with General Education courses and have built this into our plans for the Asian Studies Major; our course-level learning outcomes in general education courses are in place.

**Student Achievements:**
**CHINESE:** In the Chinese Speech Context, an Annual Competition that includes students from the College of Charleston, the Citadel, and Trident Technical College, the following CofC students received awards:
- Austin Wagner: First Place, Elementary level
- Justin Wooton: Second Place, Elementary level
- Grant Cox: Third Place, Elementary level
- Sara Watters: Second Place, Elementary level
- Laura Mitchell: First Place, Intermediate level
- Michael Short: Second Place, Intermediate level
- Fernando Troche: Second Place, Intermediate level
- Juliann Brrios: second Place, Intermediate level
- Irwin Jiang: second Place, Intermediate level
- Fernando Troche was nominated as best student in Language Studies for the EXCEL Awards

Elliot Dickerson was accepted as a Summer Camp Counselor in China, 2011

**JAPANESE:** Michael Broderick, a 2011 graduate, has been accepted into the prestigious Japanese Exchange Teaching (JET) Program, and is about to begin work as an assistant English language teacher in Iwate-ken, Japan. Brandon Windham has passed the Level II Japanese Language Proficiency Test, a highly competitive exam administered by the Ministry of Education in Japan.

**ARABIC:** Ronnie McCormick received a Critical Languages Scholarship (CLS) to study Arabic for eight weeks in Tunisia in summer 2010.
- Caroline Horres received the Boren Scholarship, which provided full travel and support to study Arabic in Jordan from June through Fall semester 2010.

**Faculty Diversity:**
Outside of Asian Languages, hires (and thus diversity decisions) are made at the various Department levels. Thus I will not speak to the diversity of the larger Asian Studies Faculty. In Asian Languages, our three current roster faculty (Arabic, Chinese and Japanese) are all people of color. Among our adjuncts, all but one are people of color. We have no African-Americans among our faculty.

**Faculty Research and Professional Development:**
We have two tenure-track faculty, both of whom have active research and professional development programs. Ghazi Abuhakema completed a positive Third-
year Review this year. His article, “The Somali Youth League Constitution: A Handwritten Arabic Copy (ca. 1947) from the Ethiopian Security Forces Archive in Harar,” co-authored with Timothy Carmichael, has been accepted by the peer-reviewed Journal of Eastern African Studies. He has recently submitted another article on his own research area in language pedagogy to the peer-reviewed Foreign Language Annals. In addition to regular presentations at the most prestigious conferences in his field, he has been a regular instructor in the Middlebury Summer Program, a clear testimony to his standing in the field of Arabic teaching. Lei Jin, who completed her Ph.D. just before joining us in August 2009, also has been active in conference presentations in her field. She received a Faculty Research Award in summer 2010 to participate in a Faculty Institute on Contemporary Chinese Cinema in Beijing. She submitted an article in November to the peer-reviewed Forum for World Literature Studies, “Poe’s Landscapes: Dreams, Nightmares, and Enclosed Gardens,” which was accepted for publication in April 2011. Dr. Yoshiki Chikuma, Senior Instructor, attended the Southeastern Association of Teachers of Japanese Conference in March 2011.

Faculty Service:
It is important to note that our roster faculty (two tenure-track) assume far greater responsibility than most junior faculty or Instructors at the College. That is, these are all junior faculty, none of whom has senior colleagues in their language or their unit. Consequently, each is the senior faculty member in their particular language and, as such, assumes a level of responsibility in their language that is not the case for junior faculty teaching other languages, including decisions about textbooks, syllabi and coordination among course sections and for adjuncts, and each has been instrumental in planning the fourth-hour initiative in Asian Languages. Furthermore, as Director I count of them for advice about scheduling and coordination of classes and adjuncts to a degree not usually expected of junior faculty.

All the languages taught in our program require more contact hours than the teaching schedule accommodates; thus all these faculty spend considerable additional time outside of class working one-on-one and in group sessions with students. That is, their service is largely served through the extraordinary amount of time spent with students both in and outside the classroom.

The roster faculty were particularly involved in service this year – we conducted two national searches (in Arabic and Chinese), with all three faculty serving on the search committees. All three were actively involved in planning the fourth-hour requirement, and all also served on the Asian Studies Steering Committee that developed the proposed Curriculum for the Major in Asian Studies.

All three roster faculty devote considerable service time to their respective language programs. Yoshiki Chikuma is the Faculty Advisor to the Japanese Club; among their
activities this year was a trip to the Cherry Blossom Festival in Washington, D.C., for which he drove a van. The Club also sponsors activities throughout the year, including films and fund-raisers.

Ghazi Abuhakema, in addition to his service to the College of Charleston, also serves his field on the national level: he is an Executive Board Member of the American Association of Teachers of Arabic (elected), and a Facilitator for Oral Proficiency Testing in Arabic with the American Council of Teachers of Foreign Language (ACTFL).

Lei Jin has engaged in various service activities, including organizing and participating in teaching Chinese and Chinese culture at ECDC; she also initiated the Chinese Speech Contest, now an annual event, which brings more than one hundred students of Chinese from elementary through Post-Secondary education (College of Charleston, the Citadel, Trident Technical College, as well as the University School of Charleston, the Cooper School, and the Ma Wei Chinese School) to compete. Dr. Jin has also organized a weekly Chinese Tea Hour at the College, where anyone can drop in to practice speaking Chinese.

**Outreach Activities:**
Besides a strong presence at the World Cultures Fair, the program in Asian Studies has been develop a number of Outreach activities, including the Chinese Tea Hour, the Chinese Speech Contest, the Chinese courses at ECDC, a Middle Eastern Day and Arabic Film events, and the Japanese Film series.

Submitted by Mary Beth Heston  
August 4, 2011
British Studies Annual Report 2010-11

Introduction

The program and minor in British Studies are designed to provide an integrative study of British life and culture throughout the ages. Students examine the impact of British institutions and customs on the American experience and gain an understanding of how British identity has been constituted in its member nations, the European Union, and the global community. The program offers courses and experiences in the study of England, Wales, Scotland, Ireland, Northern Ireland, and those countries and territories formerly a part of the British Empire.

The British Studies program at the College of Charleston offers students unique opportunities to learn more about an important region of the world. Understanding its history, culture and politics fosters a deeper appreciation of the complex ways that Britain has influenced past and present events and will continue to have an impact on issues in the future. Students may complete an 18 credit interdisciplinary minor and/or participate in one of several popular semester or summer study abroad programs.

Currently the program has 11 faculty affiliates in the Schools of Arts and Humanities and Social Sciences and ten undergraduate minors, two of whom just graduated Spring 2011.

Notably, Tim Carens acted as Interim Director of British Studies during Spring 2011 while I was on sabbatical. We kept in regular contact about program issues, and the events and decisions resulting from those conversations are reflected in the narrative here. Tim did an excellent job as director, and I would like to officially and heartily thank him for his service to our program and students.

Faculty Affiliates

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<tr>
<td>Doryjane Birrer</td>
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<td>Bill Russell</td>
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Myra Seaman  English
Catherine Thomas  English, Director of BRST Program
Trish Ward  English, Chair

Academics

Curriculum

There were no major changes to the curriculum in 2010-11. Some special topics classes and independent studies in English and History have been included for counting for the minor based on applicability and on a case-by-case basis. Special topics classes of note include Amy McCandless’ “Royal Britain” Spring 2011 study abroad course offered through the Honors program and Moore Quinn’s popular “Peoples and Cultures of Ireland,” which she offered through distance education during Maymester.

One of the challenges for the minor and for the future of the program remains the availability of applicable history courses that count for 6 credits in the first category (among them: Tudor England, Stuart England, Georgian England, Victorian England, Geographies and Politics of the European Union). Currently, this situation is being remedied via independent studies and study abroad opportunities. There has been some discussion in the History department about hiring a faculty member who could support some of these early British history classes that have not been offered recently. We are hopeful this may come to pass.

The Minor

This year the program graduated two minors—Sean Sadler and Lauren Swing. That leaves the program with eight minors. Efforts to recruit students within target major courses (especially History and English), major/minor fairs, and study abroad fairs continue.

Study Abroad

British Studies Summer Consortium

While the BSP Consortium falls partially under the study abroad umbrella, it is also an integral academic factor for many of our minors. This year, to my knowledge, we had no C of C students participating. However, I will be instructing “Love, Sex, and Desire in Shakespeare” in the July summer program 2012. Tim Carens, as Interim Director of the BRST Program, attended the annual consortium meeting in Hattiesburg, MS in January of this year (2011) and represented the College’s interests there. He also discussed the possibility of joining the study abroad faculty rotation with USM British Studies director Doug Mackaman. This offer was met with enthusiasm, so we hope to have Tim and possibly other C of C faculty get involved more in the future.
Bilateral Semester Study Abroad Program

British Studies at C of C now has four bilateral partnerships with British universities: Univ. of Nottingham, Bath-Spa Univ., Univ. of Lincoln, and Buckinghamshire New Univ. Our former exchange with the University of Northampton, our longest partner, has been shut down due to budget cuts and the elimination of the American Studies group there (who had been sponsoring our students). In addition, numbers for C of C students going to the University of Lincoln have been small in comparison with those of UL’s students visiting us. The International Education Office and our program are in talks about how to increase the numbers or whether it makes sense to not renew that exchange next year in favor of trying to establish a new university connection, possibly with a school in London proper.

This year we had 10 College of Charleston students study abroad through our bilateral exchanges: 5 at U. Nottingham and 5 at Bath-Spa U.

Finally, on April 12, Amy McCandless and I met with Dr. Tim Middleton, Head of the Humanities and Cultural Industries School at Bath-Spa University when he visited Charleston. We discussed how to better facilitate faculty and student interactions between the two institutions, as well as how to get more students involved at both the undergraduate and graduate levels. We look forward to working more with Dr. Middleton in the future, particularly since Bath-Spa has a strong curriculum in the humanities and technical arts (e.g. film production).

Programming and Administration

The British Studies Program Steering Committee of faculty affiliates met one time officially and held several online conversations to discuss initiatives. Issues included:

- Library fund requests (used all of allotted $700)
- Recruitment for minor and study abroad opportunities—strategies, participation
- Programming opportunities

Faculty affiliates with British Studies are involved in multiple programs and often have significant departmental commitments, so our discussions were lightly attended.

Events and Contributions

- On February 18, 2011, we hosted Dr. Roland Quinault, Fulbright-Robertson Visiting Professor of British History at Westminster College. He delivered the talk, “Winston Churchill and the American Civil War.” The talk was well attended by on- and off-campus members of the community.
- Spring 2011 the British Studies Program contributed $250 towards the Department of English’s Visiting Speaker Series (since several speakers specialized in British literature). Dr. Alan Richardson, a noted scholar in Romantic era British literature,
gave the talk, “Neuroscience Rediscovers the Romantic Imagination” on March 28. Dr. Richardson, in addition to his talk, met with students in classes and offered a round-table meeting with interested faculty.

- On March 30, the British Studies Program participated in the World Cultures Fair. Tim Carens staffed the table during the day and served scones and hot tea, while sharing program recruiting literature and photographs from study abroad trips.
- During February and March, Moore Quinn, Cara Delay, and Joe Kelly developed and ran the Irish Studies Film Festival. British Studies contributed $100 towards sponsoring the interesting and well-received program.
- On April 20, we welcomed Dr. Keith Jeffery of Queen’s University, Belfast for a speaking engagement. He gave a fascinating lecture to students, staff, and community members on the history of MI-6, the British special intelligence branch.

**Planning and Development**

There are several ongoing initiatives that I believe will help enliven and support the program as a whole:

- **Recruiting.** Cara Delay and I updated the copy text for our British Studies flyers. I continue to work with Mr. Dan Dickison in the campus public relations office to craft a new one-page flyer for the program. There have been design and publication delays in their office due to workload, but I anticipate having the flyers done by the end of the summer. We will continue to have BRST faculty and student representation when possible at major/minor fairs, new student orientation, and the World Cultures Fair annually. In addition, I will be working with Jennifer Smith to transfer our existing British Studies program web page into the new format adopted by the College.

- **Guest Speaker(s).** While we intend to continue supporting our spring Fulbright history speaker, we hope to expand our support to those incoming through other relevant departments such as History and English. We have encouraged our minors to attend these talks, as well as recruited attendees through classes taught in BRST-related subjects.

2010-11 was an active year for the program, especially in terms of hosting guest speakers. Our faculty members look forward to expanding our offerings, particularly with additional Irish history and culture courses and study abroad opportunities.

Respectfully Submitted,
Catherine E. Thomas, Director
2010 – 2011 ANNUAL REPORT

DEPARTMENT OF CLASSICS

School of Languages, Cultures & World Affairs
College of Charleston

Prepared by:
Dr. James Newhard, Chair (July 1, 2010 – June 30, 2011)
Dr. Timothy Johnson, Chair (July 1, 2011)
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I. EXECUTIVE SUMMARY

The 2010-2011 academic year was the fifth year for the Department of Classics. The Department was staffed by 5 tenured/tenure-track faculty and a visiting assistant professor, joined by two returning full-time adjunct faculty members, and a half-time administrative assistant.

Faculty members were leaders in their disciplines, completing 6 articles or other scholarly works, presenting papers at regional, national, and international conferences, applying for and receiving major grants, and offering training workshops for teachers and students. Classics faculty also remained extraordinarily active in service. Dr. Darryl Phillips served as the Speaker of the Faculty. Faculty members served on 10 standing, ad hoc committees, and programmatic advisory committees within the institution, and 3 national committees of significance to the discipline. All faculty members contributed in diverse and significant ways to students, the College, the community, and profession.

This year brought multiple changes to the staffing of the Department. Dr. Kristen Gentile joined the faculty as an assistant professor, to assume the line vacated by the retiring Dr. Frank Morris. After 16 years of service to the institution, our office manager, Linda Braecklein, received disability retirement in early July 2010. She greatly assisted in the administrative functioning of the academic unit, first in the Department of Classics, German, Italian, Japanese, and Russian; then as part-time manager for the Departments of Classics and German and Slavic Studies. Sabine Hagn-Ford was hired into the two part-time positions, and started the position in October. After 2 years as visiting assistant professor, Dr. Brian Lush left for a tenure-track position at Macalester College. Mr. Sean O’Neill was hired to fill out the remaining year of the FYE visiting line assigned to the Department. Given that Dr. Jess Miner received a leave of absence for 2010-11, Dr. Richard Buxton was hired as a visiting assistant professor. In February, Dr. Miner informed the College that she would not be returning, which was followed by Dr. Buxton’s announcement that he was accepting a position at the University of Texas. Therefore, a national search was conducted and Dr. Molly Jones-Lewis was hired as a visiting assistant professor in this line, until a permanent hire for Dr. Miner’s replacement can be made (on-line for the coming year, 2011-12). The chair of the Department, Dr. James Newhard, decided to step down from the position of chair, effective July 1, 2011. The newly assigned tenure-track position, acquired from the FYE, was aligned to allow for the hiring of a senior professor with additional duties as chair. Dr. Timothy Johnson assumed this position on July 1. The time and energy spent by the College and the Classics faculty, especially those on the search committee (Noelle Zeiner-Carmichael, Jim Newhard, and Darryl Phillips) was well invested.

In addition to staffing courses for the two major and three minor programs, the Classics faculty contributed to the curriculum in Anthropology, Archaeology, and History. Department faculty taught 970 students (8% increase over 2006-07, the inception of the Department), with roster faculty generating an average of 165.5 credit hours each semester (unadjusted for release time). Within this overall pattern of growth, total enrollments and SCH production fell slightly from 2009-2010. There are several contributing factors, which could be considered positive for the Department’s role within the College. Our leading involvement in FYE requires some courses to accept a lower enrollment cap. CLAS 103 Myth (typically enrolling 80 students) was not offered to allow for faculty sabbaticals and service-contributions. In addition, the growth in majors/minors has increased the need for upper level courses, which naturally enroll less. It is likely that for the next few years growth will stabilize, as the Department’s programming continues to mature. Still Classics considers it role to the wider College community to be central to its mission. For example, Classics continued its contributions to the First-Year Experience. Its faculty members developed two Learning
Communities and 2 First-Year Seminars for 2009-2010. Classics is viewed as a model program in terms of integrating language and culture courses within the freshman experience.

Major and minor programs continued to flourish in 2010-2011. In spring 2011, 49 students were working towards majors in Classics; 22 towards minors [total, 71]; 17 students graduated with Classics majors. The year was punctuated by the awarding of the Lionel Pearson Fellowship to Melissa Huber. The Lionel Pearson Fellowship is the top national student honor presented each year by the American Philological Association, the principal learned society in North America for the study of ancient Greek and Roman languages, literatures, and civilizations. Each year, one senior undergraduate nationwide is selected for the award. The Pearson Fellowship funds a year of postgraduate study in Classics at a university in the U.K. Melissa will attend the M.A. program in the City of Rome at the University of Reading. This unique program combines coursework in ancient languages, history, and art at the Reading campus with several months of study and research at the British School in Rome. Following this, she has been accepted as a doctoral student in Classics at Duke University, where she will hold the prestigious James B. Duke Fellowship.

Classics graduates are continuing to pursue advanced study in Classics and related disciplines, earning admission to top universities. This year, graduates will begin advanced degree programs at the Universities of North Carolina – Chapel Hill, Arizona, Florida, and Hawaii, joining the ranks of past graduates currently studying at Brown, Duke University, Washington University, Wisconsin, and the University of Georgia.

For all of the above reasons and others, the College of Charleston has and will continue to have a national reputation, supported by the prominence and excellence of its Classics faculty and programming.

II. SUMMARY AND ANALYSIS OF DEPARTMENTAL ACCOMPLISHMENTS

STUDENT-FOCUSED EDUCATION

The Department of Classics maintains a strong dedication to the education and well-being of all students on campus, whether they are majors in one of the Department’s two major programs, minors in one of its 3 programs, pursuing the Artium Baccalauraeatus in any major, or whether they are taking courses because of an interest in the Greco-Roman world. Student evaluations mark faculty in the Department highly, and the faculty contribute to the college-wide curriculum in numerous ways. The following sections emphasize the college-wide participation of the Department and its success on the national level.

- The curriculum in Classics is exceptionally broad and successful for a program of its size, when compared with other programs nationally. For example – multiple sections of advanced Latin (unusual for programs of commensurate size) are the norm for the College of Charleston. This is not just indicative of the health of the Department, but on a pragmatic level it provides the flexibility necessary for students to manage their schedules.
- The Department is a regular contributor to programs that are either cross-institutional in nature (such as the FYE) or located in other schools. Classics at present leads LCWA in these efforts and looks forward to growing in these areas further, as the number of faculty allows.
- Students are actively engaged in research in a wide variety of projects involving a number of disciplines, because of mentoring by Classics faculty. The Department significantly contributes
to interdisciplinarity, internationalization, personalized education and high impact student experiences, particularly in research and creative activities and peer education (See infra: Student Accomplishments and Faculty Productivity).

- The enrollment trend for Classics shows a remarkable increase over a 7-year cycle. As predicted by the growing enrollments in 2009-10, demand for courses this year remained high and is increasing. Staffing, however, remains stable, that is, the search this coming year is to fill a vacant line. While 2011-12 will show an overall increase in the number of regular roster faculty (from 5 to 6), because of the senior hire, the capacity to increase the number of course sections will not have changed significantly. Increased staffing is recommended to manage the high demand, reduce overall percentage of students taught by adjuncts, and allow for natural shifts in relation to demands of research and service requirements of active scholars. It should be noted that the number of courses enrolling 60 or more students has increased, and the demand for these courses regularly exceeds the cap.

**Curricular Offerings**

The Department of Classics is distinguished by the breadth and strength of its offerings compared to other peer institutions and similarly-sized programs. Courses in 2010-11 were taught in Greek, Latin, ancient History, general civilization, and Classical Archaeology – a breadth of coverage not found in any peer institution of the College with the exception of the similarly-sized University of North Carolina – Greensboro. Simply put, Classics at CofC is a “stand-out” program nationally.

**Instructional Contributions to Other Programs and Initiatives**

The Department of Classics contributes significantly to other programs and initiatives. As a percentage of the total hours generated by LCWA, the Department accounted for the following student credit hours:

- 8.4% of total SChs generated by LCWA
- 44% of the LCWA contributions to FYE
- 25% of the LCWA contributions to HS

While the Department represents less than 10% of the total SChs generated by LCWA (and these figures do not reflect any adjustment for program size), it trails only French, Hispanic Studies, and International and Intercultural Studies. Further Classics generated major blocks of credit hours in key areas, such as culture subject courses and interdisciplinary venues. The Department remains a leader for LCWA in its contributions to cross-institutional programs.

**FYE**

The Department holds a strong commitment to the liberal arts and sciences core of the institution, which is evident by its heavy involvement to cross-institutional programs, such as the First-Year Experience.

The 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 were involved in the FYE (66% of roster faculty). This was the last year of a visiting assistant position granted to facilitate the Department’s participation, and the Department received a tenure-track line from the FYE to take effect in 2011-12 academic year. Future commitments, therefore, are on line with current participation. Proposals were submitted for 2 FYSM and 2 Learning Communities for AY 2011-2012 – one internal to Classics, the other engaging with faculty in Anthropology. Additional service to the FYE was given by faculty during Accepted Students Weekend and Summer Orientation.
Other Programs
In addition to the FYE program, the Department made significant contributions to other programs on campus.

- Two courses counted towards the minor in Archaeology, serving both the beginning and middle components of the minor
- Two courses were taught in History
- An independent study was taught in Anthropology. Classics contributed to 2 of the 4 areas LCWA contributed SCHs in other areas of the College: HONS, FYSM, EDU, and HSS.

Co-Curricular Activities

Students interested in the Greco-Roman World maintain a Classics Club, which extends the association of students and faculty interested in Classics beyond the classroom. Joann Gulizio served as faculty advisor to this SGA-sanctioned organization. The Department is also home to the Epsilon Rho Chapter of Eta Sigma Phi – the national honor society for Classics. Dr. James Newhard served as advisor to this organization.

In addition to the activities of student clubs and organizations, the Department of Classics frequently sponsors or co-sponsors a number of lectures, by which nationally or internationally-recognized scholars visit the campus, engage with majors and other interested students, and discuss potential research collaborations with faculty. In 2010-2011, the Department sponsored/co-sponsored the following lectures:

Dr. Karen Stern, Brooklyn College, CUNY, “Rethinking ‘Minority’ in the Ancient Mediterranean: The Case Study of Jewish Populations.” September 23, 2010. Sponsored by the South Carolina Chapter of the Archaeological Institute of America, the Program in Jewish Studies, and Department of Classics.

Dr. Joanne Murphy, University of North Carolina, Greensboro, “Exploiting the Dead: A View of the Tombs around Pylos,” October 28, 2010. Sponsored by the Archaeology Club and Dept. of Classics.

Dr. Deborah Carlson, Texas A & M University, “The Tektaş Burnu Shipwreck: Shedding New Light on Classical Ionia,” April 7th, 2011. Sponsored by the South Carolina Chapter of the Archaeological Institute of America, the School of the Arts, and Departments of Art History and Classics.

Interdisciplinary and Internationalization

Other Study Abroad Programs
Students pursuing majors and minors within the Department participated in study abroad programs through other institutions. Department faculty work with the Office of International Education and Programs to offer all students in Classics the opportunity to study overseas.
Interdisciplinary Programs
With its focus upon the literary, historical, and archaeological evidence of the Greco-Roman/Mediterranean world, Classics is inherently interdisciplinary, combining elements from a variety of other programs on campus. Courses taught by Classics faculty in 2010-2011 contributed to the programs in Archaeology, Anthropology, and History, and in the recent past contributed to Film Studies, Women’s and Gender Studies and Communications. Learning Communities in 2010-2011 linked introductory Latin and Roman civilization courses and courses in classical and anthropological archaeology. This coming year courses will emphasize such diverse subject areas as theater, medicine, and sports. In addition to courses in Classics that contribute to other programs, the Department often allows courses taught in Anthropology, Art History, Geology, History, Philosophy, and other Departments to count towards the major, when the subject addresses issues dealing with the Greco-Roman/Mediterranean world.

Enrollment Trends and Teaching Workload
Enrollments remain high in Classics. Its Average Class Size (22.38) is the second highest in LCWA. The Department has seen a 9.5% increase in enrollments over the past 6 years, and yet faculty size has remained relatively unchanged. An additional section of advanced Latin is now required to address the steady increase in demand, and the only option was to fill that need with an adjunct. In spite of the pressures from increasing enrollments and the constraints of normative sabbatical and service demands, the Department has managed to keep the overall number of courses sections to within 6-year norms (2010-11 = 44; 6-year average = 43). Average student-per-course-section has increased from 19.1 in 2003-04 to 20.4 in 2010-11. The hires made this year should not be seen as unique, but as evidence of a commitment to keep the faculty lines in Classics stable. Additional lines remain a top priority for the Department to ensure educational quality, as well as support for current levels of research and service to the College and field.

Enrollment Trends
Since Classics became a stand-alone department, it has grown consistently and quickly. For example, Latin enrollments have grown at a steady pace at the introductory and intermediate levels, largely owing to the number of sections staffed (since 2007, enrollments in fall LATN 101 have reached full capacity). Retention also has increased markedly to the point that an additional class in intermediate Latin was added in spring 2010. Enrollments in advanced Latin remain high. Current enrollment projections suggest that this pattern of growth will continue.

Courses in classical civilization remain popular, and this is an area where enrollments are increasing at the highest rate. Classics courses enrolled 970 students in 44 sections (2010-11), representing a 62% increase in the number of students over a 6-year period (597, total 2005). Classics courses at the 100 and 200-level are especially in demand. These courses not only serve as foundational courses for our B.A. major and the minor in Classics, but also serve the needs of students in other programs at the College, such as Archaeology, Pre-med, History, and Communications. Most Classics courses also serve the needs of the SNAP program and its students, who enroll in culture courses as alternatives to their foreign language requirement.

The Greek program is strong, despite greater fluctuations in enrollments due to its smaller size. Despite abnormally low numbers in GREK 101 in fall 2009, this cohort of students has been retained
such that upper-level Greek numbers, although at the low end of 6-year averages, are not outside the normal parameters. Further focus will be placed upon strengthening the Greek program in 2011-12, in order to add stability to this essential component of the Classics program. Also the Greek curriculum suffers the most because of a need in faculty. Since the resignation of Dr. Jess Miner, the number of instructors regularly available for elementary Greek has been reduced to 1 only. Filling this vacant line will do much to push forward Greek programming and enrollments.

**Workload**

The Department exceeded the Delaware base target numbers on all levels: 186.30 (112%) for T/T; 312 (120%) for non T/T; 265.61 (125%) for adjunct; 222.1.11 (111%) Departmental total.

Note that within LCWA tenured Classics faculty have the highest workload with the exception of Jewish Studies. Further the total workload for the Department trails only Hispanic Studies.

Beyond the boundaries of the College, the following table suggests that Classics faculty here teach heavier loads than similarly-sized Classics programs. UNC-Greensboro, for example, has 10 faculty but teaches only 23 sections; other similarly-sized programs (Wayne State, Valley State, DePauw, Miami-Oxford) teach on average .8 sections fewer per faculty member. The data points to a high level of adjunct usage and a demand for courses in Classics in general.

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The strain on current faculty lines is a direct consequence of the interdisciplinary nature of the field. Classics offers courses in three distinct areas – courses in Latin, Ancient Greek, and courses exploring classical civilization taught in English. In all three areas, courses are offered at the beginning, intermediate and advanced levels, thus creating an extraordinarily high number of unique preparations. As the Department has grown in recent years, the careful coordination of hires has allowed a greater degree of specialization. Nevertheless, the total number of unique preparations for each faculty member remains very high – the norm is to teach 3 courses with 3 separate preparations. This does not include a number of independent studies and Honors Theses conducted each year (6-year Departmental average = 3 per semester). This pattern is most pronounced within the tenured/tenure-track faculty.

Such a workload is inconsistent with the long-term health of the Department. The allocation of additional lines would rebalance the faculty workload (teaching, research, service) and would move the Department closer to institutional norms for the number of preparations for faculty members each semester. It would give room to normalize the Department’s curriculum, increase research productivity, and so enhance the national reputation of Classics and the College.

**Adjunct/Visiting Instruction**

During the 2010-11 academic year, adjunct and visiting faculty taught 68% of the courses offered in Classics (62% of students). The Department’s goal, echoed by the institution’s objectives, is to have at least 80% of our students taught by regular roster members of the faculty. At 38% we fall far short of this goal, despite the heavy teaching loads for roster faculty. The awarding of a new tenure track line above current staffing levels would lower the percentage of courses and students taught by adjunct and visiting faculty and would allow us to come closer to Departmental and institutional instructional goals.

The Department is very fortunate to have high quality adjunct instructors who are qualified to teach a range of courses. Ms. Joann Gulizio returned as a “special” adjunct instructor from outside the area, and Mr. Kevin Pluta returned to meet perennial demands, particularly in the areas of introductory and intermediate Latin. In 2010-11, Dr. Richard F. Buxton and Mr. Sean O’Neill served as roster visiting faculty, and Kelly Smith joined the Department to address demands caused by faculty sabbatical and service commitments. This coming spring she will be called on again to teach an additional section of intermediate Latin, added to meet demand.

**Instructional Costs**

Instructional costs as compared against peer institutions, which used to be roughly equivalent, are now dropping. The 2-year average direct expenditures per FTE student for Classics is $4,839, which is now below peer institutional expenditure ($5,670). Although this peer comparison can have
limited statistical value, because the number of Classics programs within the peer institutional grouping is small – the majority has only 1-2 (or no) Classicists on staff – the data suggests that Classics at the College is underfunded comparatively.

Assessment Activities

During fall 2010 and spring 2011, the Classics curriculum rubrics were reviewed. These rubrics constitute the base-line expectations for courses that carry a LATN, GREK, or CLAS designation at each level (100, 200, 300, and 400). These expectations were converted into major outcomes. In early May, the roster faculty in residence met to discuss these outcomes and determine the Departmental evaluative goals for this initial assessment phase.

The target for this assessment is to determine the extent to which majors taking 300-level courses are prepared to engage in the capstone experience (CLAS 401). Given that we have two major tracks, the preparation could be different, depending upon whether a student is taking an ancient language or civilization track. As such, a secondary question will be to determine whether there is a difference in preparation depending upon whether a student is on the AB or BA track. The three specific program-learning outcomes to be assessed in fall 2011 will be:

1. Evaluating primary and secondary sources in written classroom assignments
2. Writing analytical essays using primary and secondary sources
3. Designing and completing an analytical research paper using multiple primary and secondary sources

In addition, the Departmental rubrics used to guide course outcomes are designed in a developmental manner – outcomes or skills learned at the 300-level are built upon or reinforced at the 400-level. Background analysis of student degree audits will assist in factoring in the amount of 300-level coursework taken prior to the major capstone.

The logistics of collecting this information will be determined at the beginning of the fall semester, with collection to occur during the fall 2011 semester in all 300-level courses in CLAS, LATN, and GREK and in the majors’ capstone course, CLAS 401.

INNOVATIVE AND ENGAGED SCHOLARS [SEE ALSO FACULTY PRODUCTIVITY IN THE SUPPORTING DATA, 26-28].

The faculty reflect the broad approaches found within a vibrant and engaged Classics program. Within the Department, faculty publish books as sole authors or collaborators; publish articles in journals, ranging from those specializing in literary topics to environmental geology; and are asked to speak/present at venues ranging from the National Humanities Institute’s conference on literary studies, to Princeton’s workshop on digital cultural-environmental modeling, to the Annual Meetings of the American Philological Association and the Archaeological Institute of America. The faculty enjoys regional to international coverage.

Two sabbatical proposals were successfully approved for 2010-2011 (one of which was deferred to fall 2011). Dr. Zeiner-Carmichael was awarded a sabbatical for spring 2011 to work on a book
provisionally entitled “Roman Letters: An Anthology,” which is now under contract with Wiley-Blackwell Press. Dr. Newhard was awarded a sabbatical (deferred to fall 2011) to work on the final publication of the Göksu Archaeological Project, set to be published via the British Institute at Ankara.

Diversity

The Department of Classics consists of 6 roster lines (4 regular, 2 visiting), 2 full-time adjunct lines, 1 part-time adjunct, a part-time administrative assistant, and 2 research associates (not salaried). Of those listed – part-time or full-time, 50% are women. Of the 8 full-time faculty, 37.5% are women. Of the 6 roster faculty, 1 was identified as non-Caucasian. During the faculty hiring process, the Department made a concerted effort to directly advertise job openings to programs and job listserves known for supporting under-represented groups. A successful hire in the spring of 2011 of a new female colleague brings the level of regular roster faculty consisting of women or minorities to 50% for the 2011-12 academic year.

Departmental Faculty and Staff:

Buxton, Richard  Visiting Assistant Professor of Classics
Gentile, Kristen  Assistant Professor of Classics
Gulizio, Joann  Adjunct Instructor of Classics
Hagn-Ford, Sabine  Administrative Assistant (Half-Time)
Morris, Frank  Research Associate of Classics and Associate Professor, Emeritus
Newhard, James  Associate Professor of Classics, Department Chair
O’Neill, Sean  Visiting Instructor of Classics
Phillips, Darryl  Associate Professor of Classics
Pluta, Kevin  Adjunct Instructor of Classics
Saunders, Anne  Research Associate of Classics
Smith, Kelly  Adjunct Instructor of Classics
Zeiner–Carmichael, Noelle  Associate Professor of Classics

Research and Professional Development

All roster faculty in FY 2010-11 received funding from outside Departmental entities ($12,100 total awarded**). This is becoming the standard in Classics. Each, in their own way and specific to their research interests, exemplifies the teacher-scholar model by integrating their research into their teaching and mentoring activities, or using their teaching experiences as springboards for deeper exploration and discovery, and improvement of the College and larger academy.

**This figure does not include technical support from ESRI (the leading GIS software manufacturer) and additional logistical and financial support by Princeton and Trent Universities. Further it does not include the $1,000,000 grant from the NSF (James Newhard, co-principal) for the College of Charleston Center for Social Science research.

Departmental and other research funds contributed in part to the following research projects:

Dr. James Newhard serves as Assistant Director of the Avkat Archaeological Project – an interdisciplinary program of research meant to understand settlement patterns and socio-economic
and environmental transformations in North Central Anatolia. On-site work serves as a field school for the College and forms the capstone experience in Archaeology. Funding in 2010-2011 was used in support of travel and support costs, while Jim was engaged in fieldwork. Additional support in the form of a SURF grant supported a related undergraduate project, established to develop a multivariate modeling system in GIS and meant to test alternative hypotheses related to settlement location and organization.

Dr. Darryl Phillips is contributing to our understanding of the history and material world of Augustan Rome. Among his current research is a project focused on the original functions of the Pantheon, build by M. Agrippa in the 1st cent. B.C. Funding in 2009-2010 was applied to travel and support costs incurred while traveling to Rome for research and to inspect certain features of Roman terrain. Additional support in the form of a SURF grant enabled an undergraduate to actively engage in primary data collection and analysis related to this larger project. Also he has two forthcoming articles in well-placed journals (Phoenix; Collection Latomus).

Dr. Noelle Zeiner-Carmichael is integrating her experience from teaching advanced Latin into a reader consisting of Roman letters with commentary, useful not only for the classroom but also for scholars in need of a translated series of letters, a primary source for socio-economic and political systems of the Greek and Roman worlds. Funds received were used to develop a book proposal and lay preliminary groundwork for this project, which occurred in earnest during her sabbatical in spring 2011. This proposal was submitted to Wiley-Blackwell Press and the project is now under contract.

The adjunct faculty also maintained a life of research and development. Mr. Kevin Pluta and Ms. Joann Gulizio continued their work on the Iklaina Archaeological Project, where Kevin completed his work as data administrator in 2009 and Joann continued her work into 2010 as ceramics analyst. Ms. Gulizio is also scheduled to defend her dissertation, July 2011.

Serving the Institution and Wider Community [See also Faculty Service in the Supporting Data, 28-29].

The Department of Classics has a tradition of significant service in a variety of contexts to both the College and the wider field of Classics. While service is in many cases an area driven by personal interests, the overall array of service activities shows the Department of Classics particularly active in the areas of the First-Year Experience, the broader direction and mission of the institution, and interdisciplinary programs. Service is a strength of the Classics faculty, but as its programs continue to grow the time devoted to service may have to be rebalanced.

Highlights: Service Activities

The Department maintained its active role in faculty governance in 2010-2011. Of particular note, Darryl Phillips was elected Speaker of the Faculty, starting in May 2010. This is a time-intensive commitment, and his election is testimony to his years of active, sustained service and leadership to the College. Departmental faculty also served on a number of standing committees of the faculty, including:

- Budget (James Newhard): Standing Faculty Committee
Several faculty, in particular Darryl Phillips, served in the recruitment of new students, during summer orientations.

**Outreach/Service Beyond the Institution**

In addition to service to the institution, faculty provided service to the discipline or other activities that support the mission of Classics on a regional, national, or international level. For example, Dr. Newhard continued as the institutional representative to the Managing Committee of the American School of Classical Studies in Athens, and was nominated and elected to serve a 5-year term on the committee to oversee the Weiner Laboratory for Archaeological Science at the School. He also served as the secretary for the local chapter of the Archaeological Institute of America, and was asked to serve a 3-year term on the Programing Committee for the Annual Meeting of the Archaeological Institute of America.

**SUMMARY OF STUDENT AND GRADUATE ACCOMPLISHMENTS**

**Highlights:** Students and alumni are known collectively and individually for their achievement. For example, of the 3 students selected across campus to be nominated for the Marshall Fellowship, 2 were Classics majors. Alumni show the utility of Classics to the modern age, actively pursuing advanced degrees in such areas as Classics, Egyptology, English, History, the Law, Pharmacy, and are employed in the fields of consulting, public relations, education, and a variety of other sectors. Many of those opting to enter graduate schools receive multiple offers for acceptance and financial support.

Students excelled in research and creative activities that exemplify training in the traditional core areas of the discipline, as well as in areas that seek to cross disciplinary boundaries. Examples include:

- Melissa Huber was awarded a prestigious Phi Kappa Phi Fellowship ($5,000). She also received a SURF grant to study the urban landscape of Augustan Rome, using both literary and material evidence.
- Angelina Phebus was awarded a SURF grant to incorporate literary and archaeological evidence with GIS modeling processes to develop interpretative models for understanding rural Anatolian settlement patterns.

**Past Graduates (2007-2009)**

2007:
Deese, Abigail (A.B.) completed her first year at the Charleston School of Law.
2008:
Davis, Amanda (BA) completed her third year of the PhD program in Egyptology, Brown University, and is the assistant lab manager for the Prinitakos Project in Crete. Rogers, Kathleen (A.B.) is pursuing a PhD in Classics at the University of Wisconsin, Madison. Lavergne, Christina (BA) is pursuing a Master’s degree in English, College of Charleston.

2009:
Leschak, Rachel M. (A.B.) is pursuing a PhD in Classics, University of Wisconsin, Madison Mossman, Rachel (BA) is pursuing a degree in law at the University of Virginia.

2010:
Grantham, Laura (A.B.) was accepted to the MA program in Classics at the University of Arizona with full funding Kiesling, Paula (A.B.) was accepted to the MA program in Linguistics at the University of Hawaii with full funding

Awards to Graduating Students (2010-2011)
Huber, Melissa (A.B. Classics) Mouzon Award in Classics; Departmental Honors Phebus, Angelina (A.B. Classics) Outstanding Student Award in Classics Williams, Spencer (A.B. Classics) Outstanding Student Award in Classics

Departmental Scholarship Recipients (2011-2012)
Barkley, Rachel Egli, Dany

Accomplishments and Awards, Majors and Minors (2010-2011)
Graduate/Professional School Acceptances
Davis, Colleen MA
Huber, Melissa MA Program in the History of Ancient Rome, University of Reading PhD Program in Classics, Duke University with full funding PhD Program in Ancient History, University of Michigan with full funding
Phebus, Angelina MA Program in Classics, University of Georgia PhD Program in Classics, University of Cincinnati PhD Program in Classics, UNC – Chapel Hill with full funding Walden, Jeremy MA Program in Classics, University of Florida with full funding
Honors/Awards
Huber, Melissa Lionel Pearson Fellowship, American Philological Society Phebus, Angelina ExCEL Outstanding Student for the LCWA
Student Research

Research Grants
Huber, Melissa: SURF Grant ($6,500) for research on public buildings and civic functions in Augustan Rome
Phebus, Angelina: Research Presentation Grant ($750) for travel to a national conference in Classics

Research and Creative Activities by Classics Majors or Supported by the Department


Bachelor’s Essay
Huber, Melissa (2011): “Triumphs and Republican Building Traditions in Augustan Rome” (Darryl Phillips, Advisor)

Disseminated Research

CONCLUSION: STRENGTHS, WEAKNESSES, RECOMMENDATIONS

In comparisons with other departments on campus and across the country, Classics is exceptionally efficient for its size, noteworthy for its breadth of research and teaching, as well as its effects upon the institution and larger field of Classics. Here at Charleston, the Department of Classics is a community of engaged and highly effective scholar-teachers. An overall pattern of growth in enrollments indicates that students are drawn to the Greco-Roman world, and the Department meets their interests with a variety of opportunities for engagement. The faculty is strong in their teaching, research, and service, and students follow this lead by reaching high levels of accomplishments themselves.

These areas, however, are marked for revision by the Department:

- Generate Income/Administration. In May 2011, the Foundation account Lingua Latina was converted to a level 3 operating account, named Charleston Latin. Charleston Latin is an umbrella account for Latin workshops designed as continuing educational modules for elementary/secondary teachers and their students. Besides connecting the College to educational systems in the state and region, Charleston Latin generates approximate revenue of $2,000 per annum and recruits donors. Classics will look to expand these revenue opportunities. At least, contacts with current donors need to be renewed and the advantages of establishing a community advisory board for Classics explored. Overall, the Department would be helped by developing a
coordinated strategy for marketing its programs to the College’s students and to the community at large.

The institution as a whole sees a need for distinction. Those areas, highlighted by the strategic plan, are the particular location and cultural history of Charleston, a focus upon the liberal arts and sciences, interdisciplinarity/internationalization, and building upon pre-existing programs of excellence. Classics is ideally and naturally aligned with these strategic areas, and will work at strengthening ties with the Foundation to leverage the Department’s strengths in the liberal arts and sciences to further funding opportunities. Raising a Departmental endowment is an area that needs particular attention in order to keep the Department moving forward in the 21st century.

Key to this proactive level of engagement are structures established to manage day-to-day operations effectively. Since its inception, the Department has shared administrative assistance with the Department of German and Slavic Studies. Current research, staffing, international, interdisciplinary, and student enrollment activities recommend a full-time individual not only to address day-to-day operations but to allow the chair and faculty the chance to pursue strategic initiatives to grow and develop endowments in support of the Department and LCWA.

- **Revise the Ancient Greek Curriculum:** The Department has identified revising the ancient Greek curriculum as a top priority for 2011-12. A previous review of the Latin program resulted in notable increases in retention, and it is anticipated that an internal review and implementation of revisions will have a similar effect on the Greek program. Some curricular adjustments have already been made, and assessments specific for this program are being developed. Further, filling the current vacant line, which focused on Greek language and culture, will provide the faculty needed to support appropriate programming.

- **Expand Extramural Funding:** Additional focus will be placed in 2011-2012 on improving extramural grant support, as dictated by the research parameters of the faculty. This fits with a general Departmental push to garner more attention on the national level by increasing service to the field’s primary national organizations.

- **Balance Research and Teaching Excellence.** Higher profiles in research attract gifted students, increase career satisfaction for faculty, invite more vibrant outside collaboration, and enhance the College’s reputation. Classics faculty are excellent teachers and active researchers, but current staffing levels are such that faculty teach more students and handle more course preparations than most units in LCWA, and certainly more than peer institutions. This can pose a deleterious long-term affect upon overall research productivity and educational quality. Additional staffing would contribute towards a workload more consistent with other similarly-sized programs in the country and provide flexibility for the demands of pedagogical innovation and research, but while the economic constraints on the College make the addition of faculty lines difficult at best, the Classics faculty will keep looking for ways, compatible with the mission of the College, to increase the time committed to research, such as bunching a faculty member’s courses to create the consistent blocks of time required by research.

- **Increase Involvement in the Honors Program.** Current staffing levels and enrollment demands in the major are such that participation by Classics faculty in HONS cannot be guaranteed. This year participation was restricted to the Honors Faculty Lecture Series (James Newhard: “Computer Modeling in Mediterranean Landscape Archaeology). Although Classics lies at the
cornerstone of Western Civilization and the lack of regular contributions by Classics faculty in this sequence does not suit the College well, additional staffing would be needed to allow Classics to serve fully in this valuable cross-institutional program. In the meantime, Classics will work to re-activate its Theodore Guerard lecture series to bring in on average one speaker a year of national reputation on a topic of value to the Honors program and its students.
# III. SUPPORTING DATA

**TEACHING DATA** from [http://ir.cofc.edu/aadeptdata/](http://ir.cofc.edu/aadeptdata/)

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**DIVERSITY** from [http://ir.cofc.edu/aadeptdata/](http://ir.cofc.edu/aadeptdata/)

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<td>Faculty Service Contributions</td>
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Faculty Productivity in and Support of Research and Professional Development

Books/Book Chapters/Journal Articles/Artistic Performances and Reviews:

Newhard, J. M.
▪ “At Empires’ Edge: Project Paphlagonia.” Regional Survey in North-Central Turkey by Roger Matthews and Claudia Glatz, American Journal of Archaeology.

Phillips, Darryl:
▪ “Potestas and Auctoritas: Augustus and Elections 27-17 B.C.” (forthcoming)

Zeiner-Carmichael, Noelle:

Submitted for Review

Gentile, Kristen (Journal Article) “Greek Perceptions of Menopause.” Classical Bulletin


O’Neill, Sean (Journal Article) “In Gods We Trust: Appeals to the Hybrid Religion of Roman Egypt on Coins Produced at Alexandria.” Journal of the American Research Center in Egypt.

Conference Proceedings:

**Presentations (Refereed/Invited)**

**Gentile, Kristen:**

**Morris, J. F.** "Crescat Eundo: Latin in Elementary and Middle Schools," Primer Congreso Internacional De Estudios Clasicos En Mexico, Universidad Nacional Autonoma De Mexico, Mexico City, Mexico.

**Newhard, James:**
- "Troy after Schliemann," Trent University, Peterborough, Canada. (October 2010).
- "Computer modeling in Mediterranean landscape archaeology," Honors College, College of Charleston. (November 2010).

**Editorial and Review/Referee Activities:**

**Newhard, James:** Invited Manuscript Reviewer or Referee, *Journal of Mediterranean Archaeology* (August 2009 - December 2011).


**Works-In-Progress**

**Gentile, Kristen:** “The Post-Menopausal Pythia: Ritual Purity Through Renewed Virginity.” (Journal Article)

**Newhard, James:**

O’Neill, Sean: “The Disappearing Queen: Images of Ptolemaic Royal Women within the Egyptian Temples.” (Journal Article)

Zeiner-Carmichael, Noelle:
- “Naso Audientibus: Ovid's Seventh Heroides and Bakhtin's Parody” (Journal Article).

### Grants Received from External Sources

**Newhard, James** (Co-Investigator), Ross, Thomas P. (Principal), Miehe, Ben (Co-Investigator), DeHaan, Kathleen Anne (Co-Investigator), Hays, Maureen A. (Co-Investigator), (Co-Investigator), "The College of Charleston Center for Social Science Research," Federal governmental agency, awarded $1,000,000.00. (September 2010 - September 2013).

### Grants Received from Research and Development or URCA

**Newhard, James:**
- “State and Society in Rough Cilicia, Turkey,” Sponsored by Faculty R&D, College of Charleston, awarded $1,850 (April 2011)


**Zeiner-Carmichael, Noelle:** Sponsored by School of Languages, Cultures and World Affairs, College of Charleston, awarded $2,500.00 (July 2010 - August 2010).

### Consulting

**Newhard, James:**
FACULTY SERVICE

Department

Newhard, James: Departmental Search Committee Member (August 2010 - May 2011).

Gentile, Kristen: *Chrestomathy*, editorial board

Phillips, Darryl:
- Library Liaison. (July 2006 - June 2012).
- Departmental Search Committee Member (August 2010-May 2011).

Zeiner-Carmichael, Noelle: Departmental Search Committee Member (August 2010 - May 2011).

College

Newhard, James:
- Interdisciplinary Program in Archaeology, Committee Member. (July 2008 - June 2012).
- International Studies, Committee Member. (September 2009 - August 2011).
- Faculty Budget Committee, Faculty Senate Service. (August 2009 - July 2011).
- Santee-Cooper GIS Laboratory Advisory Committee, Committee Member. (September 2008 - June 2011).
- Faculty Senate, Faculty Senate Service, Member. (August 2006 - May 2011).
- Academic Budget and Priorities Committee, Committee Member (August 2009 - August 2010).

Phillips, Darryl:
- President's Commission on Diversity, Access, Equity, and Inclusion, Committee Member. (June 2010 - June 2012).
- Speaker of the Faculty. (May 2010 - May 2011).

Zeiner-Carmichael, Noelle:
- Committee on Nominations and Elections, Committee Member (Aug. 2009 - August 2010).
- First-Year Experience, Committee Member, Member. (August 2009 - August 2010).

Community

Newhard, James: Archaeological Institute of America - South Carolina Chapter, Secretary, President/Elect/Past. (June 2006 - August 2011).
Profession

Newhard, James:
- American School of Classical Studies, Athens, College Representative, Member. (May 2005 - Present).
- Weiner Laboratory for Archaeological Sciences, American School of Classical Studies in Athens, Committee Member. (May 2011 - May 2016).
- Annual Meeting Program Committee, Archaeological Institute of America, Committee Member. (January 2011 - January 2014).
- American Research Institute in Turkey, Internal Grant Proposal Reviewer, Member. (January 2010 - January 2011).
Academic Year 2010-2011

Program in the Carolina Lowcountry and the Atlantic World
(CLAW)

Annual Report
1. Narrative Summary

The 2010-2011 academic year was a busy one for the CLAW program. In the fall, the College of Charleston hosted the “Crisis & Conflict in the Early Carolinas” symposium, which featured two full days of panel presentations and discussions from an international group of scholars. In March CLAW sponsored the “Civil War – Global Conflict” Conference, which included lectures from such prominent historians as E.B. rugemer, Richard Blackett, Joan Cashin, and James McPherson and featured presentations from more than 30 scholars. In addition to these two major events, the program also hosted a number of public lectures, book signings, and faculty seminars.

In the spring of 2011 a committee made up of Simon Lewis, John White, David Gleeson, and Sandy Slater evaluated entries for the 2011 Hines Prize. The prize has been awarded to Dr. Michael Thompson for his book *Working on the Dock of the Bay: Labor and Life along Charleston’s Waterfront, 1783-1861*. With the prize, Dr. Thompson will receive a check for $1,000 and expedited publication in the CLAW publication series with USC Press.

During the course of the year, the program unveiled a new and expanded website. This new discovery tool includes valuable information about CLAW, information about sponsored events, and a new “Digital Initiatives” portal. The Digital Initiatives program is a new direction for CLAW. Over time it will add a digital humanities component to CLAW and serve as an important outreach tool. In its first year the Digital Initiatives program has focused on small pilot projects, such as the “Voyage of the Echo” and on an expansion of the international “After Slavery Project.” Additionally, CLAW has submitted an NEH grant in cooperation with the Lowcountry Digital Library to fund “South Carolinians at Home and Abroad,” a project that will provide dynamic access to thousands of pages of diaries, travel journals, and other cultural heritage material from the College of Charleston and the South Carolina Historical Society.

2. Personnel

On July 1, 2010 John White took over as Director of the program. Simon Lewis now serves as Associate Director. In addition to Dr. White, Sandra Slater and Assan Sarr from the History Department have officially joined the program – as has Kerry Taylor from the Citadel and Brian Kelly from Queens –Belfast. David Gleeson has remained a member of the CLAW faculty since moving to Northumbria University in Newcastle, UK and serves as the UK Affiliate Director. O. Vernon Burton remains the Executive Director. Lisa Randle has accepted a permanent position as the Education Outreach Coordinator for the Avery Research Center for African American History and Culture, but retains her administrative and outreach responsibilities for CLAW.

3. Administrative Philosophy in 2010-11

This year we focused on improving our web presence, grant writing, and streamlining the organization. The overhaul of the website was long overdue and took up much of the year. An important component of that overhaul was to forge a close partnership with the Lowcountry Digital Library and the After Slavery Project. We continued our other outreach activities and our close partnership with the Avery Research Center. Most notably, CLAW partnered with the Charleston County School District to help write a Teaching American History Grant that was
awarded in 2011. John White serves on the TAH advisory board and more than 40 local teachers from the program attended the Civil War – Global Conflict Conference as part of that project.

4. Annual Conferences

October 9-10, 2010: Crisis and Conflict in the Carolinas

CLAW hosted a symposium on conflicts in the two Carolinas during the first quarter of the eighteenth century, which included topics such as the Yamasee War, the Tuscarora War, the Revolution of 1719, the slave trade, the plantation economy, and piracy. The symposium featured seventeen presentations over two days.

Further details: https://docs.google.com/document/edit?id=1DV_b1JLYVeJuZ2vnxP0sO5pAXCk4ep_KTyZFe2sx_7s&hl=en&pli=1

March 3-5, 2011: Civil War—Global Conflict

To mark the 150th anniversary of the beginning of the American Civil War, this conference focused on the effects and implications of the Civil War on the Atlantic and wider world. Over three days the conference included ten panels of paper presentations and three lectures (opening, keynote, and closing), as well as a public lecture by Dr. James McPherson, a public panel discussion on memory and the Civil War, and a screening of the College’s Center for the Documentary’s film In Search of Ambrosio Gonzales: Soldier under Two Flags.

Further details: http://spinner.cofc.edu/atlanticworld/civilwar/index.html

Future conferences

Planning continues for “Race, Gender, and Sexualities in the Atlantic World,” a major conference taking place March 9-11, 2011. Paper presentations will address women, gender, and sexuality in the Atlantic World 1500-Present. The featured keynote speaker will be Jennifer L. Morgan (New York University). Proposals are due December 2, 2011.

5. Book Series

The book series continues to grow with the release of The Irish in the Atlantic World, a collection of essays edited by David T. Gleeson and published on September 2, 2010 through the University of South Carolina Press. This collection presents a transnational and comparative view of Irish historical and cultural experiences as phenomena transcending traditional chronological, topical, and ethnic paradigms.

Further details: http://www.sc.edu/uscpress/books/2010/3908.html

6. Faculty Seminars 2010-11
October 29, 2010. Dr. Edmund L. Drago presented a paper entitled “A View of America’s Civil War Millennial Era through the Perspective of Eliza Fludd, Charleston Prophetess: Gender and Global Implications, 1800-1890.”

January 21, 2011. Harlan Greene presented a paper on one of the most pre-eminent free people of color clans in Charleston history, entitled “The Holloways: Legacy of an American Family.”

March 18, 2011. Dr. Tim Coates presented a paper entitled “ Forced Labor by Europeans and the Prison of Luanda, Angola 1881-1932.”

Further details: [http://blogs.cofc.edu/claw/category/faculty-seminar-series/](http://blogs.cofc.edu/claw/category/faculty-seminar-series/)

7. Wachovia Public Lectures

October 14, 2010. Members of Brockington and Associates, a cultural resource management company in Mt. Pleasant, gave a public lecture on recent work at Dean Hall Plantation in Berkeley County, South Carolina, which uncovered over 125,000 artifacts, including 59,000 Colonoware shards.

March 4, 2011. During the “Civil War—Global Conflict” conference, Pulitzer Prize winning Dr. James McPherson gave a public lecture entitled “Two Irreconcilable Peoples”? Ethnic Nationalism in the Confederacy.”

Further details: [http://spinner.cofc.edu/atlanticworld/wachovia.html](http://spinner.cofc.edu/atlanticworld/wachovia.html)

8. Co-sponsored Events and Other Activities


November 18, 2010. Public lecture, co-sponsored by Avery Research Center, CLAW, and the Waring Historical Library, “The Slave Body in the World of Southern Medicine.” Dr. Stephen Kenny discussed the development of professional medicine in the Old South, especially the role of slave patients and the uses of slave bodies in that process.

September 30, 2011. Public lecture, “Lowcountry Time and Tide: The Fall of the South Carolina Rice Kingdom.” Dr. James H. Tuten, presented an overview of the history of rice culture in South Carolina through the Reconstruction era before focusing on the industry’s manifestations and decline from 1877 to 1930.

January 27, 2011. Public lecture, “The Market Preparation of Carolina Rice.” Dr. Richard Porcher described how he and co-author William Robert Judd used artifacts from the field and archives to diagram how machines for rice cultivation were constructed and operated.

February 17, 2011. Public lecture, “Freedom’s Teacher: The Life of Septima Clark.” Dr. Katherine Mellen Charron traced the life of Charleston’s legendary Civil Rights activist Septima Clark from her earliest years as a student, teacher, and community member in rural and urban South Carolina to her increasing radicalization as an activist following World War II, highlighting how Clark brought her life’s work to bear on the civil rights movement.


May and June 2011. The Carifest Symposium event was held in collaboration with South Carolina Caribbean Culture and Heritage, Inc. Specifically on May 26, 2011, Avery Research Center hosted the premiere of a new documentary, “Colores del Carnaval Dominicano,” on carnival in the Dominican Republic.

Upcoming events


9. Grants Awarded and Applied for

July 2011. Applied for a National Endowment for the Humanities grant to fund “South Carolinians at Home and Abroad” (SCAH&A), a project to digitize and make dynamically digital the travel diaries of South Carolinians from the 18th to 20th centuries.

Further details: http://spinner.cofc.edu/atlanticworld/digital/future.html

The program submitted a grant request to the Abraham Lincoln Bicentennial Foundation for support of keynote lecturer Judge Albie Sachs at the 2013 “Literature, Liberation, and the Law” conference. The grant was awarded in July 2011 in the amount of $5,000.

10. Planning for 2010-11 and beyond

Other future digital scholarship projects supported by CLAW:

The Portable Historian Initiative will create an open source framework for the creation of portable digital scholarship applications including tablet-optimized web content, eBook/PDF creation and QR code generation. This framework will serve as a historian's digital toolkit.

Charleston in 1883 is an augmented reality project that will employ the use of Layar and the Layar platform to build an augmented reality browser application for the downtown Charleston, SC area.
Reverend Alexander Glennie Meteorological Observations, 1834-1880, a project to chart out the meteorological observations of Alexander Glennie (1804-1880) through the 46 year period of his record keeping in All Saints Parish, South Carolina, using Simile Timeplot.

The Carolina Lowcountry African American Records Project will establish a database to provide free and open access to tens of thousands of previously inaccessible records of the African American experience in and around Charleston, South Carolina from the colonial period until immediately after the Civil War.

Rendering Things Visible will initiate an unprecedented collaboration between local historical, cultural and tourism organizations and the humanities scholars based in and associated with the College of Charleston that will result in a comprehensive array of products and projects drawing attention to the African American contribution to Charleston and the Lowcountry. These products and projects will reach out through a range of media and forms, including a web based virtual tour site and a video tourist guide, to a range of audiences from local school students to visitors and tourists.

The Holocaust Quilt: Commemorating Charleston’s Survivors involves the construction of a website that links the quilt to the Holocaust Archives Project at the Addlestone Library of the College of Charleston. The intent is to aid students and others to access information about local Charleston area Holocaust survivors. Each quilt section will have a page dedicated to it that contains information such as additional photographs, videos, sound clips, transcribed interviews, or other documents pertaining to the survivor’s experience.

Annual Report 2010-2011

School of Languages Cultures and World Affairs

Department of French, Francophone & Italian Studies

Prepared by:
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Robyne R. Vickers, Administrative Assistant
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MISSION

- Ensure acquisition of sufficient knowledge base to build fluency in the major and minor and basic language to enhance the experience of non-majors/minors providing skills that complement their chosen fields.

- Promote global awareness and cultural literacy through the study of French, Francophone & Italian literatures and cultures through linguistic and cultural immersion experience abroad.

- Expand interdisciplinary collaborations and promote opportunities to apply language to other disciplines to foster relevancy in our offerings in response to changing times and needs.

- Provide articulation between area schools and the College and assume leadership in the training of foreign language teachers and create avenues for utilization of language skills and cultural awareness in community based initiatives and civic functions.

I. NARRATIVE SUMMARY AND OVERVIEW OF ACHIEVEMENTS

INTRODUCTION

Consistent with its mission, the department of French, Francophone and Italian Studies (FFIS) made progress in the three responsibility areas of instruction, research and professional development, and service. Although this report will understandably dwell heavily on the French program, the sustained achievements of the Italian program will be highlighted and discussed as well. Besides appreciable enrollment growth the Italian program particularly played important role in organizing and promoting high profile department outreach events. This report will present a quick overview of the department’s accomplishments and follow that up with a discussion in some detail of pertinent issues like curriculum, enrollment, workload, majors and minors, students’ achievements and community outreach.

FACULTY

The department comprises twenty faculty members of which twelve are tenure-tenure/track faculty, two senior instructors, one an instructor, and five, adjuncts. Five faculty members are adjuncts. Two roster faculty members and two adjuncts teach in the Italian program.

- Technology application

  The faculty members are fully committed to the needs of their students. Aware of the importance technology in today’s classroom, and the diversity of students’ learning styles, a number of faculty members attended technology workshops in order to effectively use the new learning management system (OAKS) in their courses. Faculty
members are exploring use of innovative devices to engage students more gainfully, facilitate the teaching and learning process, and enrich students’ learning experience.

- **Research and Professional Development and Service**
  Faculty members were engaged in research, professional development, and service. Numerous conference papers were presented, a number of articles submitted in refereed journals, three peer-reviewed articles either published or accepted for publication, contract for a book issued by a major University Press, a book published. All faculty members were in varying degrees involved in service at the department, school, college, and/or national levels.

- **Retirement news**
  Dr. Gerard Montbertrand, an accomplished 17th Century scholar, retired last May after over 22 years of dedicated service. The retirement brought our faculty strength down from 20 to 19.

**CONTENT-BASED INSTRUCTION**

- **Basic and intermediate instruction:**
  Consistent with our mission of promoting global awareness and understanding through the study of language, literatures and cultures, we infused cultural components in our courses to enable students to gain cultural literacy. At the beginner’s level, content-based teaching is used to foster language acquisition, build fluency and lay the groundwork for the permeation of oral proficiency at all levels of instruction. At the intermediate French level for example, the course and online resources provided content-based opportunities to teach significant French and Francophone cultural materials and also platforms for interactive classroom activities. The new approach calls for individualized oral interview based on a pre-approved previously researched French and Francophone topic.

- **Upper-level instruction**
  Advanced level courses provided students further opportunities to expand and reinforce oral communication skills in the gateway conversation and composition courses and master critical thinking skills. In lieu of a capstone course which is newly created, other 400-level courses helped to prepare students for the higher order skills of evaluation, analysis and synthesis. We received more requests for bachelor’s essays and independent projects than in the previous year. These individually tailored research-based studies helped students to demonstrate not just critical thinking skills but analytical abilities as well.

- **Gen Ed & Business language courses**
  In keeping with our mission statement, non-majors enrolled in our courses were provided content-based language skills that complement and enhance their chosen fields. A growing number of these students chose French as a minor and this number included International Business majors with French minor who also took business language courses like French for World Business and the Concept of Marketing. Although these and other electives are routinely taught in our program, last year saw stronger emphasis on oral proficiency, a skill now required for all our majors and stressed at all levels of instruction especially upper-division courses.
MAJOR CURRICULUM REVIEW

The department undertook an extensive review of our curriculum. Some upper-level courses were eliminated, revised or consolidated. Following the approval of a taskforce report on the conversation and composition courses, the two courses were each redesigned to provide clearer differentiation and to become prerequisites of ALL our upper-level courses.

ORAL PROFICIENCY TEST

A major highlight of last year’s achievements is the formalization and eventual approval of the oral proficiency test requirement for our majors. The year also saw a number of French minors, especially business language students in international business wanting to take the proficiency test to evaluate their skills and have the records in their résumé. The department is working with the Italian program to provide a standardized proficiency test at least for the Italian minors.

SEMESTER ABROAD PROGRAM

The department considers semester abroad critical for the success of our program. Given the oral proficiency test requirement for our majors and the plan to require majors to earn at least 9 hours abroad, and the growing interest in study abroad among our non-majors, our semester abroad initiatives have assumed a new urgency. The French department is supplementing the semester program in La Rochelle with a second program in Avignon. Our students in the international business program study at Strasbourg’s School of International Management where they take both French and Management courses.

HIGH IMPACT LEARNING

In addition to study abroad experience which is a high impact learning experience, our faculty got actively involved in other high impact learning activities. We consider independent projects and bachelor’s essays important undergraduate high impact learning activities given the focus on research.

- **Bachelors Essay and Independent Projects**
  Increased rigor in our program appears to have produced a corresponding increase in the number of students wishing to do bachelor’s essays and/or independent projects. Accordingly, the department approved a new guideline to formalize the request, conduct and supervision of the bachelor’s essays given faculty availability and workload implications. Three students did bachelor’s essays and three individual projects.

- **First Year Experience**
  The department participated in another high impact learning experience which ties into our mission of collaborating with other departments and encouraging interdisciplinary initiatives. Two of our faculty members took part in the FYE.
• Overseas internships
A number of our students got accepted to do internships in France as teachers of English. Claire Voegele, an international business major with French minor, did an internship in Munich, Germany thanks to interpreting role in Governor Haley’s delegation to Europe.

MAJORS AND MINORS

Our strong program coupled with semester abroad experience and dedication of our faculty account for the steady growth in the number of students declaring French as their major or minor. An appreciable number of majors also have second majors in another discipline. The number students declaring Italian as their minor is also growing.

• Majors
The number of students choosing French as their major has been steadily going up from 55 in 2007 to 61 in 2011.

• Minors
There is a very consistent and steady growth in the number of students declaring French as their minor from 55 in 2007 to 72 in 2011.

• Minor in Italian
Although the enrollment in the Italian minor does not follow any consistent pattern the numbers in a way zigzags, the average enrollment in the last five years has stayed at 11.4.

MULTIDISCIPLINARY COLLABORATION

In pursuing our goal of interdisciplinary cooperation, our faculty worked with faculty of other disciplines in various collaborative initiatives.

• Morocco team experience
Our faculty and a professor from the Political Science department organized a collaborative study abroad program in Morocco where. Students were taught French and Arabic, Moroccan culture and Political Science.

• Collaboration in teacher-education program
Our faculty member directed the M.Ed. in Language program which involved multiple departments and schools. A member of our faculty not only taught at least 2 courses in the Teacher Education department (TEDU), but supervised students’ teaching as well.

• Work with the international business program
As part of our on-going relationship with SBE, a faculty member working with the international business faculty helped to design a program specifically targeting language majors interested in a minor in international business (which currently does not exist).
• **Intra-school business language collaborative initiative**
The department worked with the Hispanic Studies program to establish a Business Language Minor with tracks in French and Spanish for international business majors.

• **Leadership in Comparative literature**
A faculty member taught a Com Lit course and also directed the program. Last year, she successfully pushed for the approval of three Com Lit courses by the faculty Senate.

• **Leadership in WGST program**
One of our faculty members played a leadership role in the Women’s and Gender Studies program and has taught a course in the program.

• **Collaboration with Center for Learning Disabilities**
A faculty member teaching SNAP courses with special needs also directed the SNAP program and worked closely with the Center for Learning Disabilities to identify ways to help students with special needs in all the languages programs. The faculty member also counseled students referred to her by faculty from other language departments.

• **Leadership in Center for Student Learning**
One of our faculty members directs the center for student learning or the skills lab where she recruits and trains language tutors in behalf of all the foreign languages. The faculty members among other things monitored students’ progress and lack thereof and regularly communicated with students’ instructors accordingly.

**COMMUNITY OUTREACH EFFORTS**

As part of our outreach efforts, the department was involved in a number of events that showcased our role as a department of French, Francophone and Italian Studies. The Italian program was very active in outreach activities.

• **The Alliance Françaises de Charleston**
We collaborated with the Alliance Française of Charleston to co-sponsor visits to campus of a number of guest speakers with expertise on subjects of interest to the college and community members.

• **Panel discussion on Marquis de La Fayette**
We collaborated with the History department and the College Library in a panel discussion (with key community members present) on Marquis de La Fayette, his relationship with General Washington, and his pivotal role in the American revolutionary war.

• **International Visitor Program**
The department sponsored the visit to campus of 20 francophone journalists from different countries in Africa as part of the State Department’s initiative. In addition to participation in the social event, the department organized a Round Table discussion involving the journalists and the College of Charleston faculty and students. Some of the visitors were invited to chat and interact with our students in the survey of Francophone culture course.
• **South Carolina ETV Presentation**
As part of the reception for the francophone international visitors from Africa, the department invited Don L. Godish, Director of Broadcast Content of SC ETV, to make a power point presentation on “Trends in Journalistic Ethics” to the visiting journalists.

• **High School French Students’ Visit to campus**
The department hosted about 40 high school students and their French teacher and chaperon to campus. They sat in some French classes and were given a tour of the campus after which they met in the French House and chatted with members of the French Club and residents of the French House.

• **Leadership in The French Film Festival**
Among other events, the French Film festival united disparate departments and disciplines to promote and sponsor a rich and diverse film experience of interest to a cross-section of the Charleston community including, Francophiles and non-Francophiles alike. The well-attended event featured the screening of the most recent and highly rated French movies each of which was presented by either a faculty or community member. The department’s film festival is considered a major community event covered by the local print and electronic media.

**II. CURRICULUM**

The French curriculum captures our new direction as a department of French, Francophone and Italian Studies although the Italian program retains its distinct character and identity. Building on the foundation of the French language, literature and civilization, the department adjusted its focus to incorporate francophone literatures and cultures. In addition to the literatures and cultures of the Maghreb and francophone African, the Caribbean literatures and cultures (including Haiti) were part of the curriculum. Because no curriculum change occurred in the Italian program, most of the discussion in this segment will focus on the French program.

• **Required courses**
Besides the 400-level literature and cultural studies courses, the following courses are now part of the requirement for a major. With the exception of the capstone course (FREN 495), some of the francophone survey courses are also required for a minor.
FREN 320: Survey of Francophone Literature
FREN 326: Survey of Francophone Cultures and Civilization
FREN 495: Capstone Seminar

• **FREN 313 & 314**
The two gateway courses (FREN 313 and FREN 314) hitherto taught with little differentiation one from the other are now duly separated and each taught as course with its distinct character and identity and with specific learning outcomes. The two courses are now requirements for all upper-level courses and are preferably to be taken concurrently. This change was one of the curricular achievements of last year.
- **FREN 491: Topics in Contemporary Francophone Cultures**

This repeatable course (depending on chosen topic) was approved the department last year to provide faculty the opportunity to offer a number of cultural studies courses and variations of same to minimize the use of FREN 490 (Special Topics). The course will be submitted for FCC approval this year.

**CHANGES IN CURRICULUM**

<table>
<thead>
<tr>
<th>Course</th>
<th>Action Performed</th>
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<tbody>
<tr>
<td>313: French Composition and Grammar</td>
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<tr>
<td>314: French Conversation</td>
<td>Description changed to create differentiation</td>
</tr>
<tr>
<td>341: Phonetics and Advanced Language Study</td>
<td>Description Modified</td>
</tr>
<tr>
<td>435: Literature of the 19th Century</td>
<td>Description Modified</td>
</tr>
<tr>
<td>437: Literature of the 20th Century</td>
<td>Description Modified</td>
</tr>
<tr>
<td>482: French Women Writers</td>
<td>Description Modified</td>
</tr>
<tr>
<td>320: A Survey of Francophone Literature</td>
<td>Change in Prerequisite to include both 313 &amp; 314</td>
</tr>
<tr>
<td>321: A Survey of French Literature</td>
<td>Change in Prerequisite to include both 313 &amp; 314</td>
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<tr>
<td>326: A Survey of Francophone Civilization</td>
<td>Change in Prerequisite to include both 313 &amp; 314</td>
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<tr>
<td>327: A Survey of French Civilization</td>
<td>Change in Prerequisite to include both 313 &amp; 314</td>
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<tr>
<td>341: Phonetics and Advanced Language Study</td>
<td>Change in Prerequisite to include 313 &amp; 314, and either 320 or 321</td>
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<tr>
<td>360: French Language Study Abroad</td>
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<tr>
<td>363: Advanced French Culture</td>
<td>Deleted obsolete Prerequisite and added a prerequisite of FREN 202 or 250</td>
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<tr>
<td>370: Study in French and Francophone Literature and Film</td>
<td>Change in Prerequisite to include both 313 &amp; 314</td>
</tr>
<tr>
<td>380: Le Concept De Marketing</td>
<td>Change in Prerequisite to include both 313 &amp; 314</td>
</tr>
<tr>
<td>381: French for World Business I</td>
<td>Change in Prerequisite to include both 313 &amp; 314</td>
</tr>
<tr>
<td>382: French for World Business II</td>
<td>Change in Prerequisite to include both 313 &amp; 314</td>
</tr>
<tr>
<td>390: Special Topics in French</td>
<td>Change in Prerequisite to include 313 &amp; 314, and one of 320, 321, 326 or 327</td>
</tr>
<tr>
<td>431: The Middle Ages and the Renaissance in France</td>
<td>Change in Prerequisite to include 313 &amp; 314, and either 320 or 321</td>
</tr>
<tr>
<td>434: Literature of the 18th Century</td>
<td>Change in Prerequisite to include 313 &amp; 314, and either 320 or 321</td>
</tr>
<tr>
<td>443: The Novel in France</td>
<td>Change in Prerequisite to include 313 &amp; 314, and either 320 or 321</td>
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<tr>
<td>451: African Literature of French Expression</td>
<td>Change in Prerequisite to include 313 &amp; 314, and either 320 or 321</td>
</tr>
<tr>
<td>452: Literature of the Maghreb</td>
<td>Change in Prerequisite to include 313 &amp; 314, and either 320 or 321</td>
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<tr>
<td>490: Special Topics in French</td>
<td>Change in Prerequisite to include 313 &amp; 314, and one of 320, 321, 326 or 327</td>
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<tr>
<td>433: The Baroque and Classic Theater in France</td>
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<tr>
<td>436: Literature of the 19th Century</td>
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<tr>
<td>438: French Theatre of the 20th Century</td>
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</tr>
</tbody>
</table>
482: French Women Writers  Change title to: French and Francophone Women Writers

| Change in Degree Requirement: (Major) | Change in degree requirement to Include FREN 314 as a prerequisite to all higher-level courses (with the exception of FREN 342) |
| Change in Degree Requirement: (Minor) | Change in requirement to include FREN 314 as a requirement for the minor in French |

- Oral Proficiency Test: This test is now required of all our majors. As earlier indicated, French minors in the international business program are voluntarily opting to take the test.

### III. INSTRUCTIONAL CONTRIBUTIONS TO EXTERNAL PROGRAMS

As indicated in the general overview, the department made several instructional contributions to other programs:

**FYE**

Two faculty members participated in the First Year Seminar (FYE) last year:

- Dr. Shawn Morrison taught FREN 101 with Frank Cossa in Art History for the Learning community last fall.
- Dr. John Walsh taught FREN 101 with Susan Kattwinkle and her "Intro to theater course.

**COMP LIT**

- Dr. Martine Hiers developed and taught a highly demanding Com Lit course.
- Dr. Hiers was Director of the Com Lit. program
- Dr. Hiers also developed and got approved the following Com Lit courses:

**EDFS**

- Dr. Morrison taught EDFS 456: 3 credit method’s course last fall
- Dr. Morrison taught EDFS 460: 12 credit student teaching course last spring.
- Dr. Alison Smith taught LALE 690 for the graduate program last fall.

**TEDU**

- FREN 341: Phonetics and Advanced Language Study
- FREN 342: Advanced Grammar
(Although taught with French rubrics, above are required courses for students seeking certification for Teacher Education, in French)

M.ED. IN LANGUAGES

- Dr. Robyn Holman heads the interdisciplinary M.Ed. in Education program
- Dr. Holman and Dr. Morrison served in Student Exit Committee for the M.Ed. program

SNAP

- Dr. Alison Smith taught two sections of SNAP course in French but counseled faculty of other languages about SNAP issues
- Dr. Alison collaborated with the Center for Student Disabilities for coordinated activities in behalf of SNAP students.

BUSINESS LANGUAGE RELATED

- Dr. Godwin O. Uwah collaborated with Dr. Renee Mueller in proposing and designing of an International Business minor for Language students. The minor already submitted to FCC for action.
- Dr. Uwah submitted proposal to FCC for deletion of LAIB minor to replace by an INTB minor. Action by FCC expected this year.

LTAR

- Dr. Abdellatif Attafi offered an Arabic course (LTAR 350) during a May Evening study abroad program in Morocco.

GLOBAL SCHOLARS PROGRAM

- Dr. Lisa Signori and Dr. Alison Smith (our faculty members) administered proficiency tests to faculty and students of other disciplines wanting to enroll in the Global Studies Program.

WOMEN’S AND GENDER STUDIES PROGRAM

- Dr. Smith also an affiliated faculty of WGST who has also taught a course in the program and served on the WGST steering has been elected to the executive.

IV. ENROLLMENT

The department enrolls an average of 2,378 students every academic year with the fall enrollment understandably higher (1218 students) than the spring numbers averaging 1160 students. The average enrollment in the French program is 928 per semester and the Italian, 256 per semester. Overall, the enrollment has been trending up but with
occasional lows. Last year’s enrollment for example was 8.8% down from the enrollment the previous year even though the overall enrollment has been going up prior to 2011.

FALL ENROLLMENT

Although the fall enrollment in the French program has been trending up in the last 4 years, last year the enrollment dropped from 1034 the previous year to 889. In the Italian program on the other hand, there was an enrollment increase of 11.8% over the previous year. In fact the Italian fall enrollment has been trending up since 2008. The total departmental enrollment for fall 2010 was 1235 representing a decrease of 8.7% over the previous year.

SPRING ENROLLMENT

Since 2007, the spring enrollment in the French program has been steadily going up. In 2008, there was a 4.3% increase over the year before and 5% increase in 2009 over the 2008 numbers. In 2010, there was 7% increase over the 2009 enrollment but there was a decrease of 8.9% in 2011 over the previous year. It remains to see if this drop in enrollment is the beginning of a pattern of just an aberration.

If a pattern exists in French through 2010, there is no easily discernable pattern in the Italian program over the period under review. The enrollment went down in 2008 by 14.7% but in 2009, it went up significantly to 25.4% over the previous year. In 2010 it went up again by about 30% over the year before but in 2011, it decreased by 11.5%.

The total departmental enrollment for spring 2011 was 1156 representing a decrease of 8.8% over the year before.

THE ITALIAN ENROLLMENT TREND

Since the supporting does not provide detailed information on the Italian enrollment, the Tables 1 and 2 below present the missing links. The Tables show a more or less steady enrollment growth. The trend is rather uneven in the intermediate level instruction but what is clear is that AY 2010-2011 witnessed very healthy enrollment numbers.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Sections</td>
<td>Students Enrolled</td>
<td># of Sections</td>
<td>Students Enrolled</td>
<td># of Sections</td>
</tr>
<tr>
<td>101</td>
<td>4</td>
<td>103</td>
<td>4</td>
<td>106</td>
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<tr>
<td>102</td>
<td>2</td>
<td>36</td>
<td>2</td>
<td>32</td>
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</tr>
<tr>
<td>201</td>
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<td>202</td>
<td>1</td>
<td>24</td>
<td>1</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>BASIC LEVEL</td>
<td>6</td>
<td>139</td>
<td>6</td>
<td>138</td>
<td>4</td>
</tr>
<tr>
<td>INTM LEVEL</td>
<td>4</td>
<td>79</td>
<td>4</td>
<td>68</td>
<td>4</td>
</tr>
<tr>
<td>UPPERLEVEL</td>
<td>2</td>
<td>17</td>
<td>1</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>12</td>
<td>235</td>
<td>11</td>
<td>216</td>
<td>10</td>
</tr>
</tbody>
</table>
Table 2. Spring 2007-2011, Italian Enrollment Trends

<table>
<thead>
<tr>
<th>Course No.</th>
<th>SPRING 2007</th>
<th>SPRING 2008</th>
<th>SPRING 2009</th>
<th>SPRING 2010</th>
<th>SPRING 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Sections</td>
<td>Students Enrolled</td>
<td># of Sections</td>
<td>Students Enrolled</td>
<td># of Sections</td>
</tr>
<tr>
<td>101</td>
<td>2</td>
<td>52</td>
<td>0</td>
<td>0</td>
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<tr>
<td>102</td>
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<td>63</td>
<td>4</td>
<td>69</td>
<td>4</td>
</tr>
<tr>
<td>201</td>
<td>1</td>
<td>23</td>
<td>1</td>
<td>23</td>
<td>0</td>
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<tr>
<td>202</td>
<td>3</td>
<td>49</td>
<td>3</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>BASIC LEVEL</td>
<td>5</td>
<td>115</td>
<td>4</td>
<td>69</td>
<td>6</td>
</tr>
<tr>
<td>INTM LEVEL</td>
<td>4</td>
<td>72</td>
<td>4</td>
<td>68</td>
<td>3</td>
</tr>
<tr>
<td>UPPERLEVEL</td>
<td>2</td>
<td>30</td>
<td>1</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>11</strong></td>
<td><strong>217</strong></td>
<td><strong>9</strong></td>
<td><strong>145</strong></td>
<td><strong>11</strong></td>
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</tbody>
</table>

**ENROLLMENT IN CONTEXT**

The drop in enrollment in 2011 does not seem unique to the department. With the exception of German and Slavic Studies (GSS), other major language units within the school experienced enrollment decrease. In the fall, the Hispanic Studies (HISP) witnessed a slight decrease of 3.3% over the previous year but Classics had a 7% drop over the year before. Last spring HISP experienced a 6.5% enrollment decrease over the previous year and the enrollment in Classics dropped by 7.1%. The GSS enrollment however saw a growth of 4.5%. Again whether the phenomenon thus described points to a pattern is too early to predict.

**Comments on Enrollment**

Clearly, 2011 saw our enrollment go down. Any number of factors could account for this decrease but this report does not include any reliable analysis to explain the drop. A gradual decrease in the number of sections offered (especially in French) is possibly an important factor. In the spring, the total number of sections offered in the basic level instruction was 12 whereas it was 15 in the previous year. In 2010, the number of sections at that level was 15, down from 17 the year before. Fewer sections meant fewer numbers of students enrolled per class since despite our relatively high class size, once the section is maxed out, no new students are enrolled. It is possible that we lost students because of this practice but this is yet to be verified through data analysis.

Another factor in the lowered enrollment number is an increasing number of students placing out of FREN 202 because of stronger background in high school French. Some of these students enroll in our upper-level French classes but others do not. In Italian, the rather uneven enrollment situation is for the most part a function of staff fluidity. Any erratic trend is largely accounted for by the difficulty of recruiting and retaining qualified adjuncts to teach the basic level courses.

**RETENTION STRATEGY**

In response to last year’s low relatively low enrollment figures, especially in French, the department of French, Francophone and Italian Studies (FFIS) will initiate a retention strategy that will attempt to closely monitor the needs of enrolled students in each section especially at the basic and intermediate levels to ensure they do not prematurely drop the course. This will add a new layer of work to the faculty workload but it will be worth it. More faculty members will be requested to diversify their teaching methodologies to
respond more effectively to students’ varying learning styles. Efforts will be made to encourage more and sustained technology training to maximize use of technology in the classroom. Given the large size of classes in the basic level sections, we’ll request that more sections be created once the sections max-up so we do not lose students who couldn’t get into filled sections. Equally important is a plan to work with the Office of Admissions to identify and contact ahead of time students most likely to enroll in French courses. Perhaps most important is creating more SMART classrooms so full use of information technology would be made, especially as all the textbooks in at the elementary and intermediate levels are web-based. As already indicated, the apparent enrollment issue in in the Italian program is rather staff related and will be addressed administratively.

V. FACULTY & INSTRUCTIONAL DUTIES

The percentage of our roster faculty has remained stable for the past five years until last May when one of our tenured faculty members retired. Our adjunct dependency has also remained stable over the last three years. Because we have had on the average only four adjuncts teaching during this period, the dollar cost has been relatively modest. In fact, only two had taught three sections on the average, one had steadily taught two classes, and another teaching one class per semester. The department employs an average of 2.25 adjuncts per semester making our adjunct dependency the lowest in the school. Of course, the explanation is that we have a large number of roster faculty compared to other language units in the school.

WORKLOAD & INSTRUCTIONAL DUTIES:

- **Tenure and tenure-track faculty:**
The teaching load is normally 3-3 or 6 courses annually. During the period under review, variations in the teaching load was inevitable because a) a faculty member directing the M.Ed. in Language program taught 3-2 or 5 courses; b) A faculty member serving as associate dean taught 3-2 or 5 hours; c) a faculty member directing the semester abroad program taught 5 courses including an express course in the spring. An Italian faculty member was on a one-year sabbatical and the one remaining tenured faculty had to teach 9 courses for the year because of the difficulty of recruiting qualified adjunct replacements.

- **Instructors and senior instructors:**
As is the practice, the instructors and senior instructors teach 8 hours annually. In our own case however, a faculty member who also has an administrative duty as director or Student Learning Center normally teaches 3-2 or 5 hours annually.

- **Adjunct faculty:**
Last year, 6 adjuncts—4 in French and 2 in Italian—taught in the department. The 4 adjunct faculty in French taught a total of 18 hours for the year. In the Italian program, one adjunct faculty taught 9 courses to cover all available sections and a faculty member hired last semester, taught 4 courses.
CREDIT HOUR PRODUCTION

Credit hour production (CHP) is linked to the instructional duties and workload already discussed. In fall 2010, the French program alone produced 2807 credit hours and in spring 2011, 2728 credit hours. For the AY 2010-2011, the French program produced 5,535 credit hours which is 15.4% of LCWA’s total credit hours. The department as a whole produced 3845 credit hours in the fall and 3583 credit hours in the spring totaling 7431 credit hours. This represents 20.5% of all the credit hours produced by the school.

In the upper-level instruction, the French program which offers most of the courses at that level produced 1081 CRH for the AY 2010-11 representing 17% of LCWA’s upper-level credit hours. Of the 5,535 CRH produced by the French program, 19.5% is produced in the upper-level courses. Since the department does not have a graduate program, courses taken at that level (towards the M.Ed in Education, for example) is not used in this calculation.

It is worth noting that although the overall enrollment for the AY 2010-2011 was down, the credit hours produced did not significantly mirror that decrease. In the French program for example, the CRH produced at the upper-level courses remained surprisingly the same (1099 in AY 2010-2011 and 1099 in AY 2009-2010). In 2011, there was a 4.9 increase in the number of CRH over the year before. Put differently, despite the lowered enrollment numbers for the past year, the CRH in the upper-level courses was not affected. In fact, in spring 2011, there was an increase of 4.9% in the CRH over the same period the year before.

The Italian program produced 1072 CRH in fall 2010 which represents an increase of 17% over the previous year. In spring 2011, the CRH produced was 855 which showed another increase of 7.7% over the year before.

TEACHING LOAD TARGET

Our target is 190 credit hours per instructor per semester. From the foregoing analysis, we met and exceeded our target. In effect, we produced (2807 – 2470) 337 credit hours (or 12%) above our target which represents 12% above our target. In the spring, we produced 2728 CRH whereas our target was 2470. We produced 258 or 9.5% in excess of our target. If we factor in the Italian program (2 roster faculty), for the year, our target would be 190 x 2 x 14 (5700 credit hours). The departmental target for AY 2010-2011 should be 7431 – 5700 or 1731 credit hours (about 23% above our target for the year).

CLASS SIZE

The class size is certainly a factor in our capacity to meet our teaching target. The average class size (ACS) for the tenure-tenured track faculty was 19.16, but for the instructors and senior instructors, it was 20.14. The ACS for all roster faculty in the department was 20.14 and for the adjuncts, 26.21.

For the past five years, the ACS in French has been above 21. During the AY 2010-11, the ACS was 21.1. The year before, it was 24.1. The ACS in Italian has been even higher. Last fall, it was 24.7 and 25.7 the year before. The class size for the Italian literature in Translation last fall was 25. The overall departmental class size for the fall
2010 was 22 which was higher than the LCWA ACS of 20.9 and still higher than other kindred sister departments. During the same period, the ACS in Spanish was 21.3 and 17.7 in German, for example.

Part but not all of the reasons why the department has a relatively higher instructor-professor ratio is shrinking staff strength. During the last four years or so, the number of faculty in the department has gone down by two. In addition, some of the roster faculty have course releases due to administrative or other duties. We have cut back on the number of sections we schedule and accordingly increased class size. Another important consideration is the efficiency model which we have adopted in light of budgetary concerns. That said, the relatively larger classes although challenging in terms of faculty workload, has neither compromised the quality of instruction nor our capacity to deliver the curriculum. The dedication of our faculty and the increased use of technology in the classroom have enabled us to maintain the standards while teaching large classes especially in the elementary and intermediate level courses.

Comments on Workload:
During the period under review, the average class size (ACS) for the tenure/tenure-track faculty is 19.16 whereas it is only 16.45 in HISP. The ACS for our roster faculty is 17.57 but 16.13 in GSS. The ACS for our adjuncts was 24.94 but 23.24 in HISP and 17.71 in GSS. Our departmental ACS was 19.90, 0.62 lower than the HIS ACS of only 20.52. The total departmental ACS for GSS is 17.43. Put simply, the department of FFIS has a rather unbeatable record in LCWA in the class size category.

It is not a surprise that FFIS has the lowest rate of adjunct dependency in the school. The utilization rate for FFIS of 25.4% is lower that 34.7% for the GSS and 44.3% for HISP. The school average is 37.9. With the exception of the Jewish Studies program which comes a little closer at 54.2%, the FFIS has the highest number of courses taught by tenure-tenure track faculty (56.6%). The school average is 40.1%.

I will work with the dean to decrease the class size to bring it in line with the practice in the school and also to provide our students more enriching interactive experience with lowered enrollment per class. This would incur more costs in hiring additional adjuncts but the benefit would translate into a still stronger FFIS program.

VI. MAJOR AND MINOR

THE FRENCH MAJOR AND MINOR

Since 2007, the number of students declaring French as their has either been going up or has held steady (See Table 3). The number was 49 in 2007, 47 in 2008, 49 in 2009, 62 in 2010, and 65 in 2011. (The supporting data has the 2011 figure as 61 but our own records indicate 65). As Table 3 also indicates, the number of students choosing French as their minor has been trending up consistently. In 2007, it stood at 55, came down slightly down to 53 in 2008, went up to 64 in 2009, 70, in 2010, and 72 in 2011.
THE ITALIAN MINOR

The Italian enrollment for the minors has not exhibited any consistent pattern except that it goes up and comes down (See Table 4). From 2006 the enrollment was trending up and reached a peak in the fall 2007 with 15. It held steady from spring 2008 through spring 2009 and lapsed into a rather uneven trend of down up down up.

<table>
<thead>
<tr>
<th>Table 3. Fall 2006-Spring 2011 5 Year Enrollment Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Selecting French as their Major/Minor</td>
</tr>
<tr>
<td>Semester</td>
</tr>
<tr>
<td>FA 06</td>
</tr>
<tr>
<td>SP 07</td>
</tr>
<tr>
<td>FA 07</td>
</tr>
<tr>
<td>SP 08</td>
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<td>FA 08</td>
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<td>SP 09</td>
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<td>FA 09</td>
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<tr>
<td>SP 10</td>
</tr>
<tr>
<td>FA 10</td>
</tr>
<tr>
<td>SP 11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 4. Fall 2006-Spring 2011 5 Year Enrollment Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Selecting Italian as their Minor</td>
</tr>
<tr>
<td>Semester</td>
</tr>
<tr>
<td>FA 06</td>
</tr>
<tr>
<td>SP 07</td>
</tr>
<tr>
<td>FA 07</td>
</tr>
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<td>SP 08</td>
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<td>SP 10</td>
</tr>
<tr>
<td>FA 10</td>
</tr>
<tr>
<td>SP 11</td>
</tr>
</tbody>
</table>

Comment about the minor in Italian: It must be stressed that a major factor in the number of minors in Italian is the challenge in recruiting qualified adjusts for the elementary level courses to free roster faculty to concentrate on building the minor. That said, it must also be mentioned that the department has not actively sought to grow the minor because the aforementioned recruiting challenge.

GRADUATES FOR AY 2010-2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
<th>Graduation Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>McEntire, Heather L.</td>
<td>French Major</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Ameli-Grillon, Leila J.</td>
<td>French Major</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Bucks, Emily A.</td>
<td>French Major</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Connell, Sarah K.</td>
<td>French Major</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Demey, Helene F.</td>
<td>French Major</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Denman, Heidi</td>
<td>French Major</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Gehrmann, Kristen K.</td>
<td>French Major</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Hajji, Amanda L.</td>
<td>French Major</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Kastel, Natascha</td>
<td>French Major</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Masson, Ryan A.</td>
<td>French Major</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>McGrath, Andrea L.</td>
<td>French Major</td>
<td>Spring 2011</td>
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</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Connors, Elizabeth C.</td>
<td>French Minor</td>
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<td>Hillman, Daniel M.</td>
<td>French Minor</td>
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</tr>
<tr>
<td>Holmes, Justin K.</td>
<td>French Minor</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Arjomand, Sanaz A.</td>
<td>French Minor</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Bialas, Jessica A.</td>
<td>French Minor</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Boyer, Mickael</td>
<td>French Minor</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Ciappa, Anna C.</td>
<td>French Minor</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Cruthers, William M.</td>
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<td>Spring 2011</td>
</tr>
<tr>
<td>DeWitt, Charlotte A.</td>
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<td>Herrick, Morisa S.</td>
<td>French Minor</td>
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<tr>
<td>Johnson, Brynne E.</td>
<td>French Minor</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Name</td>
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<td>Semester</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Leila Ameli-Grillion</td>
<td>Outstanding Student Award</td>
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<tr>
<td>Paulina Suzan Stevens</td>
<td>Outstanding Student Award</td>
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</tr>
<tr>
<td></td>
<td>Inducted into the National Honor Society of Pi Delta Phi 2010-2011</td>
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<tr>
<td>Sarah Connell</td>
<td>Departmental Honors</td>
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<td>Heidi Denman</td>
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<tr>
<td>Natascha Kastel</td>
<td>Departmental Honors</td>
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</tr>
<tr>
<td>Justine Rowe</td>
<td>Departmental Honors</td>
<td></td>
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<tr>
<td>Amanda Hajji</td>
<td>French Club Award</td>
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<tr>
<td></td>
<td>Inducted into the National Honor Society of Pi Delta Phi 2010-2011</td>
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<tr>
<td>Daniel Feurst</td>
<td>Huguenot Scholarship, $3,425</td>
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<tr>
<td>Alexa Borghi</td>
<td>Sheffield Scholarship, $4,000</td>
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<tr>
<td>Chloe Moore</td>
<td>Béatrice Stiglitz Scholarship, $1,000</td>
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<td>Sally Morris</td>
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<tr>
<td>Kaitlin Rosenblum</td>
<td>Inducted into the National Honor Society of Pi Delta Phi 2010-2011</td>
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<tr>
<td>Brittany Szkaradnik</td>
<td>Inducted into the National Honor Society of Pi Delta Phi 2010-2011</td>
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</tbody>
</table>

VII. Summary of Student Activities (Accomplishments)
Former Student’s Internship Experience

Claire Voegele interned this past year with the State of South Carolina Department of Commerce’s Europe Office in Munich Germany. This is what she writes about her experience:

“I believe that a large reason that I was chosen for the position was my ability to speak French because I attended the Paris Air Show with the Governor and her 27-member state delegation as office/meeting manager, translator, transportation and accommodations coordinator, travel guide, etc. It was a superb weeklong experience… My internship therefore has required me to speak quite a lot of French.”

Bachelor’s Essays and Independent Projects

<table>
<thead>
<tr>
<th>Student</th>
<th>Topic</th>
<th>Supervising Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather McEntire</td>
<td>La Guerre d’Algérie dans les romans… (Independent Project)</td>
<td>Walsh</td>
</tr>
<tr>
<td>Leila Ameli-Grillon</td>
<td>La Representation de la France (Bachelor’s Essay)</td>
<td>Attafi</td>
</tr>
<tr>
<td>Helene Demey</td>
<td>Therese Raquin et Germinal (Independent Project)</td>
<td>Signori</td>
</tr>
<tr>
<td>Natascha Kastel</td>
<td>African Women/Francophone voice (Bachelor’s Essay)</td>
<td>Békrou</td>
</tr>
<tr>
<td>Sarah Connell</td>
<td>Existentialism in Albert Camus’ Premier Homme (Bachelor’s Essay)</td>
<td>Walsh</td>
</tr>
<tr>
<td>Jessica Bialas</td>
<td>McDonald in France (Directed Reading)</td>
<td>Uwah</td>
</tr>
</tbody>
</table>

VIII. STUDY ABROAD

UNIVERSITY OF LA ROCHELLE PROGRAM

The semester program at the University La Rochelle is growing in popularity. Despite the relative uncertainty in the recruitment process and our insistence on a screening mechanism to identify students with the most potential to benefit from the program, we were still able to recruit 13 students for the winter program although we could selected but 10. Some students were put on waiting list.

The information that follows is a short account provided by Dr. Attafi, the director of the program. Upon arrival at the University of La Rochelle, our students are given the a standardized Placement Test to determine their levels and how to place them. Where students are placed and level of instruction they received was a major determinant on the number credits they receive upon completing the program. Levels are grouped 1 – 6 with 1 being the lowest level and 6 being the highest. Below is the outcome of the Test:

- Level 1 A2: 0
- Level 2 B1: 3  (12 credits at 300 level including 327 with Dr. Attafi + 3 credits at 200 Level)
- Level 3 B2: 5  (15 credits at 300 level including 327 with Dr. Attafi)
Credit hours received:

- All nine students had 15 hours of class per week for 12 weeks = 180 hours
- All students received 15 hours of credit at 300 level except those placed in Level 2.

Observation:
Academically, the program is strong and this year fund was available for more enriching cultural experiences that resulted in a 10-day cultural orientation with the students and two educational excursions. That quality time spent with the group not only solidified the friendship among the students but also allowed the director of the program to share his knowledge of the region with the group and to open excellent communication channels with each student. This communication is important for the overall well-being of the students and to help ensure a safe program.

TWO SEMESTER PROGRAM WITHIN A YEAR IN LA ROCHELLE

A significant accomplishment in the semester abroad efforts is the successful recruitment of two groups of students within the same year, one for the winter session and another for fall session. Very importantly, we met and actually exceeded our enrollment targets as we recruited 13 more students for the fall program. Next year’s annual report will highlight the fall semester experience and compare it with the winter program.

A SECOND PROGRAM AT THE UNIVERSITY OF AVIGNON

Given our goal of requiring a semester abroad for our majors, the increasing interest in the program for our minors, and the apparent upper limit placed by La Rochelle on the number of students to send, the department decided to start a second semester program at the University of Avignon beginning in the spring of 2012. The department has already submitted a formal application for the University of Avignon program to the administration and is awaiting an approval.

THE UNIVERSITY OF STRASBOURG

To cater to the needs of the French students in the international business program, the School of Business and the French department established a program at Université de Strasbourg targeting international business students with French language option. Last year, four of our students were sent to Strasbourg where in addition to Business and Management courses, they also took a number of courses including business language courses as well as courses in in French language, literature, and culture.
Comment about Strasbourg
Since Strasbourg was to be an alternative to other programs in English speaking countries for students in International Business with a minor in French and also students with a double major in French and International Business, the expectation was that it would adequately meet the needs of these students. Comments from students point to concerns about course availability and scheduling, and credit strength and transfer. Since these issues are related to the internal structure and set-up of the university, our leverage is a little limited. In the coming year, I plan to visit Strasbourg to discuss some of these issues with the university and thereafter decide on the next course of action.

SUMMER PROGRAMS
Dr. Sclippa took a group of about 15 students to Paris for summer Program. Dr. Attafi took about 10 students to Morocco for May Evening program in collaboration with Dr. Jack Parson of the Political Science department, and Dr. Maggiari took about 10 students to a program in Italy. All the summer programs were very successful according to students’ reactions and comments from the program directors. There is no question that these summer programs help to deepen students’ interests in the country and cultures of the target language. In the case of Morocco, although Arabic is the official language, French is the language of choice for education, commerce, tourism, business, and health profession. Although the Italian program offers only a minor, the summer visits not only produce students to populate upper-level courses but help to increase the number of declared minors. In the French program, the summer courses serve as feeder programs for the semester abroad experience. So, we consider the summer abroad courses as invaluable contributions to our programs.

Comments about Study Abroad:
The department considers semester as an indispensable component of our program. The University of La Rochelle program is very successful. Building on that success, we would like to encourage students in other disciplines to consider going to La Rochelle to take non-French courses as well and thereby expanding the relationship with the university. To ensure that French majors and minors continue to receive the expected cultural and linguistic immersion experience in the host families (which is getting more challenging with real and potential increases in the number of students wanting to do semester abroad), a second semester program in Avignon becomes an imperative. It would be most beneficial for the department if the program in Avignon is approved by the administration so we could start recruiting students for next year. The department is at the verge of requiring majors to earn at least 9 credit hours in a semester abroad. The department has determined that Avignon would be a good supplement to La Rochelle and a good fit for our program.

IX. ASSESSMENT PLAN
A two-faculty assessment committee is charged to develop an assessment plan. The document on the program level learning outcomes requested by the Provost was approved by department and sent to the Provost. The document is presented below:
Program-level Desired Learning Outcomes

Speaking:  OPI official score. Administered through LCWA.

Graduating French Majors speak at the Intermediate-High level or higher on the ACTFL scale: they handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, and particular interests, though hesitation and errors may be evident; they handle the tasks pertaining to the Advanced level, but their performance of these tasks exhibit one or more features of breakdown such as the failure to maintain the narration or description syntactically in the appropriate time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in vocabulary, or a significant amount of hesitation; they are generally understood by native speakers unaccustomed to dealing with non-natives, although gaps in communication may occur.

Writing: Faculty will use the ACTFL descriptions below on an in-house designed rubric to evaluate papers from either the capstone or another 400-level paper written during the senior’s last year. This will be done either in addition to the coursework graded by the professor of the course, or as part of the coursework and grade for the course, with the paper and the grade scanned and filed for reference.

Graduating French majors write at the Advanced-Mid level on the ACTFL scale (or higher). They write straightforward summaries using narrative and descriptions of a factual nature; they describe and narrate in all major time frames; their writing includes some variety of cohesive devices in texts of several paragraphs in length; their writing demonstrates good control of the most frequently used syntactic structures; their writing is understood readily by natives not used to the writing of non-natives.

Cultural Literacy Faculty will use an in-house rubric to evaluate papers from either the capstone or another 400-level paper written during the senior’s last year. This will be done either in addition to the coursework graded by the professor of the course, or as part of the coursework and grade for the course, with the paper and the grade scanned and filed for reference.

Graduating French majors demonstrate knowledge of literary and cultural texts at the Advanced-Low level. They interpret literary texts that represent defining works in the target cultures. They identify themes, authors, historical style, and text types in a variety of media that the cultures deem important in understanding the traditions of the cultures. They cite key cultural perspectives and provide support through descriptions of products and practices.

Process Going Forward

The assessment committee’s expected comprehensive plan will be focusing on these three levels:

- Basic level instruction (Elementary and Intermediate language)
- Upper-level instruction (Conversation & Composition and Survey Courses)
- Advanced level courses (400-level literature and Cultural Studies courses)

X. DIVERSITY AMONG FACULTY

The department does not seem to have any problem of diversity among faculty. In fact, diversity seems to define the character of the department hence our commitment to attracting highly qualified faculty at all levels. In 2010-2011, the department had 15 women and 7 men. The 21 faculty members in the department represent eight different nationalities and include one black female of African descent, a black male of African descent, and a male of North African origin. Our strength derives from our capacity to
attract and nurture diversity of thoughts, orientation, outlook, temperament, and national origin. Diversity is also reflected in the nature of our research and professional development efforts.

XI. OUTREACH ACTIVITIES

As mentioned earlier in this report, aware of its position and role in the Charleston community and beyond, the department invested time and efforts to register visibility in a number of outreach activities. The list below merely touches on a few of those activities. Quite a few others are not mentioned including occasional non-paid translation work to local businesses, information to individuals and groups traveling abroad, or even sustained efforts to ensure that apparently rival Francophile organizations work in relative harmony among themselves and with the department. Below are a few we have chosen to include in this report:

- Consulting Pro-Bono for the Education Testing Service, Princeton, NJ by Dr. Morrison
- Consulting in the review of Textbook chapters for publishers by Dr. Morrison
- French Film Festival organized by Dr. Ballinger
- International African Francophone Journalists’ visit to campus
- Sponsored Power Point presentation on “Media and Ethics” by Don Godish, Director of Production at ETV South Carolina for the International Visitor Program.
- Organized interactive round table conference with visiting international journalists
- Co-sponsored with the Alliance Française of Charleston a visit to campus of Roulhac Toledano, a world renowned author and textiles artist for a presentation to students, faculty and the community.
- Organized visit to department/campus of about 40 French students from Andrews High School (SC) to gain some familiarity with our program.
- Organized Italian events including film showings with special guest presenters and an Italian Artisan Workshop on paper making with an Artisan from Italy.
- Co-sponsored with the History department and participated in a panel discussion on La Fayette and the American Revolutionary way.
- Evening with Lafayette for faculty, students and community featuring Dr. Serge Bokobza of the University of Alabama
- Active participation in World Culture’s Fair
- Poetry Reading during Piccolo Spoleto festival by Dr. Maggiari
- Poetry Reading and Book signing in various cities in Italy by Dr. Maggiari
- Faculty Advisor, Alternate Spring Break to Iguana Station Wildlife Preserve, Utila, Honduras by Dr. Alison Smith
- Global Exchange Delegate, Fair Trade & Alternatives to Neoliberalism, Nicaragua by Dr. Alison
XII. CONTINUING OR NEW OUTREACH ACTIVITIES

- Alliance Française of Charleston
  The Alliance Française is our conduit to the Charleston Francophile community. The department will continue to nurture and strengthen this relationship and collaborate in sponsoring important cultural events including invitation of important guests to the community and college.

- Les Amis
  This network organization some of whose members have made donations to our program is still an important part of our outreach activities. There has been a period of hiatus in the activities of Les Amis due in part to the current economic situation but the department has continued to stay in touch with some of the members.

- Haitian Community in Charleston
  Our French and Francophone curriculum includes studies of Haiti literature and culture. The French House organized an event about the Haiti community in Charleston last year. This is a practice we tend to continue and expand to see how we could get our students interested in a modified form civic involvement with the Haitian community in the area.

- Film Festivals
  The French Festival on the one hand and the Italian Festival on the other together constitute an important link to the Charleston community and beyond. The practice will continue and be expanded to the extent we can.

- The Italian Connection
  The Italian community in Charleston has an important presence in the department especially with the Italian program thanks to the dynamic efforts of Dr. Maggiari, one of our faculty. This is a relationship the department values and will continue to promote.

- High School Students
  To the extent possible, the department will continue the practice of inviting high school French students and their teachers to our program.

XIII. OBSTACLES

There are not many obstacles standing in the way to achieving our goals. In the delivery of the curriculum though, limited smart classrooms stand in the way to maintain a high quality of instruction especially at the elementary and intermediate language levels. All textbooks used at these courses are web-based. Without a smart classroom, these textbooks became hardly useable tools. We would like more classrooms converted to smart classrooms and would also want more smart rooms actually assigned to the department to supplement the two classrooms we currently have access to.

Semester abroad is not an obstacle but an important bridge actually. When our majors and minors cross that metaphorical bridge, there is a breakthrough in their cultural
literacy and capacity to use their language skills in a communicative fashion. The value of the cultural and linguistic immersion experience to which they are exposed is incalculable. The department would want the administration to continue supporting our semester abroad priorities.

XIV. Faculty Productivity in and Support of Research and Professional Development

Books

**Abdellatif, Abdellatif**


Signed an agreement with Greatriver, Digital Publishing Division to make *Communiquez* more interactive, more attractive and entirely online. The project will take more than a year to complete.

**De Luca, Giovanna**


**Maggiari, Massimo**

“La fortezza di cristallo”, commissioned by publisher Alpine Studio in Lecco (MI), March 2011


**Walsh III, John**

“From Toussaint to Césaire: Narratives of the Haitian Revolution in the French Caribbean” Manuscript in progress, under review at Indiana University Press

“Coming of Age with an AK-47: Child Soldiers in Literature and Film, manuscript in progress

“*Collected Works of Toussaint Louverture*” Editor and contributor with Nick Nesbitt, Laurent Dubois, and Deborah Jenson, in progress

**Articles submitted in Refereed Journals**

**Abdellatif, Abdellatif**

“State of Francophone Courses in U.S. Colleges and Universities.”

“Communication et Narrative dans Les Yeux Baissés de Tahar Ben Jolloun”

**Békrou, Viviane**

“Vers une revitalisation du film africain par les téléfilms des cinéastes femmes amateurs ?” [Toward a Renewal of African Films by African Women Amateur Filmmakers ?] (article was submitted to Nouvelles Etudes Francophones)
“Démultiplication de la mère dans La mémoire amputée de Wereweere Liking.” [Demuplication of the Mother in Amputated Memories by Wereweere Liking]. (article was submitted to the Women In French Studies (WIF).

“Convergences ou divergences: le discours à Accra du Président Barak Obama face À Chef! De Jean-Marie Teno et Bamako d’Abderamane Cissako.” (article was submitted to Présence Francophone.

Holman, Robyn
“What is Cajun”, submitted to editors Rick Rickerson and Barry Hilton for publication in the 2nd addition of The Five Minute Linguist.

Morrison, Shawn

Sclippa, Norbert

Signori, Lisa
“The Quest for Transformation: Pilgrimage as a Surreal Project in Buñuel’s La Voie lactée and Serreau’s Saint-Jacques...La Mecque.” Submitted for consideration, 2009

Walsh III, John
“Césaire Reads Louverture: The Haitian Revolution and the Problem of Departmentalization.” Small Axe 34 (March 2011)
“Sarkozy, Mabanckou, and Notes from the Bar: Alain Mabanckou’s Verre cassé.” The French Review 84.1 (October 2010)
“Psycho Killer, Qu’est-ce que c’est? Reflections on Alain mabanckou’s African Psycho.” Transition 100 (Spring 2009)
"Coming of Age with an AK-47: Ahmadou Kourouma’s Alla n’est pas oblige.” Research in African Literatures 39.1 (Spring 2008)
Other Articles, Chapters in Books, Publications of a Special Nature, including Book Reviews

**Attafi, Abdellatif**

**Ballinger, Anna K.**
“Dubrovnik, a Medieval Crossroad”, Journal of Croatian Studied, volume 44. 2011
“The Image of Ragusa in Francophone Travel Literature” Submitted for publication (Summer 2008)
“A la recherché de l’Orient oublié” Manuscript to be submitted for publication (Summer 2008)

**Békrou, Viviane**

**De Luca, Giovanna**
Sergio Rubini’s Puglia: Crime Magic, Identity,” submitted for consideration to *Film Quarterly*
“Cibo e film a braccetto”, *Oggi* 7, October 18, 2009

Holman, Robyn
Wrote CHE report of the LALE program as it was required for external review purposes (NCATE), (66 pp.)

**Morrison, Shawn**
“Contacts” by Valette and Valette for French Review, Vol. 83, No.5 36, 2010

**Sclippa, Norbert**

**Signori, Lisa**
*The Deconstruction of Discourses on the St. James Pilgrimage in a Postmodern World.* Manuscript in progress – Co-authored by Dr. Steven Gardner and Dr. Carlos Mentley
“Narcissistic Narrative: The Process of Writing and the Creation of Meaning in Amélie Nothomb’s “Mercure” Article in progress
Smith, Alison
“Accommodating Students with Learning and other Disabilities in Postsecondary Foreign Language Courses” submitted with Dr. Michael Skinner in 2009 for publication.

Papers Presented at Conferences

Békrou, Viviane
“Socio-political Criticism in Soap Opera Series Created By Ivorian Female Filmmakers.” 35th Annual African Literature Conference at the University of Vermont, Burlington, VT. April 2009
“Regard des Ivoiriens sur les crises militaires politiques et économiques : Les cas de Véronique Tadjo, Tanella Boni et Flore Azoumé”

De Luca, Giovanna
“From Enemy to Idol: Cinematic Representation of the Mafia in Italy and America” AAIS Annual Conference 2010, University of Michigan, April 2010
“Serious Comedy: They Portrayal of Youth in ‘Caterina va en citta’.” XXIX Annual Conference AAIS, New York City, New York. May 2009
“Reality Invented through the Child’s Eyes” Re-envisioning the Child in Italian Film, University of Exeter, Great Brittan, July 2008

Holman, Robyn
“The Representation of Quilts and Coverlets in Old French Texts” Philological Association of the Carolinas, 2009

Sclippa, Norbert
“Taste and Smell in the Works of the Marquis de Sade”, LAPASEC, Landau, Germany, October 2009

Signori, Lisa
“Wandering Women: Female Pilgrims in Search of Personal Transformation in Coline Serreau’s Saint-Jacques...La Mecque.”, Kentucky Foreign Language Conference, University of Kentucky, Lexington, Kentucky, April 14, 2011
“The Chemin de Saint-Jaques de Compostelle and Its World Heritage Sites.” College of Charleston Honors Faculty Lecture Series, Charleston, March 18, 2011
“Narcissistic Narrative: The Process of Writing and the Creation of Meaning in Amélie
Nothomb’s *Mercure*” presented at the Louisville Conference on Literature and Culture since 1900 at the University of Louisville, KY, February 17, 2010
“The Politics of Culture and Identity on the St. James Pilgrimage Routes in France and Spain” Presented at the European Studies Conference at the University of Nebraska, Omaha, October 2009.

**Uwah, Godwin**

**Walsh III, John**
“Césaire, Haiti, et le Discours du problème colonial” paper presented at MLA Division of Francophone Literature & Cultures, Philadelphia December 27-30, 2009

**Conferences Attended**

**Ballinger, Anna**
On-line Workshop on Distance Learning, Fall 2009

**Békrou, Viviane**
37th African Literature Association Annual Conference, Ohio University, Athens, Ohio, April 2011
Women in French Conference, Wagner College, Staten Island, NY, June 2010
36th Annual African Literature Conference at the University of Arizona, Tucson, March 2010
35th Annual African Literature Conference at the University of Vermont, Burlington, VT. April 2009.
15th Carolina Conference of Romance Literatures at the North Carolina University in Chapel Hill, March 2009.

**De Luca, Giovanna**
AAIS Annual Conference 2010, University of Michigan, April 2010
XXIX Annual Conference AAIS, New York City, New York. May 2009
The Child in Italian Film, University of Exeter, Great Brittan, July 2008
Morrison, Shawn
CARLA Conference, Minneapolis, MN – Panel Member, May 2011
Northeast Conference on the Teaching of Foreign Languages, April 2011

Sclippa, Norbert
Seventh Landau-Paris Symposium on the 18th Century, Landau, Germany, October 2009

Signori, Lisa
The Kentucky Foreign Language Conference, Lexington, Kentucky, April 2011
Philological Association fo the Carolinas, College of Charleston, South Carolina, April 2010
Louisville Conference on Literature and Culture since 1900 at the University of Louisville, KY, February 17, 2010
European Studies Conference at the University of Nebraska, Omaha, October, 2009

Uwah, Godwin
AAUP Conference and Workshop, Washington, D.C., November 2010
ADFL Seminar and Workshop, Brown University, Providence, Rhode Island, June 11-13 2010

Walsh, John
The Francophone Caribbean and North America International Colloquium at Florida State University, February 25-27, 2010
MLA Division of Francophone Literature & Cultures, Philadelphia December 27-30, 2009

Participation in Professional Boards and Organizations

Attafi, Abdellatif
Outside evaluator for The Canadian Journal of Development Studies concerning articles on education in Francophone Africa.
Congrès International de la Francophonie
South Carolina Conference of Foreign Language Teachers (SCCFLT)
Alliance Française of Charleston

Ballinger, Anna
Association des Membres de L’Ordre des Palmes Académiques
Modern Language Association of America (MLA)
American Association of University Professors
Groupe de Recherche sur les Récites de Voyages (CRLC)

Békrou, Viviane
   Modern Language Association of America (MLA)
   African Literature Association (ALA)
   Conseil International D’Etudes Francophone (CIEF)

Codron, Brigitte
   Member of AATF
   Member of SCFLTA
   Secretary for the Alliance Française Book Club

De Luca, Giovanna
   Member, editorial board for The Water of Hermes

Holman, Robyn
   Member of AATF
   Member, Teacher Education Council (TESOL), 2006-2010

Morrison, Shawn
   SCFLTA past-president (2008-2009)
   Member of SCFLTA
   Official Program Reviewer ACTFL/NCATE (2003-present)
   Southern Conference on Language Teaching
   The George Sand Association
   The American Association of Teachers in French

Sclippa, Norbert
   ISECS (International Society for Eighteenth-Century Studies)
   ASECS (American Society for Eighteenth-Century Studies)
   Editor, Congress Sade (an electronic journal dedicated to Sade and Materialism),
   reviewed several papers and book reviews, see cite for details:
   http://www.cofc.edu/desade/m.deSade.html
   SURF Review Committee, 2009-
   Student Advisor for courses taken overseas, 2009

Signori, Lisa
   Member, Southern Conference on Language Teaching (SCOLT)
   Member, American Association of Teachers of French and its South Carolina Chapter
   (SCAATF)
   Member, American Council on the Teaching of Foreign Languages (ACTFL)
   Member, South Carolina Foreign Language Teacher Association (SCFLTA)
   Member, American Association of Teachers of French (AATF)
   American Pilgrims on the Camino (APOC)

Uwah, Godwin
   Modern Language Association (MLA)
Association of Departments of Modern Languages (ADFL)
Igbo Studies Association (ISA)
College Language Association (CLA)

**Walsh, John**
- Modern Language Association (MLA)
- Caribbean Studies Association (CSA)
- African Literature Association (ALA)
- American Association of Teachers in French (AATF)

**Other Professional Activity**

**Ballinger, Anna**
- Included in the “Who is Who Among America’s Teachers”, 2009
- Director and Creator of the French Film Festival, 1998-2009

**Cuvillier-Hiers, Martine**
- Director of Comparative Literature Minor, 2009-Present

**DeLuca, Giovanna**
- Recipient of the Global Scholar Award, 2009
- Organizer of the Italian Film Festival, 2009

**Holman, Robyn**
- EDFS 900 Continuous Enrollment
- Participated in the collection/processing of data and the writing of the CHE report of the LALE program.

**Maggiari, Massimo**
- Presented at six poetry readings in different locations in Northern Italy, 2010-2011
- Received an Italian National Literary Prize for his writing as a critic and poet: the Pea Award, September 2009
- Participated in *Casa della Poesia* in Milano during *Mitomodernismo* with Giuseppe Conte and Stefano Zecchi, December 2009
- Made 8 presentations of “Dalle terre del Nord. Alla ricerca dell’aminma artica” at different locations in Northern Italy, May & June 2009.
- Presented paper “Il respiare della rosa uando la poesia genera sapienza” at a round table of writers and colleagues in Lerici, Italy during *Argonauti nel golfo*, June 2008

**Morrison, Shawn**
- Consulting-Pro Bono, for the Educational Testing Service out of Princeton, NJ.
- Participated in a “Norming” session for the new National Praxis II test for foreign language candidates and teacher candidates in French which are required for teacher certification, August - September 2009
- Consulting-Compensated, reviewed four chapters of a new textbook to be published in French from Pearson Publishing of Charleston, SC, July 2009
Signori, Lisa
International Journal Peer Reviewer for *Mosaic, a Journal for the Interdisciplinary Study of Literature*, University of Manitoba, Canada.
ACTFL Oral Proficiency Interview Tester Training
ACTFL Oral Proficiency Interview Rater Certification, October 2009
Faculty Technology Institute, July 2009
IRB Training, Spring 2009
ACTFL Oral Proficiency Interview Training, November 2008

Smith, Alison
Participated in the Global Exchange Delegation to Peru, to explore connections between socially responsible tourism, human rights and education, summer, 2009

Faculty Contributions in Service

To the Department (intersects with other service segments)

Attafi, Abdellatif
In charge of the recruitment and the orientation of students in the fall 2010 for the spring 2011 study abroad program in La Rochelle.
In charge of the recruitment and the orientation of students in the spring 2011 for the fall 2011 study abroad program in La Rochelle.
Director of the Study Abroad program in La Rochelle, spring 2011
Co-director of the Study Abroad program in Morocco, summer 2010
Explored opportunities for CofC faculty to teach while in La Rochelle
Served on the French department curriculum committee to elaborate the syllabus for the capstone course FREN495 to be offered soon.
Coordinated a major interactive discussion given by Don Godish, Director of Production at ETV, South Carolina for the International Visitor Program which brought over 20 journalists from the Francophone African Countries, 2010-2011
Faculty Advisor: French Majors and Minors (ongoing)
Head of the task force on the Semester in France for both the Department and the School, 2007-2009
Member of Advisory Committee

Ballinger, Anna K.
Director, French Film Festival (ongoing)
Departmental Eco Rep., 2009-2010
Faculty Curriculum Committee 2010-2011
Faculty Advisor for students studying abroad, 2005 through spring 2009
Faculty Advisor: French Majors and Minors (ongoing)
Member of Alumni Outreach Committee
**Békrou, Viviane**
- Director of the French House
- Member of the French 313/314 Taskforce
- Faculty Advisor: French Majors and Minors (ongoing)
- Department Representative for the International Visitor Program
- In the process of organizing a study abroad program from Charleston to the Island of Gorée in Sénégal and the Ivory Coast.

**Codron, Brigitte**
- Department Web page maintenance
- Final exam reviews: French 2010-2011
- Member of the French 313/314 Taskforce
- Participated in French House and French Club events
- Participated in the World Cultures Fair 2011
- Liaison between Alliance Française and the French Department for the planning of common cultural activities
- Member of Alumni Outreach Committee

**Cuvillier-Hiers, Martine**
- Faculty Advisor: French Majors and Minors (ongoing)
- Represented the department at the Major and Minor Fair
- Represented the department at the World Cultures Fair
- Member of the Scholarship Award Committee
- Member, Ad Hoc Advisory Committee on Study Abroad
- Senate member representing the Department

**DeLuca, Giovanna**
- Editor, *Il Giornalino Italiano* the annual bilingual magazine written by students for students of the Italian program
- Member of Research and Development Committee
- Member, Steering Committee
- Member of Department Scheduling Committee
- Director of the Italian Film Festival: *Taste of Italy*, November 2009
- Faculty Advisor: Italian Minors (ongoing)
- Faculty Advisor: Italian Club

**Holman, Robyn**
- Chair, Research and Development Committee
- Member, Departmental Advisory Committee
- Chair, Department’s Assessment Committee
- Participated in the World Cultures Fair

**Maggiari, Massimo**
- Director of the Italian Program
- Member, Italian Club Committee
- Member of Research and Development Committee
- Adviser of the Italian Student Club
Organized three highly successful Italian events that are well attended by students as well as members of the College and community
Faculty Advisor: Italian Minors (ongoing)
Member of Curriculum Committee

**Morrison, Shawn**
Worked with the Chair to streamline course offerings, fall 2010
Pi Delta Phi National Honor Society Sponsor, August 2005-December 2015
Member of Curriculum Committee
Faculty Advisor: French Majors and Minors (ongoing)
Member of Department Scheduling Committee

**Scippa, Norbert**
Student Advisor for courses taken overseas, 2009-2010
Faculty liaison with the library for new books acquisition
Director of the French Studies Minor
Director of the study abroad program in Paris, France
Chair, Department’s Advisory Committee
Member of our Curriculum Committee and R&D committee
Faculty Advisor: French Majors and Minors (ongoing)
Member of Les Amis, a community-wide outreach committee
Member of Research and Development Committee
Member of Curriculum Committee

**Signori, Lisa**
Chair, French 313/314 Taskforce (spring 2010-fall 2010)
Author of Departmental Bachelor’s Essay Guidelines (fall 2010)
Member, Alumni and Outreach Committee 2007-2009
Member of selection committee for scholarships awarded by the department
Attended departmental events and volunteered to help the French Club and French House members with events.
French Club sponsor, 2009 – present
Ad Hoc Committee on Recruitment, fall 2009
Bachelor’s Essay, fall 2008-spring 2009; fall 2010-spring 2011
Taskforce member on New and Innovative Courses
Faculty Advisor: French Majors and Minors (ongoing)

**Smith, Alison**
Member of Alumni Outreach Committee
SNAP coordinator: advise students and colleagues on testing and other issues related to placement in SNAP courses

**Walsh, John**
Member of Curriculum Committee
Coordinator for Teaching Assistants from Versailles, France, 2009-2010
Sponsor of L’Heure de Café
Working to invite Nick Nesbitt of Princeton, an expert on the history and literature of Haiti, to give a lecture at the college in 2011
Faculty Advisor: French Majors and Minors (ongoing)

To the College

Attafi, Abdellatif
Served as an outside evaluator for the German Department for their Third Year Review candidate, for the Music Department for their Tenure and Promotion candidate, and for the Hispanic Department for their Third Year Review and Tenure and Promotion candidates, 2009-2011
Coordinator for FRN 201/202 sections, 2005 to 2010
Member of the Curriculum Committee, 2006-2010
Co-director of a cross-curricular CofC summer program in Morocco, 2004 to 2009
Member of the Advisory Committee to the French Departmental Chair – 2002 to present
Faculty Advisor: French Majors and Minors (ongoing)
Production at ETV, South Carolina for the International Visitor Program which brought over 20 journalists from the Francophone African Countries, 2010-2011
Head of the task force on the Semester in France for both the Department and the School, 2007-2009

Ballinger, Anna K.
Translation for the School of Business Web Site: Welcome Address, 2009
Founder and Director of the Annual College of Charleston French Film Festival 1997 - to present.
Contributed to the internationalization of the College through he programs organized through the French Consulate in Atlanta

Békrou, Viviane
Director of the French House (ongoing)

Codron, Brigitte
Director of the Foreign Languages Tutoring Lab
Represented the CSL during Open House October 2009

Cuvillier-Hiers, Martine
Director of Comparative Literature Minor 2009-Present
Researched for a Study Abroad Program concerning CPLT 2009-2011
Member, Ad Hoc Committee and Recruitment
Co-produced a course proposal for FYE on Utopia and Colonialism with Miltcheva from the department of German and Slavic Studies
Created promotional material for CPLT
Member, International Studies Committee 2009-2010
Participated in World Cultures Fair, spring 2011

DeLuca, Giovanna
Editor, *Il Giornalino Italiano* the annual bilingual magazine written by students for students of the Italian program
Member, R&D Committee 2007-present

**Holman, Robyn**
Member, Graduate Council
Committee Secretary for Post Tenure Review Committee, 2003-2011
Member, Teacher Education Council
Program Director, M.Ed. in Languages
Chair, exit committees for 6 graduate students
Participated in World Cultures Fair, spring 2011
Participated in the School of Education’s award ceremony, fall 2010
Served on the Panel for Dr. Gomer’s Senior Instructor Review, fall 2010
Portfolio committee, exit requirement for M.Ed. students in Languages

**Maggiari, Massimo**
Organizer of highly successful Italian events that draw in many students as well as members of the College and community
Director of Italian Program
Adviser of the Italian Student Club

**Morrison, Shawn**
Associate Dean for the School of Languages, Cultures & World Affairs
Member of the Assessment Committee for the College, 2010
Planned and facilitated a Modified Oral Proficiency Workshop
Teacher Education Council, member and recorder
School of Education Assessment Committee, member
Faculty Senator
Senate Committee on Graduate and Continuing Education, member.
Participated in school identity meetings
Member of Dean’s organizational council for School of Languages, Cultures & World Affairs
First Year Experience, SACS QEP committee, member.
Teacher Education Council, member
School of Education Assessment Committee, member
Senate Committee on Graduate and Continuing Education, member and recorder
Portfolio committee, exit requirement for M.Ed. students in Languages

**Sclippa, Norbert**
Member, SURF Review Committee, 2009-2010
Developed and directs a study abroad program in France (Paris 2009)
Created and Maintains Sadeian Studies listserv at the College [SadeanStudies@listserv.cofc.edu]
Director, French Studies Minor Program

**Signori, Lisa**
Presenter for LCWA International Film Series: *Le Dîner des Cons* (October 14, 2010); *St. Jacques... La Mecque* (December 2, 2010)
Member, Comparative Literature Steering Committee, Spring 2010-present
Language Competency Evaluation in French (using OPI) of candidates for the Global Scholars Program, fall 2009-present
Member, Student Affairs and Athletics Committee (recorder for the committee) 2008-2009

**Smith, Alison**
SNAP coordinator: advise students and colleagues on testing and other issues related to placement in SNAP courses
LCWA Study Abroad Task Force
Faculty Governance Committee
Convocation Book Committee
Study Abroad Scholarship Committee, Center for International Education
Women’s and Gender Studies Steering Committee
Faculty chaperone, Alternate Spring Break to Iguana Station Wildlife Preserve, Utila, Honduras, March 2011
Faculty chaperone, Alternate Spring Break to El Petén, Guatemala, March 2009, 2010

**Uwah, Godwin**
African Studies Steering Committee
School Leadership Council & Organization Committee
Director, Languages for International Business program
Faculty Liaison: Languages and School of Business and Economics
Advisor: Language and International Business Club (inactive)
Writing proposal for Language and Culture for Global Commerce degree
Liaison: on-going discussion for an Exchange program with Imo State University (Nigeria)
Member of Selection Committee: Candidate for Teaching/Research assignment in Versailles
Participant in SIFE (Students In Free Enterprise) program with Director of International Business.
Headed Search Committee for the Hispanic Studies Chair

**Walsh, John**
Member of Faculty Advisory Committee to the President, 2009-2010
Committee on Information Technology, 2008-2010
Assisting in producing a proposal to host the African Literature Association Conference in Charleston in 2013 with Dr. Simon Lewis

**To the Community**

**Attafi, Abdellatif**
Coordinated a major interactive discussion given by Don Godish, Director of Production at ETV, South Carolina for the International Visitor Program which brought over 20 journalists from the Francophone African Countries, 2010-2011
Translator for local citizens, 2009
Guest Speaker at Wando High School, 2007-2008
Translator for the Charleston Police Department, 2007-2008

**Ballinger, Anna K.**
Founder and Director of the Annual College of Charleston French Film Festival from 1997 to present
Organized and promoted cultural programs in the Charleston community through the “Post and Courier, the City Paper and other personal contacts
Volunteer work in local public and private schools (ongoing)

**Codron, Brigitte**
Webmaster for the Alliance Française de Charleston

**Cuvillier-Hiers, Martine**
Proctored HSAP at Wando High School on April 18 and April 21, 2009

**De Luca, Giovanna**
Official interpreter and translator for Spoleto USA

**Maggiari, Massimo**
Organizer of highly successful Italian events that draw in many students as well as members of the College and community, 2009-2010
Organizer of a poetry reading titled, “Aquae Mundi” during the Piccolo Spoleto festival, May 2008

**Sclippa, Norbert**
Continued service to the Community in constructive online discussions
Continue to animate group of intellectuals and researchers connected to the “Congrès Sade” website, as well as the Sadeian Studies listserv which I created
Outside evaluator for Prof. Yoav Rinon, Hebrew University of Jerusalem, Israel. Spring of 2007
Candide Colloquium, College of Charleston, April 2008
Anthropology, Interculturality and Language Teaching, Paris-Saint-Denis, December 2008

**Signori, Lisa**
Hosted a Wando High School student in the Teacher Shadow Program, February 16, 2011.
Gave a talk on France at Charles Pinckney Elementary School, Mount Pleasant, December 16, 2009

**Smith, Alison**
Global Exchange Delegate, Fair Trade and Alternatives to Neoliberalism, Nicaragua, July, 2010
Global Exchange Delegate and Interpreter/Translator, Casa Generación, Peru, June 2009
Global Exchange Delegate, Fair Trade and Alternatives to Neoliberalism, Nicaragua,
To the Profession

Attafi, Abdellatif
Translator for the Charleston Police Department, 2007-2008

Holman, Robyn
Participated in Self Study of the M.Ed. in Languages program, SC Commission on Higher Education, SC, 2009-2010

Maggiari, Massimo
Participated in Casa della Poesia in Milano during Mitomodernismo with Giuseppe Conte and Stefano Zecchi, December 2009
Made 8 presentations of “Dalle terre del Nord. Alla ricerca dell’aminma artica” at different locations in Northern Italy, May & June 2009.
Poetry Reading: “Dalle terre del nord. Alla ricerca dell’anima artica”- Sala consiliare del comune di lerici, December 2008
Poetry Reading: “Adventure della Bellezza” Casa della poesia, Milano, December 2008

Morrison, Shawn
Consulting-Pro Bono, for the Educational Testing Service out of Princeton, NJ.
Participated in a “Norming” session for the new National Praxis II test for foreign language candidates and teacher candidates in French which are required for teacher certification, August - September 2009
Consulting-Compensated, reviewed four chapters of a new textbook to be published in French from Pearson Publishing of Charleston, SC, July 2009

Sclippa, Norbert
Anthropology and Interculturality, Saint-Denis, Fr., December 2008, “Idiome et interculturalité: de l’utilisation de l’idiome pour l’enseignement de la culture”
Editor of the electronic journal “Congès Sade”, online at http://www.cofc.edu/desade/m.deSade.html. The journal publishes papers in English, French and Spanish and is fully refereed.

Signori, Lisa
ACTFL Oral Proficiency Interview Tester, training in progress
ACTFL Oral Proficiency Interview Rater Certification, October 2009
Faculty Technology Institute, July 2009
IRB Training, spring 2009
Book Review “Interaction, Langue et Culture (Huitième édition), fall 2009
Reader for College Board’s AP French Exam, June 2006-2009
Participated as a judge in the Standard Setting Study of the College-Level Examination Program (CLEP) for French.
Uwah, Godwin
Translator: Téléphonique Translation Services (Telelanguage)
Periodic interviews in French with Sylvains Desjardin and with M. Marcel Catfat of the Canadian Broadcasting Corporation (CBC) of socio-political and cultural life of the South.
Periodic interviews in French with Patrick Chaboudez of Radio Swiss Romande (RSR) on the changing socio-political and cultural landscape of the country.
Participated in Charleston-Caribbean Leadership Summit
External Reviewer for Tenure and Promotion candidate

Funding

Grants Received

Attafi, Abdellatif
Book Research & Development, R&D, summer 2011, $750

Békrou, Viviane
Research and Development Grant for Research at the Library of Congress, Washington, DC, summer 2011, $1,100
Travel Grant for 37th African Literature Association Conference, Ohio University, Athens, Ohio, April 2011, $1,000
Travel Grant for the Women in French Conference, Wagner College, Staten Island, NY, June 2010
Travel Grant for the 35th Annual African Literature Conference at the University of Vermont, Burlington, VT. April 2009
Travel Grant for the 36th Annual African Literature Conference at the University of Arizona, Tucson, March 2010

De Luca, Giovanna
Research and Development Grant, Bologna, Italy, spring-summer 2011, $963
Murray Grant for Research and Development in Bologna, Italy, summer-fall, 2010, $1,500
Travel Grant for the AAIS Annual Conference 2010, University of Michigan, April 2010
Travel Grant for the XXIX Annual Conference AAIS, New York City, New York. May 2009
Travel Grant for the The Child in Italian Film, University of Exeter, Great Brittan, July 2008

Maggiari, Massimo
Travel Grants from the School of Languages, Cultures and World Affairs, Center for International Studies and Department Travel funds for book presentations in Italy in March 2011 totaling $3,960.
Travel Grant for the interview of Robert Peroni, 2009
Morrison, Shawn
Travel funds to present a paper at the Northeast Conference on Teaching Foreign Languages, Baltimore, MD, April 2011, $900

Sclippa, Norbert
Travel Grants for the attendance of a special exhibition “La Bastille at the Bibliothèque de l’Arenal and to conduct related research, Paris, France, December, 2010, $900
Travel Grant for the LAPASEC meeting in Landau, Germany, 2009
Travel Grant for the Anthropology and Interculturality Meeting in Saint-Denis, 2008

Signori, Lisa
Travel Grant for the Global Scholars Program, Summer 2011
Travel Grant for the Department of Department of French, Francophone and Italian Studies, Spring 2011, $691
Travel Grant for Research and Development, Summer 2011
Travel Grant for the Louisville Conference, February 2009
Travel Grant for the 34th Annual European Studies Conference, 2009
Starter Grant: “The Creation of European Identity on the Pilgrimage Route to Compostela in France”, Summer, 2009
LCWA Teaching Release Stipend, Summer, 2009
For research toward book-length study, Murray Travel Funds $1,200
For Oral Proficiency Training Workshop, $1,106
Faculty Research and Development Grant $3,000

Smith, Alison
Research and Development Grants to established a combined study abroad/service learning program for students for the summer 2012, Managua, Nicaragua, $600
Title VIA International Studies and Foreign Language Global Scholars Travel Grant, U.S. Department of Education, June 2010, $2,000
Skirt! Magazine “Trailblazers”, June 2010
Center for Disability Service Award for Faculty Training, 2009

Uwah, Godwin
Research and Development Grant to explore Study Abroad and Internship Opportunities in France, July 2010 $3,500
Travel Grant to present at AAUP Shared Governance Conference, November 2010, $1,000.
Travel Grant for the 2010 CIBER Business Language Conference, March 2010
Travel Grant for the 2009 ADFL Summer Seminar in Providence, RI, June 2009

Walsh, John
Department and Research and Development Funds for archival research in France, summer, 2011 $965
Faculty Research and Development Grant for archival research in France, summer 2011 $4,000
Travel funds for 20th/21st Century French Studies Conference, March/April 2011, $700
Travel funds for The Francophone Caribbean and North America International
Colloquium at Florida State University, February, 2010
School of Languages, Cultures & World Affairs, Grants Summers 2009-2010
For research in French National and Colonial Archives. College Starter Grant. $1,500.
For research and faculty development, Center for Faculty Development. $1,000
For research and faculty development, from LCWA. $3,700
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**Supporting Data**

IR-Generated Reports from Academic Affairs available at: [http://ir.cofc.edu/edu/aadeptdata/](http://ir.cofc.edu/edu/aadeptdata/)

Faculty Activity System-generated Departmental Annual Report AY2010-11 (attached)
NARRATIVE SUMMARY AND ANALYSIS OF DEPARTMENTAL AND PROGRAM ACCOMPLISHMENTS ACADEMIC YEAR 2010-2011

INTRODUCTION AND EXECUTIVE SUMMARY

ACADEMICS

• Graduates in AY 2010-11
  o 6 Majors in German, two cum laude and one summa cum laude; one completing the requirements for the Honors program
  o 4 Minors in German
  o 2 Minors in Russian Studies
  o 4 Minors in German Studies

• In Spring 2011, 35 students were working towards the Major in German—the same number as in Spring 2009 and up from 29 in 2010.

General Comments on the Major in German
  o The major is the second smallest in the School of Languages, Cultures and World Affairs, and constitutes a little less than 10% of the number of students majoring within the School. The number of students choosing the major has been steady, averaging 31 per year (2007-11).
  o The number of majors is roughly 71% of the number in the next largest major, Classics, but is composed of a single Major Program, not two individual major programs plus the AB degree. The major in German has 57% of the number of majors in French, although there are but four full-time roster faculty in German and eleven in French.
  o Of the declared “Intended Majors” by students applying for admission to the College in Fall 2010, only two of the 8 enrolled at the College. The program’s success should be attributed to the dynamic and innovative faculty who teach in the program.
  o On the 2010 Senior Exit Survey, 10 graduating German majors rated their satisfaction with Instruction in the Major at 100% and their satisfaction with the Major Program at 90%, both of which are somewhat higher than the average in the School of Languages, Cultures and World Affairs (89.5%), and significantly higher than the ratings for all majors at the College (69.6%).

• In Spring 2011, 59 students were pursuing minors in the Department, constituting roughly 9% of the School’s total.
  o The Minor in German had 21 students enrolled, down from the previous year (26) but almost double what it had been in 2007.
  o The Minor in German Studies also increased in popularity: 13 students had declared this minor, up 160% from the previous year (5).
  o The Minor in Russian Studies also showed strong enrollments, with 25 students in the minor at the end of Spring semester 2011.
Proficiency testing has become an increasingly important aspect of both programs.
- German faculty continue to offer the internationally-recognized Goethe-Institut language proficiency examinations to both students at the College and the Citadel, and to members of the South Carolina business community (Bosch Corporation, The Language House).
- 27 students of Russian participated in the ACTR National Post-Secondary Russian Essay Contest, and one was awarded Third Place in the competition for Heritage Speakers.
- Beginning in AY 2011-12, all foreign language majors will be required to take a proficiency exam in their major language in the year prior to graduation.

Study Abroad
- 9 students are participating in the CDS Summer Internship in Germany in Summer 2011.
- 5 students of Russian participated in the Maymester program in Saransk, Russia in 2011.
- 8 students participated in various external study abroad opportunities during AY 2010-11.

OUTREACH AND COMMUNITY VISIBILITY
The Department remains a campus leader in exposing students to world cultures, particularly those of Central and Eastern Europe. Students and the Charleston community at large were exposed to foreign cultures through special events organized by faculty in both programs.
- The Russian Program hosted documentary filmmaker Dmitry Trakovsky and screened his new film, Meeting Andrei Tarkovsky (15-16 February 2011).
- The 7 students in Dr. Morgan Koerner’s GRMN 490 course presented their final project, “Freedom Happening!”, on 22 April 2011 to a full house in Wachovia Auditorium.

FACULTY RESEARCH AND PROFESSIONAL DEVELOPMENT
Professor Raisa Gomer successfully underwent a review for the renewal of her contract as Senior Instructor of Russian in AY 2010-11.

Both roster and adjunct faculty continue to pursue their scholarly interests:
- 2 articles by tenured/tenure-track faculty were published.
- Several articles were submitted for consideration by an adjunct professor.
- Several faculty noted works-in-process.

In addition, faculty sought to develop their skills in the area of pedagogy:
- 2 attended Faculty Technology Institutes in 2010-11.
- 2 participated in a two-day intensive introduction to the new LMS.
- 5 attended and 1 presented at workshops and conferences dedicated to language acquisition and professional content.

FACULTY SERVICE BEYOND THE DEPARTMENT
Faculty remain committed members of the College of Charleston community. In AY 2010-11, roster faculty
- represented the Department in the Senate (1).
- served on 3 extra-departmental steering committees.
- served on 4 standing Senate committees and 1 additional elected campus-wide committee.
- served on 1 faculty search committee outside the Department.
- served on 3 ad hoc committees at both the School and College levels.
- served the community through administering proficiency exams, organizing public events and participating in outreach activities with incoming students.
- served the profession in various ways (through editorial activities, manuscript review).
- took on a leadership role in a national professional organization.
CURRICULUM AND INSTRUCTION

Because the Department of German and Slavic Studies houses two separate, independent programs (German and Russian Studies), each will be addressed individually in the discussions below as appropriate.

INSTRUCTIONAL CONTRIBUTIONS TO EXTERNAL PROGRAMS

Faculty in the Department of German and Slavic Studies have a strong history of commitment to, and participation in, interdisciplinary programs, other units and new initiatives.

In AY 2010-2011, faculty in the Department contributed to the following programs:

**FYE:** Department faculty continue to seek ways to become active participants in this program for first-year students. This is the third year that faculty have proposed courses either in tandem as a Learning Community or as a Freshman Seminar.

- Professor Stephen Della Lana spent the summer of 2010 coordinating an FYE Learning Community with Dr. Robert Westerfelhaus in Communication. The plan was to link GRMN 101: Elementary German with COMM 104: Public Speaking. However, due to the under-enrollment in both courses (8), it was deemed necessary to uncouple the courses in this semester and to attempt a new pairing in Fall 2011, when all new first-year students will be required to participate in an FYE.

- Fall 2011 will see the Department offering two FYE courses:
  - Dr. Tom Baginski’s LTGR 250 “Games, Cultures, Play: Sports in German Culture” will be linked with Professor Stephen Della Lana’s GRMN 101: Beginning German in Learning Community 20.
  - Adjunct instructor of Russian, Oksana Ingle, will also offer stand-alone freshman seminar, FYSM 133, entitled “A Window into Russia”.

**Film Studies:** Two film courses which may count towards the “international cinema” requirement in the Minor in Film Studies were offered this year.

- LTRS 270 “New Trends in Russian Cinema” was offered in Fall 2010 and enrolled 32 students.
- LTGR 270 “Recent German Cinema” in Spring 2011 and enrolled 31 students.

**Comparative Literature:** For the third year in a row, Professor Meglena Miltcheva, who has been an adjunct instructor of Russian for nine years, taught the single required course for the Minor in Comparative Literature, CPLT 200: Introduction to Comparative Literature.
NON-TRADITIONAL TEACHING FORMATS

Best practices in language acquisition discourage distance learning because of the lack of real-time, in-person interaction among students and between students and instructor. However, Professor Stephen Della Lana has been offering what might be considered a distance education course to students who participate in the College of Charleston-Carl Duisberg Society Summer Internship Program in Germany. Mr. Della Lana conducts the course via email as students submit weekly reports to him for correction and grading. The course GRMN 320 T offers students three credits towards the major or the minor in German, or the minor in German Studies, and seeks to provide students with the tools and practice for critical reflection and skill-building within the real-life situation of an internship.

Dr. Morgan Koerner developed a third upper-level seminar course that combines a focus on discussion of seminal texts in German literature and culture with a performance-based final group project in which the class writes a series of sketches based on the semester’s readings and discussions. This year’s iteration, centered around the theme of “revolution”, combined aspects of a traditional text-based curriculum with active engagement with texts and contexts. The German program is the only language/culture program on campus that offers courses using this cutting-edge approach to engaging students actively in the acquisition of language and culture and touching on all five of the ACTFL Standards for Foreign Language Learning (Communications / Cultures / Connections / Comparisons / Communities).

TECHNOLOGY AND PEDAGOGY

Faculty are also actively engaged in learning and implementing new technologies in the classroom. Since 2006, four roster faculty and one adjunct faculty member have participated in the Summer Faculty Technology Institute. Virtually all faculty have converted to the new Learning Management System, OAKS, either through the FTI or in a two-day “OAKS Bootcamp,” which was held during exam period in December 2010. As a result, Smart classrooms are eagerly sought after.

Faculty also have been actively experimenting with different kinds of assignments and projects that incorporate a variety of technologies, including voice recording (using Wimba or Audacity), and audio-visual presentations (iMovie or similar editing equipment, VoiceThread).

INTERDISCIPLINARITY AND GLOBALIZATION

On-Campus Contributions

In the broadest sense, all of the courses taught in the Department contribute to an awareness of the issues surrounding globalization as they facilitate and encourage students to engage in critical and cultural analysis of both the target culture and their own culture. That said, there are concrete examples of ways in which the curriculum of both programs (German and Russian Studies) contribute to interdisciplinary inquiry and the acquisition of the cultural competence necessary for successful engagement with global issues.
The German Program is an active contributor the Major and Minor in International Business. In 2010-11, Professor Stephen Della Lana again offered the two-semester sequence (GRMN 331: German for Business and GRMN 332: German in International Business), thus supporting the required curriculum of the Major in INTB. Students who have successfully completed this coursework are strongly encouraged to take the internationally-recognized Goethe-Institut examination of proficiency in work situations and corporate life, the Zertifikat Deutsch für den Beruf (ZDfB), which is offered every two years, including in Spring 2011.

Both the Russian Studies and the German Studies minors provide those students who do not have the time or interest to pursue advanced study of the respective language (to the level required to take coursework in that language) a degree program that provides a broad study of the particular culture through courses in the program as well as in related disciplines (Art History, History, Philosophy, Political Science etc.).

- The Major in International Business requires a minor in either a foreign language or in an area study, which both minors can fulfill.
- The new Major in International and Intercultural Studies establishes areas of concentration, including Europe. Both minors are components available to students seeking the European concentration in International and Intercultural Studies (IIST).

**International Activities**

Increasingly, students are taking advantage of the numerous opportunities to study and/or work abroad as part of their program of study. Many students are completing some of their requirements through summer or semester- or year-long programs at foreign universities. The maximum number of transfer credits a student may apply to either the major or any of the minors is nine.

**College of Charleston-CDS Summer Internship in Germany**

This internship program for German language students was developed in 2003 by Professor Stephen Della Lana. In cooperation with CDS (Carl Duisberg Society) International, the American representative of InWent, the College of Charleston offers a summer internship program in Germany. The College is 1 of only 4 US universities participating in this program (Yale University, the University of Michigan, Michigan State University).

Students fly to Germany in mid-May for a period of three months, and return to Charleston in time for the Fall Semester. For the first month students attend Carl-Duisberg-Centrum Language School in Berlin and live with families. Students then relocate to the city in which their internship has been secured, where they work for two months. Depending on students’ interests, skills and experience, internships are available in a variety of fields, including entertainment, marketing, tourism, customer service, engineering, cultural exchange, education, etc.

The Summer Internship Program is flexible in the number of credit hours earned. Students who successfully complete the intensive CDC German Language Training Course earn 3 transfer credits from the College of Charleston as GRMN 328 (Language Study Abroad). Students also have the option of taking a 3-credit course, GRMN 320 T (Special Assignment Abroad), which may be counted toward the German major and minor or the minor in German Studies. The program attracts advanced German language students who are seeking practical application of their language skills as well as work experience and an unusual and eye-catching line on their resume.
Nine students were selected, and decided, to participate in the Summer 2011 Internship, 4 more than in the previous year.

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<thead>
<tr>
<th>Name</th>
<th>Placement</th>
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<tr>
<td>Necco Ceresani</td>
<td>earthfaves AG</td>
<td>Saarbrücken</td>
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<td>Palmer Conrad</td>
<td>Internationaler Bund des Mittelstands</td>
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<td>Alex Holden</td>
<td>European Business School</td>
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<td>William Holt</td>
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<td>Youlia Milenkova</td>
<td>earthfaves AG</td>
<td>Saarbrücken</td>
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<tr>
<td>Chelsea Montgomery</td>
<td>CDC Sprachenzentrum</td>
<td>Radolfzell</td>
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<tr>
<td>Anna Nantz</td>
<td>CDC Sprachenzentrum</td>
<td>Radolfzell</td>
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<tr>
<td>Stephanie Rhodes</td>
<td>Alexanderplatz GmbH</td>
<td>Hamburg</td>
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<tr>
<td>Robert Runkle</td>
<td>BDO</td>
<td>Hamburg</td>
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**Study Abroad Programs**

For degree programs in which linguistic proficiency and cultural awareness are central to the mission, opportunities for students to work and/or study in the target culture are invaluable in providing the synergy between classroom education and real-life experience and promoting students’ self-confidence about their abilities in negotiating linguistic and cultural differences in real-life environments.

Department faculty work with the Office of International Education and Programs to offer all students in German and Russian the opportunity to study overseas, both on CofC-sponsored programs and on programs through other universities and organizations.

- For the second time, the Russian Program offered a Study Abroad Maymester program at Mordovian State University in Saransk, Russia. Adjunct Professor of Russian Oksana Ingle accompanied five students on this three-week program which introduced students to Russian life, culture and university study.
  
  Hannah Albenesius  
  David Hyska  
  Meghan Riddle  
  Margaret Shaw  
  David Smart

- College of Charleston-sponsored bilateral programs include:
  - the Management Center Innsbruck, Austria.
    *Participants in Summer 2010*: Youlia Milenkova and Robert Runkle
  - the Karls-Eberhard Universität Tübingen.
    *Participants in Spring 2011*: Huey Walden and Cassandra Falk
  - the Otto-Friedrich-Universität in Bamberg, Germany

- External programs:
  - Lauren Gantt studied at the École de Management in Strasbourg, France and enrolled in an advanced level German content course.
  - Eliza Morrison is studying in Moscow during summer 2011.
  - Becky Jankowitz spent spring semester at Smolny, St. Petersburg.
  - Aubrey Luria studied at the Universität Freiburg in the Fall 2010.
  - Goethe-Institut: Huey Walden, Winter 2011
Financial support is available to students from a variety of sources: the German program; the Office of International Education and Programs; and for majors and minors in the School of LCWA, additional monies are available through the Murray fund. The bottom line, however, is that study abroad in Europe is expensive, and increased scholarship monies would enable more students to work or study abroad for longer periods of time.

The German program is particularly fortunate to have the support of two local organizations, The German Friendly Society and the Deutscher Brüderliche Bund, which regularly provide students with travel awards ranging between $1000 and $1500 a year. The Eady family also established a scholarship fund in their daughter’s name, and these monies also help to support student study abroad.

The following students received German program scholarship monies in Summer 2011:

- Necco Ceresani:
  - German Friendly Society Travel Award

- Chelsea Montgomery:
  - Elizabeth Anne Eady Memorial Travel Scholarship

- Conrad Palmer:
  - Elizabeth Anne Eady Memorial Travel Scholarship

- Stephanie Rhodes:
  - Deutscher Brüderliche Bund Travel Award

Although the Program in International Business at the College has been in talks with the Technische Universität Dortmund about a bilateral exchange program, this has been put on hold due to the imbalance in the numbers of students coming from Germany and those from the College going to study there.

**Personalized Education**

One of the most effective methods of providing students with an educational experience that is meaningful to them is to engage them in an independent study. Faculty in the Department have a long history of working with advanced students on such projects. This year, one major in German and two minors in German Studies undertook independent studies.

**Independent Studies**

- **Mark Wiersma** (B.S. International Business, B.A. German) investigated the history of German influence in South Carolina, starting from the colonial period into the present day. Director: Nancy Nenno

- **Youlia Milenkova** (B.S. International Business, Minor in German Studies) conducted collateral research in German related to her research in INTB 314 Global Operations and Technology Management on the German national airline, Lufthansa. Director: Nancy Nenno

- **Robert Runkle** (B.S. International Business, Minor in German Studies) conducted a one-credit course on “The History of German Sports” with Dr. Thomas Baginski in Spring 2011. Director: Thomas Baginski
Although workload in the Department is calculated across the two programs, the reality is that the enrollments in each program are unique and thus deserve to be treated separately in this discussion. Moreover, because only German offers a Major (B.A.), the curricular offerings have a somewhat different target group than those in Russian.

**GERMAN PROGRAM**

The curriculum of the German Program aims to provide students with a broad introduction to cultural topics, language skill-building and market-oriented, real-life applications of the language. Unlike many German programs around the country, it does not focus primarily on literature. This has ultimately served the program and the students well, as very few plan to enter graduate programs in German and are more likely to use courses that introduce critical thinking about culture in a variety of work environments and graduate programs.

The enrollments and the courses offered by German program faculty are exclusively at the undergraduate level. There are no graduate programs in German.

**Fall enrollments** reached a five-year high with 292 students enrolled in German language and culture courses and 48 in German Literature in Translation. This latter course was an experiment at the request of the dean, who asked the modern languages to test the formula that has become regularized in Classics: namely, that large, lecture-style courses make up for smaller numbers in advanced language and culture courses. Dr. Morgan Koerner volunteered to test this with a new course, “Comedy in German Culture,” which enrolled 48 students. Initially set with a maximum enrollment of 119 (the number of seats in ECTR 118), enrollment did not reach the high experienced by Classics courses. Nevertheless, the enrollment reached an all-time high for a German course in translation.

**Spring enrollments** were higher than in the past three years. This was primarily due to the fact that one faculty member, who had been teaching in the Honors program from 2008-2010, was again teaching in the program. This accounts for one of the two “additional” courses, as the program had been unable to run a German Literature in Translation course for the previous three spring semesters. The number of students enrolled in the program was again higher than in previous years, 22% over in the previous spring.

**Lower Division courses (GenEd)**

Annual enrollments in elementary- and intermediate-level German remained fairly steady in AY 2010-11. Through careful planning of the schedule and monitoring of enrollments during orientations and student registration periods, average enrollments continue to hover around 20 students per section in GRMN 101-202. Although the maximum number of students in one of these courses is technically 26, best practices in the field of second language acquisition of modern foreign languages point to the necessity for smaller classes at this level so as to permit students more time in the target language.\(^1\)

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Departures from previous years: A Learning Community linking GRMN 101 with COMM 104 was attempted in Fall 2010. As in the previous year, the combination did not produce the desired enrollments and the LC was ultimately abandoned. This is also the reason for the increase in the number of sections of introductory German offered in both fall and spring semesters: due to the fact that the LC section was undersubscribed and closed to all but those students interested in the LC, the program had to open a fourth section of GRMN 101 in the fall, and of GRMN 102 in the spring to accommodate the students wanting to start and then continue the language.

**RECOMMENDATION:** Continue to run a dedicated section of GRMN 101/GRMN 102 for the purposes of FYE, rather than re-purposing an existing section in order to prevent enrollment slow-downs in the continuing levels.

Upper Division courses (majors and minors)
The number of sections on the upper-level remained steady at 10 (5 per semester): four sections of the “bridge courses” (GRMN 313-314), four courses on the 300-level (including the 2-semester sequence on German for Business and German for International Business), and two courses on the 400-level.

Faculty are continually developing new courses to meet student interests and needs. This year, faculty members delivered three new upper-level courses:

- GRMN 390 (Special Topics): Sports in German Culture—Dr. Thomas Baginski
- GRMN 490 (Special Topics): CSI Deutschland: Der Krimi—Dr. Nancy Nenno
- GRMN 490 (Special Topics): Revolution in German Literature and Culture—Dr. Morgan Koerner

Many students enroll in GRMN 313/314 and another 300-level class simultaneously. Students majoring in German are only required to take one 400-level course, while minors are not required to take a 400-level course at all. This contributes to the lower enrollments in these 400-level classes. Nonetheless, the program is obliged to schedule one 400-level course per semester to allow students to complete this requirement. With the increasing number of students studying abroad and transferring advanced German course credit towards a major or minor, fewer students than in previous years are completing all the requirements for their degree at the College of Charleston.

**RUSSIAN PROGRAM**
Enrollments in the Russian program have increased dramatically following a couple of years of decline, due in part to radical staffing changes. Russian has been listed as a Critical Language by the State Department, alongside Arabic and Chinese. Enrollments in Russian language (101-313/314) compare favorably with those courses in other “less commonly taught” languages at the College:

<table>
<thead>
<tr>
<th>Semester</th>
<th>RUSSIAN</th>
<th>ARABIC</th>
<th>CHINESE</th>
<th>HEBREW</th>
<th>HINDI</th>
<th>JAPANESE</th>
<th>PORTUGUESE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>64 (6)*</td>
<td>87 (6)</td>
<td>60 (5)</td>
<td>52 (4)</td>
<td>10 (1)</td>
<td>79 (5)</td>
<td>45 (4)</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>54 (5)</td>
<td>67 (6)</td>
<td>52 (4)</td>
<td>52 (4)</td>
<td>4 (1)</td>
<td>52 (4)</td>
<td>45 (3)</td>
</tr>
<tr>
<td>Attrition from fall to spring</td>
<td>15.6%</td>
<td>23%</td>
<td>13%</td>
<td>0%</td>
<td>60%</td>
<td>34%</td>
<td>0%</td>
</tr>
</tbody>
</table>

* denotes the number of sections offered
Like some of these programs which also have at least one roster faculty member in addition to adjunct instructors, a large number of the courses taught in Russian are delivered by adjunct faculty members. However, whereas other programs have tenure-track faculty who teach 3 courses/semester, the Russian program has a Senior Instructor with a 4 course/semester workload.

A number of factors have contributed to the steady enrollments in the Russian program.

- Up until now, students have been able to begin their study of Russian in either the Fall or Spring semester. However this possibility will be curtailed as of Spring 2012 when off-semester courses will no longer be offered. This may well lead to a decline in enrollments.
- Conversation courses are offered every semester to supplement material presented in the regular 3-credit hour courses.
- Russian Literature in Translation courses with higher enrollment caps help to boost overall enrollment figures, and to expose students to various aspects of Russian culture.
- The Russian program faculty remains active in outreach and recruitment activities.
- New study abroad opportunities encourage more students to consider pursuing their study of Russian language and culture beyond the 202 level.

Roster and adjunct faculty in Russian are committed to their students and to expanding curricular opportunities:

- Adjunct professor Meglena Miltcheva taught the CPLT 200 course for the third time in Spring 2011.
- Adjunct professor Oksana Ingle led a Maymester study abroad program to Russia.
- Professor Raisa Gomer offered both literature and cinema courses in translation which increased the enrollment numbers in the program.

Lower Division courses (GenEd)
Fewer entering students place into higher levels of Russian than in other languages, in large part because far fewer high schools in the United States offer Russian than French or Spanish. Enrollments in the basic language courses (101-202) have not experienced dramatic changes. In Fall, two sections of RUSS 101 are offered; the 2-year average of the number of students enrolled in these courses hovers at around 30. There is a trend towards a certain amount of attrition between 101 and 102, as is the case with most of the languages considered to be “more difficult,” although the attrition rate is still less than that in Hindi, Arabic and Japanese in AY 2010-11.

Russian enrollments remain lower than in German, which is a trend across the country. Russian faculty work hard to advertise these courses to incoming students during orientations, expand the offerings beyond RUSS 202 to include pre-professional courses and propose at least one course per semester in the evening to serve the larger Charleston community. In recent years, however, this course has been cancelled due to low enrollments.

Upper Division courses (minors in Russian Studies)
Enrollments in these advanced courses are also rising as the number of students completing 202 increases. Whereas Fall 2009 saw 5 students in RUSS 313, in Fall 2010, 8 students enrolled. Similarly, in Spring 2010, 5 students enrolled in RUSS 314, but 10 elected this course in Spring 2011.

To some degree, these increases may be attributed to an influx of heritage speakers of Russian over the past few years, and hence it is critical that the program regularly offer upper level courses in
both language and culture. This year, these advanced courses included: the “bridge” courses RUSS 313 and 314, as well as a special topics course each semester.

The number of students minoring in Russian Studies is down slightly from May 2010, from 32 to 25. This may be a result of the large number of students who graduated with the minor in May 2010. Minors in Russian Studies must enroll in at least one of the Literature in Translation courses, as well as select their curriculum from a range of courses in other disciplines. The death of a key faculty member in the History Department last year, and the upcoming year-long sabbatical of the Eastern European historian, Dr. Irina Gigova, may well disrupt students’ plans to graduate with the Minor in Russian Studies.

**General Remarks on Enrollment Trends within the Department**

Of the courses that count towards the General Education requirement in Foreign Languages offered in the Department, approximately two thirds (22 of 31) are offered in the German program, which also accounts for 71% of the students at this level. The hefty difference (roughly 45%) between enrollments per section between German and Russian results in an overall lower enrollment per section for the Department as a whole. (For example, in Fall 2010, average class size in Russian was 10.1 and 18.3 in German.)

Moreover, the IR reports of “Total Courses Offered” for both Fall and Spring do not include the one-credit conversation courses of which there are 6 in German and 3 in Russian each semester. Independent studies are also not included, as they are not scheduled courses.

**Conversation courses** continue to play an important role in both the German and the Russian curriculum at the elementary and intermediate levels. This year, 100 students enrolled in the 1-credit conversation courses in German, and 40 in the Russian C-courses that are offered in conjunction with the regular 3-credit language courses. The continued strong enrollment in conversation courses is a positive sign that students are seeking opportunities to practice and supplement the skills introduced in the regular courses with increased focus on oral communication skills and cultural knowledge in a smaller group of students. This additional time on task should lead to higher quality performance in upper-level German language courses. Regularization of these courses as a “fourth hour” in the language is supported by “Strategy 1: Enhance the Undergraduate Academic Core” of the College of Charleston Strategic Plan. Not only will this additional hour help to increase students’ proficiency level by the end of 202, but it will also allow these courses to be counted towards faculty workload and departmental enrollments.

Both programs have experienced modest to vigorous growth over the past few years. Departmental credit hour production increased by almost 100 SCH between Fall 2010 and Fall 2011 (from 1306 to 1398)—in part due to the addition of a fourth section GRMN 101. The increase in Spring SCH production is even greater—from 1087 to 1321. This increase of almost 22% is attributable to two factors: the addition of a fourth section of GRMN 102 and to the Literature in Translation course which could once again be offered in 2010-11 after a three year hiatus.
While neither German nor Russian will ever be able to compete with programs in Spanish, or even in French, in the foreseeable future, both show remarkable resilience in a climate that has steadily been devaluing the study of former Cold War enemies and their languages (in this case, East Germany and the Soviet Union). However, in light of Germany’s leading role in the European Union and as the proverbial powerhouse of the European economy, as well as increasing interest in the former Soviet satellites and republics, the potential exists to re-invigorate both programs.

- The Department of State has once again placed Russian on the list of “critical languages,” alongside Arabic, Hindi, and Chinese (all of which are also offered at the College).
- There are numerous German companies in both South Carolina (circa 300) and the Southeast (circa 1200), a fact that encourages students of several fields, including International Business, to consider German an option for language study.

**OUTLOOK**

Following the lead established by the Asian Languages and Hebrew, in Fall 2011, both German and Russian will petition to add a required fourth hour to the basic language courses 101-202. This is in line with both the Strategic Plan of the School of Languages, Cultures and World Affairs and the College of Charleston’s Strategic Plan in increasing students:

- Russian is rated as a Category IV language, as are Hebrew and Hindi, by the Foreign Service Institute. This means that, for a native speaker of English, 1100 hours are required to learn this language.
- German is allotted to Category II (approximately 750 hours).
- The Romance languages including French, Italian, Portuguese and Spanish are all rated as Category I (575-600 hours).

Adding a fourth hour to elementary and intermediate language courses in both German and Russian will increase the likelihood that students will attain a higher level of proficiency more quickly, although it may also lead to fewer students electing to take these languages.

**RECOMMENDATIONS:**

- Tangible support from Academic Affairs for the increase in the hours for the language requirement, both in terms of verbal/written acknowledgement of how this will contribute to the College’s Strategic Plan Initiative 1 and in financial terms will help to make this program successful.

Program-specific factors affecting Workload

The overall student/section ratio for upper-level (300- and 400-level courses) in German decreased slightly over the previous year. Tenured/tenure-track and roster faculty are the only instructors in these upper-level courses; this affects the student-credit-hour production of tenured and tenure-track faculty. Again, the fact that one tenured faculty member had not been teaching any German courses the past three spring semesters also skews the analysis of these figures.

Similarly, upper-level and advanced courses in the Russian language and culture are taught only by the single roster faculty member, a Senior Instructor, in the program. Again, the smaller number of students in advanced courses reduces the number of student credit hours that this roster faculty member is able to produce. Nevertheless, the number of students enrolling in upper-level Russian courses has remained steady at 27 over two semesters.

One way in which faculty regularly increase the total number of student credit hours generated by the Department as a whole is to teach the larger lecture-style courses in English translation. In the German program, due to reductions in staffing during the Spring semesters 2008-10, only one LTGR course could be offered, and only during the Fall semester. Russian offers a course in the LTRS (Literature in Translation: Russian) track every semester, a fact that has contributed to higher overall productivity figures in this program. However, this single roster faculty member does not always teach the course in translation.

Because of the small size of the two programs, the impact of removing the enrollment figures for both conversation courses and independent studies from the data pool provides a misleading picture of the productivity of both adjunct and roster faculty. Whereas Classics does not offer any conversation courses for Latin or Greek, and French and Spanish have advanced students conduct the courses under faculty supervision, all instructors in the German and Russian conversation courses hold an M.A. degree. Because only adjunct faculty teach the conversation courses, removing this data does not reflect the true adjunct contribution to each program and to departmental enrollments overall. Tracking this information for each program allows for comparative analysis in adjunct use and in non-tenure-track roster faculty workloads, as well as the average number of students per faculty member in each program.

Workload analysis by Faculty Type

Tenured and tenure-track faculty, all of whom are in German, taught 8 courses per semester with an average of 18.44 students per class. The junior faculty member taught exclusively on the upper level, while the two tenured faculty taught a combination of Gen Ed courses and upper-level seminars or courses in translation. One faculty member directed two independent studies; another directed one.
Average class size for tenured and tenure-track faculty compares favorably with other programs in the School that teach in a foreign language. French faculty teach slightly fewer students (18.32) and Hispanic Studies faculty average 16.45 students/course. 34.7% of German courses are taught by tenured and tenure-track faculty, a percentage that is considerably lower than that in French (52.6%). The ratios of SCH to IFTE (148.17) in German is comparable to that in Classics (150.38) where faculty teach both small seminars and large lecture courses, but higher than in Spanish (137.34).

Other Roster Faculty
According to the IR-generated report on Average Class Size in the School of Languages, Cultures and World Affairs, Other Roster Faculty averaged 16.13 students per class. A break down of this number reveals that the Senior Instructor of German, who taught 4 courses per semester, averaged 19.3 students per class in Fall 2010 and 17 students/course in Spring 2011. He averaged 72.5 students/217.5 SCH) per semester, teaching primarily on the lower level with one upper level course per term.

The Senior Instructor in Russian taught 8 courses in AY 2010-11 for 28% of the courses in the Department, and 50% of the 16 Russian courses offered. Average class size for this faculty member was 12.5 students/course, although upper level courses in Russian enrolled fewer, and the Literature in Translation courses each enrolled considerably more students.

Senior Instructors enroll 30.1% of the courses delivered by the two programs and contribute 40% of the roster faculty IFTE in the Department.

Adjunct Faculty
Both programs in the Department rely extremely heavily on talented and committed adjunct instructors to deliver the General Education curriculum. Adjunct instructors averaged 17.71 students per class according to the IR report. A breakdown between the two programs shows that:

- Adjuncts in German teaching 3-credit courses averaged 20.5 students per class in Fall 2010, and 19.75 in Spring 2011.
- Adjuncts in Russian teaching 3-credit courses averaged 13 students per course in Fall 2010 and 11 in Spring 2011.

Adjunct faculty also taught the 1-credit conversation courses which are not included in the IR-generated report.

- In Russian, three Conversation courses were taught each semester, averaging 6.9 students per section.
- In German, six sections of Conversation were taught per semester, averaging 8.25 students per section.
- In sum, adjunct instructors in the Department delivered more than the 17 courses reported, since the 9 conversation courses per semester were not included in this total.

Although not as high as the ratios of students taught by adjuncts in Hispanic studies (49.8%), departmental programs rely far too heavily on adjunct faculty to teach many General Education courses (35.2%). Adjuncts in the Department of German and Slavic Studies also generated the greatest percentage of SCH (38.8%) of any department in the School, aside from Hispanic Studies whose adjuncts generated 48.4% of the departmental SCH. It is imperative that additional roster lines be allotted to both German and Russian in order to increase the number of students being taught by full-time roster faculty.
Delaware Target Numbers and Workload

General Comments
Although German and Russian enrollments differ significantly, there is a single workload target established for both programs on the level of the Department.

For a variety of reasons, the target numbers set for the Department of German and Slavic Studies are unrealistic and thus a problematic basis for establishing workload targets. The “3-Year Rolling Average Recap” aggregates enrollments in all languages, ancient and modern. Since German and Russian are unlikely ever to see the enrollments that Spanish currently enjoys, aggregating these languages and IIST (which is not language based) is mixing apples and oranges with papayas and walnuts. Similarly, this situation is also reflected in the “Summarized Delaware Cost Data” report. Considering the smaller number of students who enroll in German and Russian courses, it is scarcely surprising that the cost per SCH is slightly higher than in other languages. However, it does not deviate significantly from the expenditures at peer institutions.

Consultation of the report confirms that tenured/tenure-track faculty in German fall only slightly short of the 2009 target of 166.67SCH or 55.6 students per semester. Other roster faculty, however, are faced with a target of 260.67 SCH / semester. Not only are departmental faculty teaching four courses per semester, they are also teaching advanced courses for the major and/or minor which is unusual in larger departments with more faculty lines. Because the 3-year rolling Average Recap of the Delaware Study Peer Group aggregates all languages (ancient and modern) and non-language programs such as IIST, the data is virtually useless in setting target workloads in the Department.

Assessment Activities
A key focus of the Strategic Plan for the School of Languages, Cultures and World Affairs is to ensure that our students “achieve language proficiency sufficient to communicate effectively with native speakers or to read and understand texts in an ancient language” [Strategic Plan for LCWA, p. 2] Goal 1 establishes a One-to-Three Year Initiative that requires external proficiency tests for graduating seniors with a major in a language. This requirement passed the Senate in Spring 2011 and will be implemented beginning in Fall 2011.

German
Faculty in German at the College of Charleston were first trained as testers for the internationally recognized Goethe-Institut language proficiency exams in 2003 and have been offering these exams twice a year since then. The College of Charleston is the only certified testing center in South Carolina for these exams which test five skills (reading, writing, speaking, listening and cultural knowledge).

- ZD (Zertifikat Deutsch): now called the “B1” to coincide with the 6-level scale of the Common European Framework of Reference for Languages (level 3 of 6)
- B2: test between the old Zertifikat Deutsch (B1) and the Zertifikat Mittelstufenprüfung (C1) (level 4 of 6)
- ZDfB (Zertifikat Deutsch für den Beruf): at level B2, specifically tests professional discourse (level 4 of 6)
- ZMP (Zertifikat Mittelstufenprüfung): now called the “C1”; this is the second highest level of the six language exams (5/6)

3 Available at: http://www.coe.int/t/dg4/linguistic/cadre_en.asp
The Goethe-Institut exams were administered on two separate dates in April 2011:

- 9 April: five students took the C1 exam, including 2 graduating seniors
- 16 April: six students took the Zertifikat Deutsch für den Beruf, including one graduating senior, and two graduating minors

**RUSSIAN**

Even though the goal described in the Strategic Plan specifies modern Western languages as its initial focus, the Russian program has also been active in working together with the American Council of Teachers of Foreign Languages to help develop the Oral Proficiency Exam in Russian. Program faculty have also sought out other opportunities for students to test particular linguistic skills.

- In Spring 2011, 27 students of Russian at all levels participated in the ACTR (American Council of Teachers of Russian) National Post-Secondary Russian Essay Contest. One student, Denis Kats, was awarded Third Place in the Heritage Learners category, Level 3.

**GENERAL EDUCATION**

Both German and Russian submitted petitions on the GenEd competencies to the Committee on General Education:

- for all courses that currently count towards the General Education requirement in the Humanities:
  - 11 courses in German (GRMN)
  - 1 course in Russian (RUSS)
  - 4 courses in German Literature/Film in Translation (LTGR)
  - 5 courses in Russian Literature/Film in Translation (LTRS)

- for all General Education Language courses:
  - 6 courses in German (GRMN)
  - 4 course in Russian (RUSS)

**ASSESSMENT ACTIVITIES FOR 2011-12**

In Spring 2011, the German program developed a set of Major Program Outcomes based on the Common European Framework of Reference for Languages as tested by the examinations of the Goethe-Institut. Because faculty have been administering these exams for a number of years, there are some data already available as program faculty begin to assess the three program-level student learning outcomes: Reading, Writing and Speaking. Once all majors in their final year are required to sit this exam, the data for 2011-12 will be comprehensive and complete.

Faculty in both German and Russian will also begin to develop course-level learning outcomes for the General Education courses in elementary and intermediate language courses as part of the plan to require a fourth hour of instruction in these two languages.
STUDENT ACHIEVEMENTS

Overview
The Department of German and Slavic Studies awarded a total of 16 degrees this academic year:

- Major in German: 6
- Minor in German: 4
- Minor in German Studies: 4
- Minor in Russian Studies: 2

Highlights of AY 2010-2011
- Six German majors and minors were initiated into the national German Honor Society, Delta Phi Alpha.
- One graduating German major completed requirements for the Honors College.
- Twenty-seven students of Russian participated in the 12th Annual American Council of the Teachers of Russian ACTR National Post-Secondary Russian Essay Contest this spring. Denis Kats was awarded Third Place in the Heritage Learners, Level 3 competition.
- Four students received departmental scholarships to support them as they participated in the College of Charleston-CDS Summer Internship Program in Germany.
- Nine students of German are currently participating in the Summer Internship Program.
- Three students pursued independent studies. (see page 7)

Declared majors and minors in the Department as of Spring 2011:

- Major in German: 35 (21% increase over the previous year)
- Minor in German: 21 (19% decrease from 2010)
- Minor in German Studies: 13 (increase of 276% over previous year)
- Minor in Russian Studies: 25 (22% decrease from 2010)

According to the Senior Exit Survey Summary for German Majors graduating in Spring 2010, 6 of 10 graduates responded to the question of employment after graduation. Three were employed in Business and Industry, and three by Government. 30% reported employment in South Carolina.

The median time to graduation for students with majors in German is 4 years (based on the IR-generated report, “Length of Years to Graduation”). However, over the past few years, there has been one non-traditional student whose work schedule only permitted her to take two courses per semester. Since this was her first B.A., her time to completion was significantly longer than those of most typical students.
Graduates 2010-2011

Melody Andrews  German Studies Minor
Patrick Bryan  German Major
Andrew Colbert  German Major
Edgar DiMarco  German Major
Alexandra Dowty  German Minor
Kristen Gehrmann  German Minor
*Jonathan Herbert  German Major / German Studies Minor
Saskia Kalmeijer  German Minor
Andrew Meggs  German Major
Youlia Milenkova  German Studies Minor
Robert Runkle  German Studies Minor
Annelie Shockley  German Major
Nicol Spann  Russian Studies Minor
Jeremy Walden  German Minor
Tony Williams  Russian Studies Minor

The Outstanding Student of German Award this year was presented to Jonathan Herbert* at the School of Languages, Cultures and World Affairs Awards Ceremony on 6 May 2011.

Students Initiated into Delta Phi Alpha (National German Honor Society), 23 March 2011

Jazmin Garcia  Chelsea Montgomery
Kristen Gehrmann  Stephanie Rhodes
Haley Horkey  Benjamin Simpson

Goethe-Institut Proficiency Exams

<table>
<thead>
<tr>
<th>C1 Exam</th>
<th>Zertifikat Deutsch für den Beruf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Colbert</td>
<td>Kristen Gehrmann</td>
</tr>
<tr>
<td>Joshua Falter</td>
<td>Amy Graichen</td>
</tr>
<tr>
<td>Jonathan Herbert</td>
<td>James Martin</td>
</tr>
<tr>
<td>Aubrey Luria</td>
<td>Youlia Milenkova</td>
</tr>
<tr>
<td>Joseph Redding</td>
<td>Stephanie Rhodes</td>
</tr>
<tr>
<td></td>
<td>Robert Runkle</td>
</tr>
</tbody>
</table>

ALUMNI UPDATES

• Chris Rasmussen (2010) is currently working at the World Trade Center in Atlanta, GA.
• Natasha Scott (2010) is completing her M.A. in Statecraft and International Affairs at the Institute of World Politics in Washington, D.C.
• Jason Mallett (2007) has been living in Korea and plans to attend graduate school there in the fall.

RECOMMENDATIONS:

o Increase the amount of funding available for students to study abroad for longer periods of time, regardless of financial need, such as scholarships based on merit or academic achievement.

o Ensure that students in the School of Languages, Cultures and World Affairs will have access to financial assistance to pay for the now-required proficiency exams which can be quite expensive.
**DIVERSITY**

The Department of German and Slavic Studies consists of five roster faculty members who fall into different categories of diversity. There are three US-born and one naturalized US citizen. Two roster faculty are women, three are men. Three have Ph.D.s, two possess M.A.s. According to the IR-generated report on faculty diversity, all self-reported as white (not Hispanic). In our most recent search for a roster faculty member (2006-07), the department chair sent the required EEO-2 forms to all applicants for the position. The Department does not have a record of minority applicants for the position.

**Faculty in German and Slavic Studies**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy P. Nenno</td>
<td>Department Chair</td>
</tr>
<tr>
<td>Sabine Hagn-Ford</td>
<td>Administrative Assistant (50% time)</td>
</tr>
<tr>
<td>Thomas J. Baginski</td>
<td>Professor of German</td>
</tr>
<tr>
<td>Stephen J. Della Lana</td>
<td>Senior Instructor of German</td>
</tr>
<tr>
<td>Margaret “Lucy” Hill</td>
<td>Adjunct Instructor of German, AY 2010-2011</td>
</tr>
<tr>
<td>Theodore Jones</td>
<td>Adjunct Instructor of German, AY 2010-2011</td>
</tr>
<tr>
<td>Morgan Koerner</td>
<td>Assistant Professor of German</td>
</tr>
<tr>
<td>Nancy P. Nenno</td>
<td>Associate Professor of German, Director of German Programs</td>
</tr>
</tbody>
</table>

**GERMAN:**

- Raisa M. Gomer       | Senior Instructor of Russian, Coordinator of the Russian Studies Program |
- Oksana Ingle         | Adjunct Instructor of Russian, AY 2010-2011 |
- Meglena Z. Miltcheva | Adjunct Instructor of Russian, AY 2010-2011 |

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Both roster and adjunct faculty continued to engage in the areas of research and professional development during the AY 2010-11.

- The senior faculty member in German published an article in a peer-reviewed journal.
- The junior faculty member in German published a review article.
- An adjunct instructor of Russian published three journal articles and one translation.

Other faculty have work either in-progress or forthcoming, including Dr. Koerner who is awaiting publication of two articles in the coming year.

Department faculty attended and/or participated in 9 conferences or workshops this Academic Year:

- **Scholarly**: one faculty member presented at an international conference (Koerner)
- **Pedagogical** (presentation)
  - Planning Session/Teacher Education, Zentralstelle für Auslandsschulwesen, Chicago (Koerner)
  - Organization/moderation of panel on “Teaching Reading Skills in Beginning German” (Koerner) at a national conference
- **Pedagogical** (attendance)
  - Business German (Della Lana)
  - Goethe-Institut Proficiency Tester Training (Della Lana)
  - ACTFL: national conference for foreign language educators (Della Lana, Koerner)
  - SCFLTA: regional conference for foreign language educators (Della Lana)
  - AATSEEL: national conference for language educators of Russian (Ingle)
- **Technology** (on campus)
  - Faculty Technology Institute (Della Lana, Miltcheva)
  - OAKS Training Boot Camp (Baginski, Nenno)

The junior tenure-track faculty member was awarded a Summer Research Grant from the Department of German and Slavic Studies to pursue research at the literary archives in Marbach, Germany, during June 2011.

**Analysis**

**Strengths**: Program faculty often work on the cutting edge of their fields. This may mean that acceptance, revision and publication of their work takes longer. The high quality of their scholarship is evident in the venues of publication. Moreover, it is well-known that, in the Humanities, publication can take up to a year or more.

**Weaknesses**: Most faculty have difficulty conducting research during the semester due to limited research and travel funding, as well as a result of their service commitments. The reduction in conference attendance and presentations by tenured faculty is due primarily to the attempt to ensure that tenure-track faculty have access to these departmental funds in order to support continued progress towards tenure.

**Recommendations**:

Roster faculty would benefit both from additional research funding and course releases or mini-sabbaticals to initiate new projects or complete those in progress.
**Service Contributions Beyond the Department**

**Departmental and Program Service**
- Advising of Majors and Minors in the Programs
- Student clubs and organizations were also very active this year:
  - German Club—advisor: Stephen Della Lana
    Activities in 2010-11 included: the annual Oktoberfest, participation in the World Cultures Fair, a joint Karneval/Mardi Gras celebration; and a number of film nights
  - Russian Club—advisor: Raisa Gomer
    Activities this year included participation in the World Cultures Fair, weekly activities such as Russian game night, Trivia night, etc.
- Dr. Morgan Koerner is the faculty advisor for the College’s chapter (Iota Pi) of the national German Honor Society, Delta Phi Alpha, which he resuscitated in 2007.
- Incoming student outreach programs (Della Lana)

**School of Languages, Cultures and World Affairs**
Faculty served the School in a variety of ways during AY 2010-11:
- Faculty search committee in Chinese (Nenno)
- ad hoc Sabbatical Committee (Nenno)
- Co-editorship of School student publication, *Polyphony* (Miltcheva)
- 5 faculty members (roster and adjunct) are designated Global Scholar Mentors

**Service to the College Community**
- Faculty in the Department serve on a variety of Steering Committees both within and without the School of Languages, Cultures and World Affairs
  - Comparative Literature (Baginski)
  - Film Studies (Nenno)
  - Study Abroad (Della Lana)
  - Undergraduate Research Committee (Koerner)
- Departmental representation on Standing College Committees is the highest in the School with 100% of roster faculty serving on at least one committee.
  - Academic Planning (Nenno)
  - Faculty Advisory Committee to the President (Koerner)
  - Faculty Senate (Gomer)
  - Honor Board (Della Lana)
  - Post-Tenure Review Committee (Baginski)
  - Nominations and Elections (Nenno)
- Faculty served on ad hoc committees including:
  - Adult Student Retention (Nenno)
  - Fulbright Scholarship Campus Selection Committee (Nenno)

**Service to the Profession**
- Election to President of the regional chapter of a national professional organization (Della Lana)
- Editorial activities for a regional journal (Nenno)
**Analysis**

*Strengths:* The Department of German and Slavic Studies continues its extremely strong record of service to its students, the School of Languages, Cultures and World Affairs, the College of Charleston and the local community. All roster faculty and some adjunct faculty serve on at least one College-wide committee—including the chair.

Compared with the other departments in the School of Languages, Cultures and World Affairs in 2010-2011, the Department of German and Slavic Studies had the participation of 100% of roster faculty, with each serving on at least one committee (compared to 2 faculty (40%) in Classics, 4 in French, Francophone and Italian Studies (29%), and 11 in Hispanic Studies (52%).

This commitment to serving a variety of areas of the College leads to the Department maintaining both visibility on campus and participating in discussions that affect the Department’s programs. In terms of the scope and depth of service of departmental faculty beyond the department, no weaknesses are visible, except perhaps that such involvement ultimately draws tenured and tenure-track faculty away from more productivity in research and publication.

**Recommendations:**

- An increase in the amount of money available to faculty for conference attendance outside the region would encourage faculty at all levels to submit proposals to national and international conferences knowing that these trips had the potential to be funded in full.
- Sending the message to faculty in all departments and all schools that service of all kinds outside the department is valued by the institution in more than name only would encourage already active faculty members to continue to contribute their expertise and engagement to campus and community initiatives and possibly persuade others less involved to contribute their time and energy to campus-wide service. This could be a topic of discussion for chairs and deans in terms of merit pay increases and/or the tenure and promotion process.
OUTREACH ACTIVITIES

Many of the service activities in which faculty engaged this year could also be considered outreach activities for the two programs housed in the Department. Faculty presence at, and participation in, international and cultural activities on campus, such as the World Cultures Fair, Major/Minor Fair, and the clubs, facilitate students’ awareness of these programs. The Russian program is particularly successful in organizing regular club events and engaging students in a variety of activities.

Working with local and regional feeder schools for the College of Charleston represents another way to attract the best and the brightest high school students to our programs. Dr. Tom Baginski regularly visits the outstanding German program in Aiken, and Dr. Morgan Koerner has been involved with the Goethe-Zentrum’s teacher network. This kind of personal attention to, and acknowledgement of, the contributions of high school teachers is crucial for advertising our programs and improving articulation between high school programs in German and the College. Moreover, the election of Stephen Della Lana, Senior Instructor of German, to the presidency of the South Carolina chapter of the national organization of teachers of German (AATG: American Association of Teachers of German) will raise the program’s profile both across the state and the nation.

Since Summer 2007, the director of German programs has worked with the Office of New Student Programs to obtain lists of incoming students who have an interest or a background in German. These students then receive personal letters about one week prior to their orientation session detailing the opportunities available to students of German. Over the years, the mailing has expanded to include students with a declared interest in majors that are popular with students in German; these include Political Science, International Business, the natural sciences and Communication. In summer 2010, the program sent over 500 communications to incoming students, and over 800 in summer 2011.

One way in which German has sought to maintain contact with alumni and to inform potential students of opportunities is through an annual newsletter posted on the program website.

Perhaps the greatest weakness of the outreach program is not having the funds to invite speakers to campus, although both programs regularly contribute to the sponsorship of events in other programs and departments. The lack of a full-time administrative assistant often means that the department chair only updates the departmental website when there is time.

RECOMMENDATIONS:
- Increase the ability of departments to undertake projects both through financial support from Dean’s and Provost’s funding and the visibility of senior administrative attendance at, and participation in, such events.
- Increase the cooperation between departments/Schools and Institutional Advancement by assigning liaisons from each unit who would work in tandem for the good of the department and its programs, as well as for the College Foundation.
OBSTACLES (AND POSSIBLE SOLUTIONS)

ADMINISTRATIVE ASSISTANCE

Without a doubt, the greatest obstacle to the faculty, students and programs in the Department of German and Slavic Studies undertaking new ventures is the lack of full-time administrative support. Since the Department was established in Fall 2006, the Department has shared an administrative assistant with the Department of Classics, with each receiving 50% of her work effort. In the Department of German and Slavic Studies this meant that the chair was required to assume responsibility for many of the routine administrative tasks—particularly during the former office manager’s extended absences due to health issues. Individual faculty lacked experienced organizational support as they hosted various events, from conferences to workshops to presentations to performances. Ultimately, this situation has led to faculty being diverted from their primary responsibilities—namely teaching and research—and hesitating to embark upon new endeavors.

In October 2010, the departments of Classics and of German and Slavic Studies hired a new joint administrative assistant, Sabine Hagn-Ford, who had previous knowledge of the College as a staff member in the Michael Pincus Language Resource Center. Even at only 50%, her regular presence in the office, her organizational skills and her deep understanding of both the College and the academic mission of the Department has served to ease the burden on faculty and chair alike. However, with the implementation of over a dozen new financial and academic systems (Banner, Cognos, etc.), the requirement of maintaining “brand standards” and the reduction of individual faculty’s access to student records means both the administrative assistant and the chair are now responsible for producing information that faculty were able to access formerly, thus increasing the workloads of both. Should the programs in the department seek to expand outreach activities, it will be crucial to have a full-time administrative assistant assigned to the department.

DELAWARE NUMBERS/IR-GENERATED REPORTS:

Because of the problems with these reports detailed above, I suggest the following changes be made:

- A department’s target enrollment for faculty of all kinds ought to be based on a break-out of figures for those programs that exist at peer institutions. As my report last year detailed, in conducting research regarding both Russian and German programs at our peer institutions, it was clear that not all schools on this list offer both languages, and fewer still as majors or minors. Refinement of the target SCH for the department should then follow based upon factors such as: number of faculty (of all kinds) at peer institutions teaching in these programs, enrollments, number of credit hours awarded per course, etc.

- Lumping together large, heavily populated languages such as Spanish with smaller language programs, and then adding a non-language program (IIST) should be addressed in terms of the value of the Delaware Target Numbers.

- Conversation courses are integral to the teaching of modern foreign languages. Both the existence of these courses and their enrollment numbers should indeed be included in reports on departmental workload.


**NEW FACULTY LINES**

Although it is certainly important to support new and developing programs within the School, it is equally important to recognize and support the efforts of existing programs to strengthen their offerings, enhance their teaching, expand their scholarship and extend their outreach. With the addition of a fourth hour to the basic language sequence (101-202) in both German and Russian, departmental faculty will be stretched beyond their capacity to cover these courses, and new adjunct support will be required. This in turn will lead to an even higher percentage of students in the department being taught by non-roster faculty, which departs from the College’s expressed wish to provide students with a “personalized education” (page 6 of “Gateways to Greatness, The Strategic Plan). More roster faculty lines allotted to the Department would enable faculty to become more engaged with students on a personal, individual level.

**CLASSROOM SPACE**

Because of the diverse and innovative nature of some of the courses taught in the department, many faculty require classroom spaces that are technologically outfitted with appropriate and current equipment. Film courses (outside the School of the Arts) lack a properly appointed room and have for many years. Other faculty members are experimenting with performance techniques and require space for rehearsals and performances. Jockeying for the few rooms on campus that are suitable for these courses, or even gaining access to these rooms that are “owned” by Schools and departments, further impairs faculty ability to be innovative and creative instructors.

As of Spring 2011, the current designated Russian classroom (ECTR 128) will become a snack room and Russian courses will be scheduled in Maybank 110. It is imperative that, although both the room and the enrollments in the language courses are small, faculty have access to Smart Room technology as they continue to use it in innovative ways pedagogically.

**COURSE SCHEDULING**

The 70%/30% rule in course scheduling, to which this Department has religiously adhered since it was mandated by the Office of the Registrar is excessively hard on smaller programs. Being forced to teach 8 am classes in languages that do not share the popularity and ubiquity of Spanish or French places these programs at a distinct disadvantage. Permitting Schools to determine how this rule could be applied *across all the departments and programs in the School* would help smaller, growing (or struggling) programs to avoid being forced to cancel classes that are under-enrolled because of the hour at which they are taught. It might well also increase the productivity of faculty in terms of workload numbers.
**Supporting Data**

**Teaching Data** from [http://ir.cofc.edu/aadepdata/](http://ir.cofc.edu/aadepdata/)

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<td>Time to Graduation</td>
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**Diversity** from [http://ir.cofc.edu/aadepdata/](http://ir.cofc.edu/aadepdata/)

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<td>Faculty Diversity 2010-11</td>
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**Faculty Productivity** from Faculty Activity System Department Annual Report (attached)

**Service Contributions Beyond the Department** from Faculty Activity System Department Annual Report (attached)
I. Introduction/Executive Summary

II. Highlights of Departmental Accomplishments

III. Instruction

  Enrollment Trends

  Curriculum Changes

  Innovations in Instruction/Service Learning

  Non-Credit Instruction Taught

  Undergraduate/Graduate Special Projects

    Mr. Steve J. Della Lana

    Other, documentarian, ""Flüchtling aus der DDR"", Millsap, D., Undergraduate, German. (2009-2010).

  Teacher Education Activities

  Student International Activities

  Student Accomplishments

IV. Faculty

  Research and Professional Development

    Books

    Articles in Refereed Journals

      Dr. Tom J. Baginski


    Other Articles, Chapters in Books, Publications of a Special Nature, including Book Reviews

      Oksana P. Ingle
Journal Article, Academic Journal

Journal Article, Academic Journal

Journal Article, Academic Journal

Morgan M. Koerner


Ms. Maggie Z. Miltcheva
student magazine

Other Editorial/Review Activities

Ms. Maggie Z. Miltcheva

Dr. Nancy P. Nenno

Papers and Posters Presented at Conferences

Invited Lectures/Readings

Mr. Steve J. Della Lana
Stephen J. Della Lana, Accepted students day, "What's the Spiel?: Learning German at the College of Charleston," First Year Experience / Provost's Office, Beatty Center, College of Charleston. (March 2011).

Stephen J. Della Lana, guest lecture, “The Rise and the Fall of the German Democratic Republic 1949-1990,” Dr. Koerner’s LTGR 250 class, College of Charleston. (September 2010).

Other

Morgan M. Koerner


Conferences and Workshops Attended/panels Chaired/Other Professional Activity

Dr. Tom J. Baginski


Mr. Steve J. Della Lana


Attended Workshop, "tester training," Goethe institute Chicago, Chicago, IL. (February 4, 2011 - February 6, 2011). Description: In order to maintain our certification as a testing center for the Goethe Institute Zertifikat Deutsch fuer den Beruf examination, this seminar was a refresher in administering this examination.

Attended Conference, "Languages: Gateway to Global Communities," American Council for the Teaching of Foreign Language, Boston, MA. (November 18, 2010 - November 21, 2010). Description: This annual national conference for foreign language educators.

Attended Workshop, "SCFLTA," South Carolina Foreign Language Teaching Association, Columbia, SC. (October 23, 2010). Description: attended a workshop in my function as AATG SC president. The German session was about the Concordia Language Villages.

Attended Workshop, "Goethe Institute Business German workshop," Goethe Institute Chicago, Washington, DC. (September 16, 2010 - September 18, 2010). Description: attended a Business German workshop.

hosted a German exchange student, "Host," CDS International, Charleston, SC. (August 10, 2010 - August 13, 2010). Description: hosted Denise Dittrich in my home -- who was a participant in the CBYX program.

Attended Workshop, "Faculty Technology Institute," IT, Charleston, SC. (July 19, 2010 - July 23, 2010). Description: I was involved in the BETA group for the new learning management system at C of C (OAKS).
Oksana P. Ingle

Study Abroad Program in Russia for CofC studens, "Study Abroad Program in Russia for CofC studens," Russia. (May 13, 2011 - June 8, 2011).
Description: Organizing a Summer Program and teaching Russian language and Literature courses in Russia.

Description: Participation in the conference.

Morgan M. Koerner

Description: I attended a planning session in Chicago to create a nation-wide contest for high school and college language teachers that encourages them to explore drama and theatre in the classroom. The session was sponsored by the ZfA (Zentralstelle für Auslandsschulwesen) in conjunction with the Goethe Institute Chicago. I was on a team of four teachers. As a group we came up with the following project: http://www.goethe.de/ins/us/chi/lhr/sem/en7459920.htm

Description: I organized and moderated a panel on "Teaching Reading Skills in Beginning German" at the Annual ACTFL/AATG meeting in Boston from November 19-21st, 2010. I also attended a number of other pedagogy panels throughout the weekend.

Ms. Maggie Z. Miltcheva

"Spring'11 Faculty Technology Institute." (March 7, 2011 - March 10, 2011).

Dr. Nancy P. Nenno

Description: 2-day workshop on the new LMS, Desire-to-Learn

Performances and Exhibitions

Morgan M. Koerner

As a final project, my German 490 course ("Freedom Matters," on freedom and revolution in German culture and literature) performed 50 minutes of scenes, sketches and songs to an audience of 60

Ms. Maggie Z. Miltcheva

Miltcheva, Meglena Z., World Cultures Fair, "Russian Table," College of Charleston, all of the above, "World Cultures Fair." (March 2011).

Intellectual Property
Service

Department

Dr. Tom J. Baginski

Library Liaison for Department of German and Slavic Studies, Committee Chair. (August 2008 - August 2012). Ordering of books and other educational materials needed to upgrade our library's German Studies and Slavic Studies holdings.

Academic advisor for majors and minors and students studying abroad., Student Placement. (May 2010 - August 2011).

Mr. Steve J. Della Lana

Eco rep, Committee Member, Member. (August 2009 - May 2012). served as an Eco rep

Search Committee, Committee Member, Member. (August 2006 - June 2011). Search committee for Assistant Professor / adjunct Fall 2006, Summer 2007 and Summer 2011

Ms. Raisa M. Gomer

• Coordinate the Russian Studies Program: I serve as the contact for faculty, students, and the community. My responsibilities also include:
• Assisting in the scheduling of courses;
• Ordering textbooks for Russian classes;
• Ordering AV materials and books as well as the other resources;
• Advising current and prospective Russian Studies Minors;
• Advising the Russian Club, including conducting the events every Wednesday, and officers meetings weekly;
• Twice Russian Club presidents were awarded the Cistern Leadership Award: Jane Passouk in 2005 and Myra Soloschchenko in 2009.
• Maintaining the materials for the website for the Russian Studies Program;
• Recruiting Russian tutors;
• Preparing Russian Program planning documents; including assisting the Registrar’s office in updating the course catalog for the 2011-2012 academic year;
• Assisting in the promotion of the Russian Studies Program.
• Supported and advised Russian Adjunct Instructors in the development and initiation of their courses; including:
  o RUSS 295 Russian for Mass Media – Taught in Spring 2010
  o RUSS 331 Russian for Business – Taught in Spring 2009 and Summer Evening 2009
  o Study Abroad Courses in May 2009 and in May 2011

Faculty Senate Service. (August 2009 - May 2011).

Morgan M. Koerner

Delta Phi Alpha (German Honor Society), Faculty Advisor. (December 2007 - May 2012).
Determining student eligibility for the German Honor Society Delta Phi Alpha and organizing an annual honor society induction of a group of new students.

**Ms. Maggie Z. Miltcheva**

2011 Summer Orientation street fair (sessions 1-8). (June 2011 - July 2011).
Faculty presides at the Russian Studies Program and Club table, answers questions from students and parents.

**College**

**Dr. Tom J. Baginski**

Faculty Committee on Post-Tenure Review, Committee Member, Member. (August 2010 - May 2011).

**Mr. Steve J. Della Lana**

Committee Member, Member. (August 2010 - May 2012).

served on the Honor Board

German Club, Faculty Advisor. (August 2006 - August 2011).
Assist the student centered German club in activities, advise on possible events, help coordinate the annual Oktoberfest

**Ms. Raisa M. Gomer**

Russian Club, Student Org Advisor (Non-Professional Org), Other. (September 1992 - December 2011).

• Advising the Russian Club, including conducting the events every Wednesday, and officers meetings weekly;
  oTwice Russian Club presidents were awarded the Cistern Leadership Award: Jane Passouk in 2005 and Myra Soloshchenko in 2009.

**Morgan M. Koerner**

Faculty Advisory Committee to the President, Committee Member, Other Officer. (August 2008 - May 2011).
Secretary (took minutes)

Undergraduate Research Committee, Committee Member, Member. (August 2008 - May 2011).
reading, evaluating, and meeting to discuss applications for undergraduate research funding.

**Dr. Nancy P. Nenno**

Film Studies Steering Committee, Committee Member. (August 2006 - June 2011).

Committee on Academic Planning, Committee Member. (August 2010 - May 2011).

Faculty Committee on Nominations and Elections, Committee Member. (August 2010 - May 2011).

Search Committee, Assistant Professor of Chinese, Committee Member. (September 2010 - April 2011).
Review applications, meet with other members of the committee, interview candidates, meet with candidates on campus, visit classes

LCWA/ad hoc sabbatical committee, ad hoc reviewer. (December 2010).

Fulbright Scholarship Campus Selection Committee, Committee Member. (August 2010 - October 2010).
Worked with students individually on their Fulbright applications, participated in campus interviews

Community

Mr. Steve J. Della Lana

Goethe Institute Testing Center coordinator, Administrator and Proctor, Other Officer. (August 2006 - May 2036).
As the only testing center in South Carolina to offer the internationally recognized Goethe Institute testing to assess proficiency in the German language. We offer the B1 and C1 exams twice per year, and the Zertifikat Deutsch für den Beruf every two years. I administer, grade and act as the liaison with the Goethe Institutes New York and Chicago

SCFLTA South Carolina Foreign Language Teaching Association, Meeting Attendee, Member. (January 2006 - May 2036).
attend meetings regarding the state of Foreign Language teaching in South Carolina

Office of International Education and Programs, Advisory Board, Member. (August 2004 - December 2011).

translated driver's licenses and marriage certificates

Department of German and Slavic Studies, School of International Business, Facilitator, Member. (November 2010).
Coordinated and secured guest speakers for a panel discussion to mark the twentieth anniversary of the Fall of the Berlin wall

Profession

Dr. Tom J. Baginski

Official Tester for Goethe Institut German Proficiency Exams B1 - ZM (Zertifikat Deutsch) and C1 - ZMP (Zertifikat Deutsch Mittelstufenprüfung), Prepare/Grade Certification Exams, Other. (April 2011).

Mr. Steve J. Della Lana

AATG American Association of Teachers of German/South Carolina Chapter, President, President/Elect/Past. (August 2010 - May 2012).
act as the liaison between the national AATG and the state. I attend state meetings in conjunction with SCFLTA, and plan annual workshops.

Cengage Learning, external reviewer, Other. (April 2011).
pre-revision review of Deutsch Heute by Jack Moeller
Winnifred AdolphGisela Hoecherl-Alden
John Lalande, eighth edition

Vista Higher Learning, external reviewer, Other. (April 2011). completed survey regarding an introductory German course to assist with the publication of a new basic German textbook

Honors and Awards

Ms. Raisa M. Gomer

10 years Service Award, College of Charleston, Service, School. (August 2010).

V. Funding

Grants and Contracts

Morgan M. Koerner

Funded
Koerner, Morgan M, "DAAD Summer Research Grant (to Germany)," Sponsored by The German Academic Exchange Service (DAAD)--University of the Arts, Berlin, DAAD (German Academic Exchange Service). (May 2010 - July 2010).

College Funds

Morgan M. Koerner

Koerner, Morgan M, "Revue-ing German Literature and Culture," Sponsored by Department R&D Funds, College of Charleston, requested $2,500.00, awarded $2,500.00. (June 2011 - August 2011).

VI. Assessment
2010-2011 Annual Report
Hispanic Studies
By Mark P. Del Mastro, Chair

Narrative Summary and Analysis of Departmental or Program Accomplishments

Hispanic Studies continued its impressive, conscientious efforts to provide its students with unique, practical, varied and useful academic experiences to complement and bolster the department’s already established, remarkably diverse curriculum.

In the fall of 2010, Dr. Lola Colomina-Garrigós directed an internship (Spanish 401) for a student who desired to use her work experience in an academic context. Although this represented a course-overload for Dr. Colomina-Garrigós, she generously oversaw the internship, developed related course materials and assessed the student’s performance on assigned tasks throughout the semester. The internship was with an international outdoor patio umbrella manufacturer named Caravita and afforded a fine interdisciplinary experience for this student who was studying International Business and Spanish.

That same semester, Dr. Joseph Weyers conducted a unique independent study course—Spanish 390, “Changing Mexico”—with a student who had spent the previous term (spring 2010) interning in Guanajuato, Mexico at an elderly care facility. Prior to the fall 2010 semester, Professor Georgia Schlau and Dr. Weyers corresponded with the student via e-mail about interviews she was to conduct at the facility, asking patients who had lived through the many events of a changing Mexico to reflect on how the country had changed through the 20th and into the 21st century. In the fall, Dr. Weyers worked with the student to debrief, organize her interviews, and consolidate in a final paper that she submitted.

In the spring 2011 term, as an additional course, and upon the request of Dr. Doug Friedman (Director of LACS), Dr. Luis Linares-Ocanto generously conducted remotely an independent study course (Spanish 498) entitled “The Religion of Cuba: Santería” for a student who was studying abroad for the semester in Cuba.

Resulting from increased student demand for internships, in the fall of 2010 the department voted to pilot an internship course at the 300 level to be offered in the fall of 2011. Dr. Marianne Verlinden will teach this course (Spanish 390), and the department will assess the results in the spring of 2012 to determine if the internship class should be offered with greater regularity.

Although a course customarily taught in the spring, the Spanish 400 class (“Service Learning”) continues to present a unique venue to qualified, advanced students of Spanish who see the practical application of their knowledge of Hispanic language and culture. After an interview process in the fall of 2010, Dr. Sarah Owens selected 17 highly motivated, junior and senior Spanish majors who had studied abroad. Each student was required to complete a 45 hour internship that involved assisting the local Hispanic Community. Students were able to choose from a wide array of possibilities to include participation as interpreters in local health clinics, tutoring Hispanic children at a local elementary school, teaching English as a second language, and assisting maternity classes for expecting mothers. The students of this course also met on a weekly basis to discuss their experiences and to learn about different topics such as immigration,
education, health and politics that affect the local and national Hispanic populations in the United States.

Also in the spring of 2011, Dr. Michael Gómez taught a special topics course (Spanish 490) dedicated to the Spanish literary movement, the Generation of 1898. This class fused the study of period Spanish history, sociology, literature and politics to provide students with a fine interdisciplinary academic experience that is indeed representative of many of the upper-level courses taught in our department.

Following the spring 2010 departmental approval of the Business for Spanish minor, continuous efforts were made to push forward the proposal for definitive approval (as noted in HISP’s 2009-10 annual report, the plan was to begin this new minor program in the fall of 2011). This proposed program will not only diversify our HISP’s curriculum, but will also expand our interdisciplinary efforts—with our colleagues in the School of Business—by better serving the numerous students who major in Business and desire a Spanish track that better suits their academic interests and career pursuits. Mainly due to an interest in expanding the scope of this very promising program, the proposal was delayed at the school-wide level during the 2010-11 academic year in order to include other LCWA departments. Ultimately, a French track was added to the proposal in the spring of 2011, and the proposed program name was changed to “Business Language Minor” with tracks in Spanish and French. The newly packaged proposal has the support of the LCWA dean, and the intention is to have the new program approved in time to begin for the fall of 2012.

In July 2010, plans began for HISP to begin collaborating in the First Year Experience program. As part of these efforts, we made a successful application through the FYE directorship for a 3-year visiting assistant professorship, and by January 2011 we confirmed the offering for the fall 2011 semester of one FYE seminar course and three learning communities.

During the 2010-11 academic year, HISP continued its contributions to other programs: Latin American and Caribbean Studies (LACS 101, Verlinden, Fall 2010; Owens, Spring 2011), the Honors Program (HONS 120, Gómez, Fall 2010), and the M.Ed. program (Span 655, Colomina-Garrigós, Fall 2010; Span 630, Fraser, Spring 2011).

Other Instructional Contributions

Dr. Emily S. Beck

Student Research, Senior Paper Director, ""Cervantes, el manipulador más fiable”", Gilmore, C., Undergraduate, Spanish. (2010-2011).

Dr. Silvia Rodriguez-Sabater

Other, Graduate Committee Member, "M.Ed Teaching Portfolio", Salters, H., Graduate, Languages. (2010-2011).
Ms. Georgia T. Schlau

Enrollment

Statistics for overall HISP student enrollment

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Course Sections Offered

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<tr>
<td>Portuguese (lower)</td>
<td>3</td>
<td>4</td>
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<td>3</td>
<td>3</td>
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<td>1*</td>
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<td>2*</td>
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<tr>
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<td>43</td>
<td>34</td>
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</table>

*Includes Portuguese Literature in Translation
The Association of Departments of Foreign Languages (ADFL) affirms that effective foreign language instruction is only possible in classes with no more than 20 students, with 15 being the optimal number (see [http://www.adfl.org/resources/resources_guidelines.htm](http://www.adfl.org/resources/resources_guidelines.htm)). ADFL also officially states that "In any case, particularly at the elementary and intermediate levels, class size must be small enough to enable--rather than to inhibit--the kind of effective interaction between teacher and students necessary to developing proficiency in the language." In addition, The American Council for the Teaching of Foreign Languages (ACTFL) published the following as one of its official position statements in May 2006: “Given the goals of a standards-based language program (i.e., the development of students’ communicative competence), there must be opportunity for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time. This warrants attention to a class size that remains as small as possible.”

Despite these important guidelines, our department over-enrolled the far majority of our language classes, not just simply the lower (101-202) levels. In the fall of 2010, our six basic Spanish language courses (101, 102, 190, 200, 201 and 202) had a combined average of 23.33 students per course, or 3.33 students per course above ADFL’s prescribed “effective” limit. For the spring 2011 term, the same six courses had a combined average of 22 students per course or two students per class above ADFL’s recommended cap of 20.

Because the optimal approach for the upper-level courses (300+) in language programs across the country has been to maintain limits below those found in the basic language courses, HISP has attempted to follow this method in its own advanced courses. If we use ADFL’s “optimal number” of 15 as the prescribed cap for these courses, we find that generally HISP has not succeeded, despite saving the College substantially on “instructional costs” as noted below in the section with the same name. For example, in the fall of 2010, six classes of Spanish 313 (Spanish Composition) were offered with an average of 18 students enrolled per class, which is three students per class above ADFL’s guide. For its civilization and culture classes for the same semester, an average of 21 students were enrolled in each of the five sections, which is six above ADFL’s cap. The spring 2011 semester reflects similar numbers for its upper-level courses: its five sections of Spanish 313 had an average of 19 students per class; Spanish 314 (Spanish Conversation) had 18 students per class; all civilization and culture classes averaged 23 students per class.

The main issue for HISP is not whether it is filling its classes offered, but rather the need to increase its number of sections in various courses—basic language and advanced—to optimize the instructional effectiveness as articulated by such leading professional organizations as ADFL and ACTFL. Hopefully the College, namely Academic Affairs, will consider these factors when allocating instructional funding in the future. A “bargain” (see section on “Instructional Costs” below) is not worthwhile if the result is a compromised educational experience for our student. It is therefore imperative that our thriving program—as evinced by our accomplished faculty, students and graduates and impressive number of majors and minors as demonstrated below—be supported with the expansion of its class offerings to accommodate our students.
Statistics for Spanish Majors and Minors

College of Charleston
Programs in Spanish

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<td>Spanish Majors</td>
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<tr>
<td>Spanish Minors</td>
<td>175</td>
<td>199</td>
<td>252</td>
<td>263</td>
<td>351</td>
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</table>

As the number of our majors remains steady and strong, most notable is the impressive surge in the number of minors from the spring of 2010 to the spring of 2011, a 33% increase. Although there are several potential factors contributing to this change, anecdotal evidence suggests that together with students recognizing the importance of Hispanic Studies for their future careers, HISP faculty is doing an exemplary job communicating the related benefits to our students at the lower levels. Also, student participation in study abroad programs (CofC and others) in Spanish-speaking countries is helping to bolster interest in our Spanish minor. Following the remarkable surge in the Spanish minor will likely be a notable increase in our department’s majors within the next two years as some of the new minors will inevitably opt to switch to a Spanish major. These trends reflect the indispensable and invaluable role that Hispanic Studies has with international/global education at the College of Charleston, and our department takes this responsibility very seriously.

Departmental Workload Productivity

As verified by many veteran administrators and faculty at the College of Charleston, over the past 15-20 years this institution’s standards for tenure and promotion have become increasingly more rigorous, especially in the realm of scholarship. At the same time, however, high expectations for excellent teaching and significant service activity continue. And although the College has attempted to complement increased expectations for scholarship with a 3-3 course load for tenured and tenure-track faculty (those expected to maintain research agendas), in Hispanic Studies our workload productivity is adversely impacted by the aforementioned over-reliance on adjunct faculty. Often Hispanic Studies is asked why tenured and tenure-track faculty generally do not teach basic language courses, suggesting that these same professors prefer to teach only upper-level classes. The reality, however, is that with the current allocation of faculty lines in our department, it is extremely difficult logistically to assign tenured and tenure-track faculty any basic language courses during the normal academic year. With a combined total of nearly 500 Spanish majors and minors, each semester we must offer an adequate number of upper-level courses to satisfy the demands of our program requirements. This coupled with the fact that 41% of our faculty members are adjunct professors—who can not teach the 300+ courses—our tenured and tenure-track faculty have no other option but to teach upper-level courses almost exclusively, and despite the desire of many to teach basic
language courses. In addition, and because of program needs, the large majority of our tenured and tenure-track faculty also have three course preparations per semester. And because these three preparations are for upper-level courses—which require significantly more time than the basic language courses—HISP tenured and tenure-track faculty are taxed for time, especially when factoring in demands for research and service.

The only immediate, 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 will not only address the upper-level course burden on faculty, but will also address other problems explained further below in “Instructional Costs.”

Another consequence of our heavy reliance on adjuncts is the additional service responsibilities—departmental and college-wide committee assignments, community service, etc.—that all our roster faculty are expected to assume each semester. A very large, active and progressive department such as HISP logically generates greater service needs and opportunities, yet only 59% of our faculty can be expected to participate since adjunct professors are contracted exclusively to teach classes. Hence greater workload, albeit inadvertently, for our roster faculty.

Another ongoing challenge relates to our very successful Portuguese language program that, as indicated by the statistics in the previous “Enrollment” section, is enjoying commendable success due in large part to the tireless efforts of Dr. Luci Moreira, Associate Professor, and Mr. Jose Moreira, Adjunct Professor. Developing a program on the back of one permanent line is a difficult task, and despite the herculean efforts of the respective faculty members. Portuguese finds itself at an important juncture within the overall mission of international education at the College, especially in light of Brazil’s role as a prominent economic power in this hemisphere. All indications are that Portuguese language and corresponding 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 our Portuguese program further would be a logical next step and could indeed be accomplished 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.

**Instructional Costs**

For FY 2008-09, the Delaware Cost Data shows that for all languages (individual discipline data for “Hispanic Studies” is not yet available for peer institutions), the expense of $191 per student-credit-hour was the average for peer institutions. At the College of Charleston for that same year, the combined per student-credit-hour cost for French and Hispanic Studies was $140; for FY 2009-10, the per student-credit-hour (SCH) cost for Hispanic Studies was $122, or $69 less per student-credit-hour compared to our peer institutions. Not only does Hispanic Studies offer a very economical program—one of the cheapest among departments and programs at the College of Charleston—but compared to our peer institutions, our department’s inordinately low per-SCH expenses warrant specific considerations to support further our exceptional programs and the overall quality of our language instruction.

First, although we collaborate in the M.Ed. program (approximately one graduate course per semester), HISP does not yet sponsor its own graduate degree, thereby focusing its curricular...
energies almost exclusively on our undergraduate programs. Such focus is commendable and a very attractive feature for our undergraduates, but it requires efforts to ensure that per-section-limits do not surpass pedagogically beneficial levels as indicated previously in “Enrollment.” However, and despite our low SCH costs, HISP has been very conscientious in monitoring student enrollment and adjusting schedules accordingly. In the fall 2010 and spring 2011 semesters, such care resulted in the cancellation of several undergraduate courses to ensure fully matriculated courses. In the fall of 2010, one section of Spanish 190, one of Spanish 202 and one of Spanish 313 were cancelled due to low enrollment and the schedule adjusted accordingly; similarly, in the spring of 2011, three Spanish 190 sections and one Spanish 200 section were cancelled, and the schedule was adjusted accordingly. Such efforts to maximize enrollments in our courses indeed have had a positive impact on the cost-effectiveness of our programs, but this low cost has come at the expense of large capacity limits for all our basic language courses in addition to our 313, 314, and Spanish civilization and culture courses. Such high enrollment caps have compromised pedagogical effectiveness, as also noted in the previous section “Enrollment.”

Another factor contributing to the cheap SCH price in Hispanic Studies, and as noted previously, is our over-reliance on adjunct faculty that constituted approximately 41% of our department’s professors in 2010-11. As the statistics below indicate (information provided by CofC Human Resources), Hispanic Studies matches Teacher Education as a department having the third highest number of adjuncts in the College:

**Adjunct Usage 2010-11**

- Accounting & Legal Studies: 3
- Biology: 14
- Chemistry: 14
- Classics: 6
- Communications: 18
- Computer Science: 2
- Economics & Finance: 3
- EHH: 4
- English: 4
- Environmental Studies: 1
- French: 6
- Geology: 5
- Health & Human Performance: 7
- Hispanic Studies: 17
- History: 5
- Hospitality & Tourism Mgt.: 2
- HSS: 3
- LCWA: 7
- Management & Entrepreneurship: 1
- Marketing & Supply Chain: 1
- Mathematics: 12
- Office Education Services: 1
There are numerous problems with over-reliance on adjunct faculty, regardless of the quality of instruction and qualifications of the professors in question. First, the very nature of adjunct faculty employment poses great instability for any academic program. With contracts limited to a single semester and no benefits, generally adjunct faculty generally are on the constant search for job opportunities elsewhere. During the 2010-11 academic year, for example, a total of five HISP adjunct faculty (approx. 30% of our adjunct corps) notified the department that they would not be available for contract renewal at the conclusion of their employment terms. One of the departing adjunct professors submitted his/her notification just one month prior to the beginning
of the new semester, thereby prompting an expedited search that understandably generated a very shallow pool of candidates. Such workforce instability reinforces inconsistency with the quality of instruction and the overall basic language program and creates hidden costs related to the extra training and mentoring that must be administered for all new hires.

Assessment Activities

During the spring semester of 2011, a departmental committee was formed in response to the Academic Affairs’ charge to compose a plan for “assessment of three program-level student learning outcomes during Fall 2011.” The committee drafted a formal plan that was ultimately approved at the departmental level and on May 11, 2011 was forwarded to Drs. Lynne E. Ford, David Cohen and Shawn E. Morrison:

DEPARTMENT OF HISPANIC STUDIES

PROPOSED LEARNING OUTCOMES: AREAS AND ASSESSMENT

As expressed in the Department of Hispanic Studies’ Mission and Vision Statements, the Department “offers students and the community a broad range of courses and programs to develop language competence, a global perspective, and an understanding of the Spanish Language, Literatures and Cultures of the Hispanic world.” With this in mind, the Department aims to:

- Ensure that College of Charleston students acquire sufficient knowledge of the language to build proficiency in the language when future personal or professional needs require it.

- Prepare majors and minors for success as professionals in career fields related to Spanish.

- Teach understanding and appreciation of Hispanic and Luso-Brazilian cultures, and provide knowledge about the literary and intellectual achievements of these worlds.

As a reflection of these three fundamental academic principles, the three specific areas of student-learning outcomes which the Department would measure in the Spanish Major are: Language Proficiency, Literary and Linguistics Subject-Matter Knowledge, and Civilization and Global-Cultural Awareness.

1. LANGUAGE PROFICIENCY:

The Department of Hispanic Studies expects our Majors to achieve a certain level of communicative proficiency and writing skills (emphasized in SPAN 275, 313, 314, etc.).
Rationale: Following the ACTFL\textsuperscript{1} proficiency descriptors, the Department of Hispanic Studies expects our students to demonstrate a proficiency level between the Intermediate-High and Advanced-Low in speaking and writing (both spontaneous and reflective). Since our Majors gain the skills necessary for successful oral and written expression in Spanish, upon satisfactory completion of the Spanish program, students should:

- be able to read and explain a text in their discipline.
- be able to write a document related to their discipline (i.e. formal and informal letters, a report on an interview, a memorandum, an informative brochure, among others).
- be able to communicate in an educated and culturally sensitive manner using the correct register and vocabulary when formulating their ideas in Spanish.
- be able to develop and discuss a coherent and well-reasoned argument orally and in writing.

2. LITERARY AND LINGUISTICS SUBJECT MATTER:

Among the learning objectives for students completing the Major in Spanish is the knowledge of literary and linguistics subject matter. In order to achieve this goal, students should have a general, basic understanding of the literature and linguistics presented in courses at the introductory level all the way through the 400 level.

Rationale: In literature courses students receive an introduction to the Hispanic literature setting the basis for stylistic and textual analysis. Students are exposed to the study of the major works in the novel, poetry, theater and essay, from the medieval period through the present.

In the linguistics courses, all students are required to learn and assimilate the Spanish language by applying, analyzing and explaining the use of specific grammar rules as well as to expand their use of certain lexicon. In the introductory Spanish linguistics course, students are presented with an overview of the theoretical concepts of the Spanish linguistic systems. They are introduced to the Spanish sound system with phonetics and phonology; the formation of words with morphology, and the structure of the sentence with syntax. At the 400-level, students acquire a greater understanding of the linguistic system. Students may choose to explore the social aspects of the language, its theoretical aspects, or history of the language.

Upon satisfactory completion of the Spanish program, as pertains to subject matter, students should be able to:

- identify the main periods, movements, authors and genres of Hispanic Literature;
- employ tools for critical analysis
- demonstrate ability to identify and explain linguistic characteristics of Spanish, as

\textsuperscript{1} See ACTFL Proficiency Guidelines \url{http://www.actfl.org/i4a/pages/index.cfm?pageid=3325}
well as demonstrate knowledge and apply the main concepts of phonetics, phonology, morphology and syntax;

- have an awareness of the varying social factors in the Spanish speaking world that can affect language variation.

3. CIVILIZATION AND GLOBAL CULTURAL AWARENESS:

The Department of Hispanic Studies, through its curriculum, imparts to its students the belief that they should have a general understanding of Spanish Peninsular and Hispanic-American culture and history (emphasized in 300-level civilization and culture courses).

Rationale: Since the 1980s, language teaching and learning has undergone a transformation to include communicative activities focused on speaking skills and culture. Communicative competence includes an understanding of the relationship between language and the culture(s) from which it arises. Since the Department of Hispanic Studies offers courses in the civilization and culture of both Spain and Latin America, the department expects our majors to:

- demonstrate awareness of the different countries and diverse lifestyles of Spanish-speaking peoples.
- demonstrate their familiarity with the cultural and artistic traditions of those groups.
- demonstrate a broad understanding of the social structures that have shaped Spanish and Latin American history.
- be able to recognize the most important events, institutions, and historical figures from the Iberian Peninsula and Latin America, including Brazil.

MAJOR OUTCOME-ASSESSMENT EXAM

PROPOSAL:

For many years, the Department of Hispanic Studies has been at the vanguard of creating and implementing a test to measure its Majors’ achievement and general knowledge in three fundamental areas of assessment: (1) Language Proficiency, (2) Literary and Linguistics Subject-Matter Knowledge, and (3) Civilization and General Cultural Awareness. Indeed, the first Departmental Outcome-Assessment Exam was designed and implemented in 1998. Since then, this exam was reviewed and modified by several experienced professors and instructors of the Department in 1999 and again in 2007.

From its inception, the Departmental Outcome-Assessment Exam was designed to test Majors in the three areas stated above and elaborated on below:
LANGUAGE PROFICIENCY:

The Outcome-Assessment Exam measures our Majors’ skills in two main areas: Oral Communication and Writing Skills, which are comprised of vocabulary acquisition, grammar, and syntactical structures. Several sections of the Outcome-Assessment Exam examine the material learned in courses such as: SPAN 275, 313, 314, and 344, as well as in several other equivalent or similar courses.

- **Oral Communication:** Since all our Majors are required to take an OPI in Spanish, The Assessment Exam would incorporate the OPI’s results as evidence of the student’s oral proficiency. In general terms, the OPI directly measures our Majors’ ability to listen, understand, and communicate ideas and concepts with well-structured Spanish syntax, as well as appropriate use of vocabulary in the past, present, and future tenses and verbal moods.

- **Reading Comprehension and Writing:**

Following the ACTFL Advanced-Reading descriptor, the Assessment Exam measures student ability to understand written text, and to write with well-structured Spanish syntax, as well as appropriate use of vocabulary in the past, present, and future tenses and verbal moods. It further measures student ability to summarize the central ideas of written text, as well as to express his/her personal evaluation of the text.

LITERATURE AND LINGUISTICS SUBJECT-MATTER KNOWLEDGE:

Given the variety of courses in Peninsular Literature, Latin-American Literature, and Linguistics offered by the Department, our students could complete the Departmental requirements for the Major in several ways. For this reason, the Major Outcome-Assessment Exam provides our students with the opportunity to demonstrate their level of knowledge in the different areas of their learning experience. The Outcome-Assessment Exam, through its several sections, examines the student’s general and specific knowledge acquired in introductory and advanced courses, in general and applied Linguistics and in Latin-American and/or Peninsular Literature.

- **Literary Concepts:** The Major Outcome-Assessment Exam tests the student’s understanding of specific vocabulary and literary concepts, which allows them to evaluate a written text through the proper use of a variety of different technical tools of literary criticism.

- **Literary Periods and Genres:** The Major Outcome-Assessment Exam, through its different sections, measures the student’s general knowledge and understanding of historical development of the most important literary periods and genres of Latin-American Literature and/or Peninsular
• **Authors:** The Major Outcome-Assessment Exam, also through its different sections, tests the student’s general knowledge of the works of the best-known authors (essayists, novelists, playwrights, poets, etc.) of Spain and Latin America.

• **Spanish Linguistics:** The Major Outcome-Assessment Exam measures the student’s basic and general ability to understand the concepts of the linguistic systems, to be able to recognize structures and to apply basic concepts.

**CULTURAL AWARENESS:**

Given the fact that, from its inception, the Department of Hispanic Studies, through its curriculum, has provided its students with a panoramic view of the history and culture of Spain, and the multilateral Hispanic world (as well as the Luso-Brazilian culture), the Major Outcome-Assessment Exam tests Majors in two main areas:

• **Civilization and Culture of Spain:** The Major Outcome-Assessment Exam measures the student’s general understanding of the most important historical and cultural events of Spain, from the prehistory of the Iberian Peninsula to modern 20th-Century Spain.

• **Latin-American Civilization and Culture:** The Major Outcome-Assessment Exam measures the student’s general understanding of the most important historical and cultural events of Hispanic America (and Brazil), from the pre-Columbian era through the present.

**SUMMARY:**

The Major Outcome-Assessment Exam, developed by the Department of Hispanic Studies in 1998 and formally reviewed twice since its inception, is, at the moment, the best instrument to measure the Major’s general and specific knowledge, skills and abilities in the three main areas of assessment: Language Proficiency, Literary and Linguistics Subject-Matter Knowledge, and Civilization and Global Cultural Awareness. Echoing the Department’s well-stated and attainable academic goals and objectives, we believe that the graduating Major, at the end of the academic program, should be able to demonstrate his/her knowledge of Spanish linguistics and the history and culture of the Hispanic world, acquired through the Department’s demanding but flexible curriculum.

Prepared by the Spanish-Learning Outcome Committee:

Herbert Espinoza, Chair
Devon Hanahan
Claudia Morán
Alberto Veiga

--end of plan--
In AY 2010-11, Hispanic Studies continued its work assessing student learning outcomes in various ways for general education language classes (101-202). Included below is a related report from our former Basic Spanish Language Coordinator, Dr. Silvia Rodríguez-Sabater:

Initiatives for the Development of Oral Proficiency at the Introductory and Intermediate Levels

March 22, 2011

Pedagogical approach
As a response to the April 2010 report by the LCWA Sub-committee on Introductory and Intermediate Modern Language Instruction, the Department of Hispanic Studies continues to use a pedagogical approach that follows the Communicative Approach in the Basic Language Program (SPAN 101, SPAN 102, SPAN 201, SPAN 190, SPAN 200, and SPAN 202).

SPAN 101, SPAN 102 and SPAN 201 are designed for true beginners and use ¿Sabías que...? with a communicative approach based on the completion of tasks. SPAN 190 and 200 are designed for high beginners and use the abridged version Vistazos with the same approach. All these courses incorporate the use of role-plays (Intercambios), which are assessed in class as part of the course grade (10%).

In Spring 2010, new materials (Atando cabos) were piloted in six sections of SPAN 202, and in the Fall 2010 they were implemented in all sections. Atando cabos follows a communicative approach based on cultural themes of the Spanish-speaking world. It features several role-plays per chapter. In Fall 2010, taking advantage of the fact that the course was redesigned, we replaced oral presentations with oral interviews (5% of the final grade). Then in Spring 2011, the remaining five courses adopted the oral interviews as a way to assess oral language.

In the future, it would be beneficial for the program to develop a common system to assess speaking in role-plays.

Class size
Class size remains an issue as most classes are large. It would be beneficial if they could be reduced to better serve the students and be able to give the students more individualized speaking attention.

Technology
The Basic Language Program in the Department of Hispanic Studies continues to use technology to develop listening comprehension and speaking skills outside of the classroom with the use of on-line manuals (Centro-Quia for SPAN 101, 102, 201, 190, and 200 and MySpanishLab for SPAN 202).

At the beginning of every academic year, technology workshops are carried out for instructors to use Centro-Quia and MySpanishLab more efficiently. As we become more familiar with the newly implemented web course managing system OAKS, we hope to use more integrated voice recording tools. If more classrooms became smart classrooms, some of these tools could be also explored in class.
**Faculty Development**

The Basic Language Program in the Department of Hispanic Studies had two workshops in Fall 2010 and two in Spring 2011 about conducting and assessing oral interviews. Most adjunct faculty and roster faculty involved with the teaching of lower level courses attended. The workshops were conducted by Dr. Silvia Rodríguez-Sabater, Coordinator of the Basic Language Program. In the future, it would be beneficial to have faculty funding (including adjuncts) for oral proficiency and technology development training applied to L2 learning and teaching.

Report created by Silvia Rodríguez-Sabater

--end of report--

In the fall of 2010, a departmental committee (Michael Gómez, Chair; Herberto Espinoza; Félix Vásquez) was formed to study the current course requirements for the Spanish minor. Concerns regarding lower enrollments in recent semesters for Spanish 400-level courses prompted speculation about the impact of the minor requirement change effected in the fall of 2008 that had removed SPAN 320 and added an additional civilization and culture course (for a total of two civilization and culture courses required for the minor). In response to these concerns, the committee examined enrollment trends and presented a report to the HISP roster faculty for consideration. The report of the subcommittee was shared with roster faculty and discussed at our October 28, 2010 meeting with the following conclusions:

1) statistics indicate that indeed there is a direct correlation between the number of 320 sections offered and those at the 400-level, thereby suggesting that the minor requirement of 320 prompted more students to enroll in 400-level courses and that removing 320 as a requirement adversely impacted enrollment at the 400-level;

2) SPAN 320 already contains a significant culture component;

3) SPAN 320, as opposed to the devoted civilization and culture classes, offers more opportunities for student-professor engagement and discussion in the target language;

4) the Spanish minor change in the fall of 2008, although seemingly wise at the time, was a mistake that actually compromised the integrity of our minor program.

Therefore it was concluded that reintegrating Spanish 320 as a minor requirement would enhance our current program. Finally, Introduction to Hispanic literature courses, such as our 320, are common components of Spanish major and minor curricula at institutions across the country, and our reintroducing it as a requirement for our minor is considered to be in line with programs at many comparable institutions. The proposal was finally approved at the college-wide level in the spring of 2011.

**Student Accomplishments**

The department’s chapter of Sigma Delta Pi, the National Collegiate Hispanic Honor Society, was one of only 11 chapters nationwide to be awarded “Honor Chapter” status for its outstanding activities in 2010-11. Chapter officers were Dylan Kornegay, President; Sharmaine Edwards, Vice-President; Katie Williamson, Secretary.
On April 4, 2011, Spanish major Dylan Kornegay was presented the Gabriela Mistral Award for her noteworthy initiative with the activities of her chapter of Sigma Delta Pi. This national recognition requires the approval of Sigma Delta Pi’s national Executive Committee and is granted to only 6-10 students annually from the 574 chapters nationwide. Dylan is only the second CofC student to receive this honor. The first was Jeannie M. McAdams on September 26, 1997. A complete list of past recipients nationwide is found at http://www.sigmadeltapi.org/gabrielamistral.html.

The Ministry of Education of Spain awarded Jocelyn Leving (Spanish ’11) a “North American Language and Culture Assistantship” to teach in the K-12 school system of Madrid, Spain for the 2011-12 school year. Jocelyn was placed in the school EIS Guadarrama where she will be working four days per week. Guadarrama is a small town located approximately 40 minutes outside of Madrid.

Spanish Major Sara Sprehn (’11) was awarded a Fulbright Scholarship for graduate studies in Chiapas, Mexico.

Ms. Christine Weisglass, Spanish major and Linguistics minor ’07, will see her article “An Acoustic Study of Rhotics in Onset Clusters in La Rioja” appear in the selected proceedings of the 40th Linguistic Symposium on Romance Languages. Christine is currently a Ph.D. candidate in Spanish with a focus on Hispanic linguistics at Florida State University.

Ms. Melanie Keller, Spanish major and Linguistics minor ’10, presented her study “Queer Linguistic Activism: Arriving at a Course of Action” at the Southeastern Women’s Studies Association Conference on March 24-26, 2011.

Spanish Major Maria Teruel received $4000 from the Benjamin Gilman Foundation to support her study abroad in Costa Rica during the spring of 2011.

Danielle Herndon, Spanish minor, earned a job as a public affairs intern at the U.S. Embassy in Madrid, Spain.

During the summer of 2010, Levi Vonk worked in Raleigh, N.C. as an intern for Student Action with Farmworkers, a nonprofit organization based in Raleigh that works to promote and advance the fair treatment of Hispanic migrant workers in the Southeast.

Hannah L. Tate, Spanish minor ’10 is employed as Assistant Manager of Apaltagua Vineyard in Chile, South America.

Alessandra Castillo, ’10, Spanish Minor, is employed as Coordinator of the Office of International Affairs; Employment Office at the Universidad Técnica Federico Santa María in Chile, South America.

Christine Weisglass, ’07, Spanish Major, Linguistics Minor is in the Ph.D. program (Hispanic linguistics) at Florida State University.
Laura Ferguson, '10, Spanish Major, currently serving as a Peace Corps Volunteer in Peru working with the local community for sustainable environmental development.

Faculty Diversity

In many respects, the Hispanic Studies faculty in 2010-11 exemplified diversity: 26 females and 14 males, and 13 different countries of origin. Our department has enjoyed much success in recruiting and hiring a diverse faculty.

Faculty Activities

Research and Professional Development

Books

Benjamin R. Fraser

Scholarly


Dr. Luci L. Moreira

Textbook


Articles in Refereed Journals

Dr. Emily S. Beck


Dr. Mark P. Del Mastro


Dr. Benjamin R. Fraser


**Dr. Michael A. Gómez Ph.D.**

Gómez, M. A.. "*La casa de Bernarda Alba: A Nietzschean Reading.*” *Bulletin of Hispanic Studies* (BHS) 87.2, 2010


Dr. Elizabeth A. Martínez-Gibson


Dr. Sarah E. Owens


Drs. Silvia Rodríguez-Sabater and Joseph Weyers


Dr. Joseph R. Weyers


Other Articles, Chapters in Books, Publications of a Special Nature, including Book Reviews

Dr. Karen E. Berg


Dr. Herbert O. Espinoza


Dr. Benjamin R. Fraser


**Dr. Luci L. Moreira**

*Encyclopedia Entry*


*Encyclopedia Entry*


**Dr. Andrew M. Sobiesuo**


**Other Editorial/Review Activities**

**Emily S. Beck**


**Dr. Raúl Carrillo-Arciniega**

**Dr. Mark P. Del Mastro**

Editorial Board Member, Juan de la Cuesta Monographs. (March 2009 - December 2011).


**Dr. Benjamin R. Fraser**


**Dr. Elizabeth Martínez-Gibson**


**Dr. Sarah E. Owens**


**Dr. Silvia Rodriguez-Sabater**


Invited Manuscript Reviewer or Referee, *Critical Inquiry in Language Studies*. (September 2010 - October 2010).

Dr. Andrew M. Sobiesuo

Editorial Board Member, *Journal of Dagaare Studies*, University of Hingkong. (1999 - Present).

Dr. Joseph R. Weyers


Papers and Posters Presented at Conferences

**Invited Lectures/Readings**

**Dr. Mark P. Del Mastro**

Mark Del Mastro, 3rd Annual Humanities Undergraduate Research Conference, "Humanities and You: Where Do I/Will I Go from Here?!?!", Keynote Address, Coker College, Hartsville, SC. (February 2011).

**Dr. Joseph R. Weyers**


Joseph R. Weyers, Center for Creative Retirement, "Language & Culture: You are what you say," West Ashley, Charleston, SC. (January 2011).

Joseph R. Weyers, Center for Creative Retirement, "Language change in Uruguay," Center for Creative Retirement, West Ashley, Charleston, SC. (January 2011).


**Other**

Carla M. Breidenbach
Carla M. Breidenbach, GURT (Georgetown University Round Table Discourse 2.0, "I’m going to the Jersey Shore, Bitches!": Georgetown University, Washington, D.C.. (March 2011).

Carla M. Breidenbach, Lavender Languages 18, "I swear I am (not ): The use of swear words in the fictional construction of the butch/femme identity in Alicia Gaspar de Alba’s Desert Blood," American University, American University Washington, D.C.. (February 2011).

**Dr. Lola D. Colomina-Garrigós**


**Dr. Mark P. Del Mastro**


**Dr. Benjamin Fraser**


**Dr. Michael Gómez**


**Dr. Luis Linares-Ocanto**


**Dr. Elizabeth A. Martínez-Gibson**

Elizabeth A. Martínez-Gibson, American Association of Teachers of Spanish and Portuguese, "Linguistic Landscape in Spain: Signs in English?," American Association of Teachers of Spanish and Portuguese, Guadalajara, Mexico. (July 2010).

Dr. Luci L. Moreira


Dr. Sarah E. Owens


Sarah Owens, Grupo de estudios sobre la mujer en España y las Américas (GEMELA), Biennial Conference. “Chocolate, Chiles, and Codfish: Nuns and Their Travel Narratives.” Mt. Holyoke College/UMass-Amherst. (September 2010)


Dr. Félix Vásquez


Conferences and Workshops Attended/Panels Chaired/Other Professional Activity

Dr. Karen E. Berg

Description: "Wait Time is a simple, motivating, research-based instructional approach that trains students to learn effectively and efficiently, communicate clearly, and take personal responsibility. Learn, experience, and practice Wait Time techniques in skill-building and skill-using activities involving vocabulary, grammar, media, reading, listening, and speaking."

Description: attended an online tutorial concerning the incorporation of visuals in the classroom and how to appeal to more than one type of learner.

Description: This online workshop relate to the types of activities done in our Spanish composition classes. The speaker discussed process writing and peer review as well as the need for multiple drafts.

Description: This workshop was designed to show advanced features of the complex My Spanish Lab program that accompanies the intermediate Spanish text "Atando cabos" and to help with some of the glitches students have experienced.

Attended Workshop, "Oaks Boot Camp," Teaching, Learning, and Technology Department, Charleston, SC. (December 14, 2010 - December 15, 2010).
Description: training on the use of the Desire To Learn, the new COFC web based student delivery system. This program affords one to organize materials, post content and grades, and to communicate with students more effectively.

Attended Workshop, "HTML Editor Training," Teaching Learning and Technology, Charleston, SC. (December 3, 2010).
Description: This workshop showed how to create HTML content for my courses.

Description: Introduction to new student delivery system.

Description: attended a workshop presented by one of the authors of the intermediate Spanish textbook adopted.

**Dr. Carla M. Breidenbach**

Attended Workshop, "The History of Latinos in the US." (May 2, 2011 - December 18, 2011).


Description: workshop

**Dr. Lola D. Colomina-Garrigós**


Attended Seminar, "Food Security and Food Sovereignty in Argentina, by Ruben Marx," LACS, Charleston, SC. (October 4, 2010).


**Dr. Mark P. Del Mastro**


Description: Participate in workshops geared toward improving operations of national officers of honor societies.

**Dr. Elizabeth A. Martínez-Gibson**


Description: Attended several workshops on Teaching Language in Content-based courses.


**Dr. Silvia Rodríguez-Sabater**

Attended Seminar, "Teaching Spanish writing as a process.." (March 31, 2011). Description: Webinar

Attended Seminar, "Foreign language classroom assessment in support of teaching and learning," Language Acquisition Resource Center (LARC) and Cebter for Advance Language Proficiency Education and Research (CALPER). (February 10, 2011). Description: Webinar


Attended Workshop, "ACTFL Writing Proficiency Guidelines," Boston, MA. (November 18, 2010).

Attended Seminar, "Achieving intercultural competence through community service," Pearson Speaking about World Language Webinar. (November 5, 2010). Description: Web seminar


Attended Workshop, "OAKS informational session," Teaching, Learning, and Technology, College of Charleston. (August 17, 2010).

**Ms. Georgia T. Schlau**

Attended Conference, "SCOLT/LFLTA/SEALLT." (March 10, 2011 - March 12, 2011). Description: Foreign Language Technology Conference with many technology workshops.

**Dr. Félix Vásquez**


Attended Pre-Semester Workshop, Orientation for "Atando Cabos" (Spanish 202), by Marta Rosso-O'Laughlin (textbook author) and Yesha Brill (Pearson's Sales Representative), organized by Silvia Rodriguez-Sabater, Hispanic Studies, C of C, August 19, 2010.


**Dr. Marianne J. Verlinden**

Attended Workshop, "Faculty Technology Institute: Mobile Education," TLT team, Charleston, SC. (March 7, 2011 - March 10, 2011).

Attended Workshop, "MySpanishLab: Advanced Features, by Ross Craycraft," Pearson's Publisher, Charleston, SC. (December 17, 2010).


Attended Seminar, "Social Movements in Latin America, by Humberto Miranda," LACS, Charleston, SC. (October 21, 2010).

Attended Seminar, "Food Security and Food Sovereignty in Argentina, by Ruben Marx," LACS, Charleston, SC. (October 4, 2010).

Attended Workshop, "Pre-semester Departmental Workshop, by Marta Rosso-O'Laughlin (textbook author) and Yesha Brill (Pearson's Sales Representative), organized by Silvia Rodriguez-Sabater," Charleston, SC. (August 19, 2010).
Service

Department

Dr. Emily S. Beck
Policies and Procedures Committee, Committee Member. (September 2010 - June 2011).

Sigma Delta Pi, National Collegiate Hispanic Honor Society, Committee Member. (September 2010 - June 2011).

Search Committee for 3 Academic Searches, Committee Member. (September 2010 - May 2011).


Dr. Karen E. Berg

Spanish Club, Student Org Advisor (Non-Professional Org), Other. (September 2010 - June 2011).

Meetings with Candidates, Other. (February 2011). Took part in the hiring/interview process of new candidates for positions in the Hispanic Studies Department. Accompanied one candidate on a campus/town tour, took two candidates to dinner, and met with another candidate.

Guidelines Committee for Spanish 275/344, Committee Member. (September 2010). To coordinate guidelines for Spanish 275 and 344 in order to avoid repetition of material taught.

Dr. Carla M. Breidenbach
Study Abroad, Approve Study Abroad credits, Member. (August 2007 - Present).

Dr. Lola D. Colomina-Garrigós
Library co-liason. (May 2010 - December 2011).
Hispanews, Editor, Other. (January 2010 - June 2011).

Publicity Committee, Committee Chair. (August 2010 - May 2011).

**Dr. Mark P. Del Mastro**

HISP Policies and Procedures Committee, Committee Member, Member. (September 2010 - December 2011).
Meet weekly to revise department's by-laws, draft departmental tenure and promotion guidelines.

Website Maintainer, Other. (July 2010 - December 2011).
Create and maintain content of departmental webpages.

Spanish Search Committee, Committee Chair, Member. (June 2011).
Organize and direct search process for a visiting assistant professor of Hispanic Studies: review applications, select finalists, phone interviews, select finalist, process hiring paperwork.

HISP Publicity Committee, Committee Member, Member. (September 2010 - November 2010).
Review and revise department's publicity material and related efforts.

Spanish Search Committee, Committee Chair, Member. (July 2010).
Organize and direct search process for a visiting assistant professor of Hispanic Studies: review applications, select finalists, phone interviews, select finalist, process hiring paperwork.

**Dr. Michael A. Gómez**

Dept. Capstone Seminar Committee, Committee Member. (September 2007 - Present).
Develop new capstone seminar for majors in Spanish.

Study Abroad Advisor. (September 2006 - Present).

**Dr. Luis Linares-Ocanto**

Alternate Rubrics for Study Abroad Courses Committee, Committee Member, Member. (January 2011 - March 2011).
Search Committee Member, Committee Member, Member. (November 2010 - February 2011).

**Dr. Elizabeth A. Martínez-Gibson**

Policies and Procedures, Committee Chair. (September 2010 - November 2011).

Summer Hiring Committee, Committee Member. (June 2011).

Tertulias, Attendee of Student Organization. (August 1992 - April 2011). Attend Tertulias to give students an opportunity to speak Spanish.

Study Abroad Course Review, Committee Member. (October 2010 - February 2011).

**Ms. Claudia M. Moran**

Organization, Committee Chair. (August 2007 - Present).
Move-in day at the Hispanic House: meet and greet residents.
First week of class: meet with residents to discuss expectations.
Help plan activities at the Hispanic House, and attend events.
Maintain communication with Residence Life.
Advertise positions for upcoming semesters.
Meet and discuss applicants for the following semester. Meet with the applicants.

**Dr. Luci L. Moreira**

Advisor / Portuguese Club, Student Org Advisor (Non-Professional Org), Other. (October 2000 - Present).
Portuguese Club advisor

Advisor of the Portuguese Club

Advisor, Other. (March 2004 - May 2011).
Student advisor

**Dr. Sarah E. Owens**

Visiting Professor Search Committee, Committee Chair, Member. (February 2011 - May 2011).
Dr. Silvia Rodríguez-Sabater

Basic Language Program Coordinator. (May 2009 - July 2011).
Curriculum and assessment design and coordination; Supervision of 20+ faculty members; orientation workshops, training of new faculty; classroom visits, reports and post observation conferences; book orders; faculty development workshops; conflict resolution mediator between students and faculty; Basic language Program page designer; overview of 80 sections approx. serving 2000+ students each semester; meeting with publishers for new materials; pilot new materials and technology in 202

Search Committee, Chair. (September 2010 - March 2011).
Search Committee Chair for 3 positions with MLA interviews

Ms. Georgia T. Schlau

Spanish Club, Club Advisor, Other. (September 2010 - April 2011).
Advise the Spanish Club officers.

World Cultures Fair Committee, Committee Member, Member. (January 2011 - March 2011).
Organize the Talent Show portion of the Fair.

Spanish Club Event El día de los muertos, Advisor. (November 2010).
Consulted, organized, and provided realis for the program event.

Dr. Félix Vásquez

Department of Hispanic Studies Policies and Procedures Committee, Committee Member.

Dr. Marianne J. Verlinden

Policies and Procedures Committee, Committee Member. (August 2010 - April 2011).
Helped draft several documents

Sigma Delta Pi (C of C Chapter): National Collegiate Hispanic Honor Society, Committee Member / Faculty-Advisor. (September 2003 - April 2011). Asssted the Faculty-Advisor with the recruitment and selection of candidates, and with the organization of the ceremony. Was Faculty-Advisor in Fall 2010-Spring 2011

Departmental Awards Committee, Committee Member. (August 2003 - April 2011). Committee Member 2011

Department of Hispanic Studies Roster Faculty Committee, Committee Member. (August 1999 - April 2011). Participate actively in departmental meetings. Occasionally take minutes.

**College**

**Dr. Nadia D. Avendaño**

Latin American & Caribbean studies steering Committee, Committee Member, Member. (September 2003 - Present).

Academic Planning, Committee Member. (August 2009 - August 2010).

**Dr. Emily S. Beck**

Library Committee, Committee Member. (August 2009 - August 2010).

**Dr. Karen E. Berg**

Honor Board, College Representative. (August 2010 - August 2011). To advise students who are charged with Honor Code violations and, if necessary, accompany them to hearings.

Honor Board, Committee Member, Member. (August 2009 - August 2010). Read student charge packets and attend hearings of the Honor Board; impose sanctions when necessary.

**Carla M. Breidenbach**

Linguistics Club, Student Org Advisor (Non-Professional Org). (March 2008 - Present).
Phi Iota Alpha, Student Org Advisor (Non-Professional Org), Other. (February 2011 - August 2013).

OPPIAC for Office of Institutional Diversity, Committee Member, Member. (August 2010 - August 2013).

Advise Admissions Office on Latino Student Recruitment, Other. (December 2010 - December 2012).

Grievance Committee, Committee Member. (August 2010 - August 2011).

Faculty Senate Service, Member. (September 2009 - May 2011).
Attend Senate meetings and vote

Search Committee for Diversity Trainer, Committee Member, Member. (November 2010 - December 2010).

**Dr. Lola D. Colomina-Garrigós**

Hearing Committee, Alternate Committee Member, Member. (August 2009 - May 2011).

Alternative Spring break volunteering trip, Faculty advisor. (March 2011).

Committee on Latin American & Caribbean Studies, Committee member (August 2003-Present)

Graduate Committee Member for a graduate student's MA's Exit interview on (April 2011).

**Dr. Mark P. Del Mastro**

Asian Studies 3rd-Year-Review Panel, Committee Member. (October 2010 - October 2011).
Evaluate candidate's performance at the College, formally observe candidate's teaching, participate in panel interview, write colleague letter.

Spanish House, Committee Member. (July 2010 - August 2011).
Interview student applicants, help plan and participate in select activities.
Dr. Luis Linares-Ocanto
Latin American and Caribbean Studies Steering Committee (LACS), Committee Member, Member. (August 1996 - August 2010).
I have been instrumental in the development of the LACS curriculum as well as the LACS minor and proposed major.

Dr. Elizabeth A. Martínez-Gibson
Faculty Senate, Faculty Senate Service, Other Officer. (August 2010 - May 2013).
Senator At-Large
Interdisciplinary Linguistics Minor Program, Director, Other. (August 2000 - May 2012).
Organized speakers, advised minors, ordered library books, supported linguistics faculty, met with linguistics students, promoted the program and created and organized the Language Fair/World Cultures Fair, campaigned to receive support for the LLBA database for linguists, etc.

Ms. Claudia M. Moran
Committee, Committee Member, Member. (August 2007 - Present).
Attend scheduled committee meetings. Responsibilities have varied according to matters discussed during these meetings

Dr. Sarah E. Owens
Committee on By-Laws and Faculty/Administration Manual, Committee Member, Member. (August 2010 - May 2012).

Faculty Senate, Faculty Secretary, Other Officer. (May 2010 - May 2012).
Faculty Secretary
Committee on Latin American and Caribbean Studies, Committee Member. (August 2000 - January 2012).

Student Action with Farmworkers: Into the Fields, Campus Liaison for the internship, Other. (November 2000 - December 2011).
Publicity and interviewing

International Studies Advisory Committee, Committee Member, Member. (November 2009 - May 2011).
Senate, Faculty Senate Service, Member. (October 2008 - October 2010).

**Dr. Silvia Rodríguez-Sabater**

The Graduate Council, Committee Member. (August 2010 - May 2011).

Committee on Graduate and Continuing Education, Committee Chair. (May 2010 - May 2011).

Honors advising, Advisor. (September 2001 - March 2011).

Linguistics Committee, Committee Member. (August 2001 - March 2011).


**Dr. Félix Vásquez**

Recruiting and Planning for Trujillo Summer 2011 Study Abroad Program.

Recruiting and Planning for Chile Fall 2011 Study Abroad Program.

Recruiting and Planning for Trujillo Spring 2011 Study Abroad Program.

Compensation Committee, Committee Member (2010-2011)

**Dr. Marianne J. Verlinden**

Faculty Senate, School of LCWA Representative At Large. (August 2010 - April 2011).

Faculty Welfare Committee, Committee Member. (August 2010 - April 2011). Review and discuss policies proposals coming from the faculty and the administration regarding faculty welfare

**Dr. Joseph R. Weyers**

Department of Classics, Tenure and Promotion Panel Outside Reviewer, Member.

Served as extra-departmental member of Stephen Della Lana’s (German) 3rd Year Review panel.
Global Scholars, Co-Director, Other. (January 2009 - December 2011). Advertising, recruiting, checking credentials, and awarding Global Scholars medals and certificates to qualified candidates.

Community

Carla M. Breidenbach

BLOOM, Other. (April 2008 - Present).

H.O.P.E - Hispanic Organization for the Pursuit of Equality, Advisory Board, Board Member. (December 2007 - Present). To provide information to the Hispanic community regarding changes that will be taking place when the new laws regarding undocumented immigrants come into effect.

Guardian Ad Litem for South Carolina, Other. (January 2011 - January 2013).

Dr. Lola D. Colomina-Garrigós

U.S. Customs and Border Protection, Guest Speaker. (September 2010).

Dr. Mark P. Del Mastro


Chair in Classics Search, Committee Chair. (October 2010 - March 2011). Direct external search process for a new chair in Classics.

Dr. Elizabeth A. Martinez-Gibson

HOPE Organization on Immigration Issues in SC, Committee Member, Board Member. (October 2007 - Present). Secretary
Linguistics Discussion Series, Conference Program Organizer. (March 2007 - Present).
Finding speakers and organizing lecture

Medical University of South Carolina, Volunteer Interpreter. (January 2006 - Present).
Medical Interpreting

LCWA World Cultures Fair, Coordinator/Creator. (January 2010 - April 2011).
The entire event

**Dr. Silvia Rodriguez-Sabater**
Global Scholars, Advisor. (March 2010 - March 2011).


M.Ed. in Languages Advisor and Steering Committee, Member. (August 2001 - March 2011).

**Dr. Andrew M. Sobiesuo**
Foundation for Rural Education and Empowerment and Development, Co-Founder, Board Member. (January 2002 - December 2011).

**Dr. Marianne J. Verlinden**
Ad hoc Committee on Minimum Scores on Graduate Admission Tests for Non-English Speakers (TOEFL, IELTS, PTE), Committee Member. (October 2010).

**Profession**

**Dr. Mark P. Del Mastro**
Sigma Delta Pi, Executive Director, Other. (September 1997 - August 2013).
Manage activities of the National Collegiate Hispanic Honor Society.

ACHS Standards and Definitions Committee, Committee Member, Member. (September 2009 - June 2012).
Review standards of individual ACHS (Association of College Honor Society) members to ensure they meet the membership criteria of ACHS.
ACHS Nominating Committee, Committee Member. (August 2009 - April 2011). Identify eligible Council Members of the Association of College Honor Societies to run for various offices.

Promotion Committee, Tenure and Promotion Panel Outside Reviewer, Member. (August 2010). Evaluated scholarship of un-tenured professor at Mount St. Mary's University

Dr. Luci L. Moreira


AATSP - American Association of Teachers of Spanish and Portuguese, National President - Portuguese Honor Society, President/Elect/Past. (August 1998 - December 2011).

Concordia College, Advisory Board, Board Member. (January 2006 - December 2010). Establish the Portuguese Language Village at Concordia College

Dr. Sarah E. Owens

Society for the Study of Early Modern Women, Committee Member, Board Member. (March 2010 - December 2013).

Honors and Awards

Emily S. Beck

Faculty Research and Development Grant, Research and Development Committee, Research, $4,000.00. (May 2011).

Sigma Delta Pi Hispanic Honor Society Honorary Member, Sigma Delta Pi Hispanic Honor Society, Teacher - Scholar. (October 2010).

Dr. Karen E. Berg

Outstanding Library Liaison Award, The Library, Service, Department. (September 2010).
Dr. Mark P. Del Mastro
For those who distinguish themselves professionally and internationally in supporting the Academy's mission, which is primarily the promotion of the Spanish language.

Dr. Luci L. Moreira
2011 ExCEL - Certificate of Appreciation for outstanding service, Office of Multicultural Programs and Services, Promotion of diversity and excellence. (April 2011).
ExCEL - Excellence in Collegiate Education and Leadership Award. The goal of the awards is to honor individuals and organizations that create a campus environment that promotes diversity and excellence. Only two faculty of the SLCWA were nominated to this award.

Dr. Sarah E. Owens

Dr. Joseph R. Weyers
Sabbatical, College of Charleston. (January 2011).
Full year sabbatical release, for calendar year 2011.

Consulting
Dr. Karen E. Berg
Academic, Heinle Cengage, Compensated. (February 2011).
A review survey of a new Spanish text Cuadros that is being developed.

Evaluated a chapter from a manuscript of Te cuento, a Spanish grammar/composition text in progress. I had reviewed the first draft of that text two years ago.

Participants discussed their views on the use of technology in foreign language learning in terms of what was useful and what was not.

Dr. Luci L. Moreira
Training/Education, Atlanta Cobb County, Atlanta, Georgia, Compensated. (January 2008 - December 2010).

Language Acquisition Specialist
Consultant for the Atlanta Cobb County (GA), with regard to textbook adoption and pedagogical orientation to teachers from 5-12 grade

**Dr. Joseph R. Weyers**


Oral Proficiency Interview (OPI) testing in Spanish; second rating in Spanish. Oral Proficiency Interview-Computer (OPIc) rater in Spanish and English.

V. Funding

**Grants and Contracts**

**Ms. Claudia M. Moran**

*Funded*

Rodriguez-Sabater, Silvia (Principal), Moran, Claudia M. (Principal), "Development of testing materials," Private, requested $1,500.00, awarded $1,500.00. (June 2010 - July 2010).

**Dr. Sarah E. Owens**

*Funded*

Owens, Sarah E., "Title VIA International Studies and Foreign Language: Global Scholars Travel funds," Sponsored by Global Scholars, requested $2,000.00, awarded $2,000.00. (April 2011 - May 2011).

**Dr. Silvia Rodríguez-Sabater**

*Funded*

Rodriguez-Sabater, Silvia (Principal), "School of Languages, Cultures, and World Affairs," requested $231.00, awarded $200.00. (November 2010 - December 2010).

*Funded*

Rodriguez-Sabater, Silvia (Principal), Moran, Claudia M. (Principal), "Development of testing materials," Private, requested $1,500.00, awarded $1,500.00. (June 2010 - July 2010).
College Funds

**Dr. Carla M. Breidenbach**

Breidenbach, Carla M, "Faculty Research and Development Grant," Sponsored by Faculty R&D, College of Charleston, requested $1,000.00, awarded $1,000.00. (January 2011 - December 2012).

Breidenbach, Carla M, "Murray Grant," Sponsored by Murray Grant, College of Charleston, requested $3,000.00, awarded $3,000.00. (May 2011 - August 2011).

**Dr. Elizabeth A. Martinez-Gibson**

Martinez-Gibson, Elizabeth A., "Research Development," Sponsored by School of Languages, Cultures and World Affairs, College of Charleston, requested $1,500.00, awarded $1,000.00. (July 2010).

**Dr. Joseph R. Weyers**

Weyers, Joseph R., Sponsored by Faculty R&D, College of Charleston, requested $4,000.00, awarded $4,000.00. (April 2011 - June 2011).

**Annual Report for the Interdisciplinary Linguistics Minor Program**

**2010-2011**

**Current Enrollments**

Presently, there are approximately nineteen declared minors.

The capstone course, LING 125: *An Introduction to Language and Linguistics* was taught in fall 2010 and spring 2011. A total of 45 students completed the course over the year. Students’ disciplines varied from Languages, Anthropology, Philosophy, Psychology, International Studies, Communications, Computer Science, Business Administration, Math, Chemistry, Political Science, Religious Studies and Art.

**Curriculum Issues**

The Linguistics Committee met at the beginning of fall 2010 to discuss yearly business (curricula issues, book orders and courses) and activities (Linguistics Discussion Series, World Cultures Fair, Major Minor Fair and speakers).

Dr. Elizabeth Martínez-Gibson, Director of the Linguistics Minor Program, reviewed and/or approved numerous Linguistics courses from other universities or for study abroad transfer credits. This year the requests were exceptionally greater than in past years.

Due to changes in the Department Curriculum of Communications, English, Philosophy and Psychology, the Linguistics Minor has had to make some adjustments. In 2012, Communications will no longer be teaching COMM 210, 220 and 221. English will now be teaching ENGL 309: English Grammar and History of the Language. This course was approved at the last spring 2011
Faculty Senate meeting and therefore it will be submitted in fall 2011 for approval to add to the Linguistics Minor curriculum. Philosophy has eliminated PHIL 215 and PHIL 216 and replaced it with PHIL 120, which was approved at the last spring 2011 Faculty Senate meeting to be added to the Linguistics Minor curriculum. Psychology has added PSYC 211 and 220 as prerequisites to PSYC 340 and PSYC 378 however they also added “permission of the instructor.”

In fall 2011, Dr. Moore Quinn will teach a new seminar course on Irish Language and Culture.

A number of new books and videos were ordered this past year upon the request of the faculty.

Activities

On March 30, 2011, the Linguistics Program participated in the World Cultures Fair. Dr. Elizabeth Martínez-Gibson, with the help and participation of all the programs from the School of LCWA, other Cultural studies programs, the Multicultural and Study Abroad Offices, the Office of Institutional Diversity and several student organizations organized the World Cultures Fair. Dr. Carla Breidenbach represented the Linguistics Minor Program and Dr. Moore Quinn baked for the affair.

In the evening of March 25th, Dr. Maciej Baronowski from the University of Manchester and disciple of William Labov gave a talk “Increasing divergence in American English dialects.” This was sponsored by the School of LCWA, the Departments of English, Hispanic Studies, and Sociology and Anthropology. The lecture was well attended by students and faculty throughout the College.

On April 7th, Dr. Garrett Mitchner gave a talk on his current research Simulating the evolutionary discovery of combinatorial phonology for the Linguistics Discussion Series.

Student News

Paula Kiesling, a recent College of Charleston graduate with a minor in Linguistics, was accepted into the M. A. program in Linguistics at the University of Hawaii at Manoa.

Melanie Keller, who graduated with honors in spring 2010, presented her paper on Queer Linguistic Activism at the Southwestern Women’s Studies Association 2011 Conference in Atlanta, GA., March 2011.

Adam Dexter, a French major in his junior year at the College of Charleston, has had his paper, Morphologization of French Nominative Pronouns as a Product of Diminished Latinate Verbal Inflection, accepted at the Ottawa Conference for Linguistic Undergraduates in fall 2010 and the 20th International Conference on Historical Linguistics in Osaka, Japan in summer 2011.

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Conclusions

As previously explained above, one of HISP’s main obstacles is instructional support via additional roster faculty lines, specifically tenure-track to substitute multiple adjunct positions. Given our low SCH-costs, adding two more tenure-track lines to our department would greatly assist our goal of reducing class preparations for tenured and tenure-track faculty, increasing their opportunities to teach basic language courses, and alleviating overall workloads as previously described.

Moving forward, our department’s objectives for AY 2011-12, among others, are the following:

1) obtain institutional approval of our LCWA language for business minor (originally “Spanish for Business Minor”)

2) complete successful searches for two currently vacant tenure track lines;

3) complete and adopt a departmental tenure and promotion document;

4) complete and adopt a standard, departmental peer evaluation of teaching mechanism;

5) implement a HISP mentor program into our department’s by-laws.
INTRODUCTION

International Studies (INTL) is an interdisciplinary and multi-disciplinary international program housed in the School of Languages, Cultures and World Affairs (LCWA). The International Studies Program has offered a minor since the early 1980's. With the establishment of LCWA, it was decided that developing a major in International Studies was both viable and necessary for furthering the internationalization goals of the School and College. A thorough three year process of program development and review culminated this year in the approval by the Commission on Higher education of a major in International Studies at the College of Charleston.

The INTL major, which formally began in Fall 2010, is a significant step in the internationalization effort at the College. The major incorporates five concentrations, four focused on regions - Africa, Asia, Europe and Latin America and the Caribbean, and one “thematic” concentration - International Comparative Literature.

The faculty of International Studies currently consists of Douglas Friedman – Associate Professor of Political Science, who was moved from the Political Science Department to International Studies in Fall 2010, Malte Pehl and Lisa Samuel – both tenure track Assistant Professors of International Studies hired for Fall 2009, and Jesus Sandoval-Hernandez a Visiting Assistant Professor of Economics and International Studies hired for Fall 2010 – a line provided International Studies and Economics to serve the First Year Experience.

FIRST YEAR OF THE MAJOR NARRATIVE

I think it is important to report and reflect on the first year of this major program if this report is to be of any use to the reader. In 2009-2010, before it became a major, International Studies offered eight sections of the introductory course INTL 100 with an average of 34 students per section. However, this was similar to the enrollment pattern for the Latin American Studies introductory course and the number of majors in that area have never exceeded thirty. Over the course of the 2010-2011 academic year however, the International Studies major was chosen by over ninety students – far exceeding what was anticipated by our CHE planning (total enrollment was anticipated to be 12 by spring of 2011 and reach 60 by the spring of 2015) – the number of students choosing the minor increased as well to reach 42. Some recruiting was done in Spring 2010 through letters to students who had earned a “B” or better in the INTL 100 course (this was done in Fall 2010 as well). Large numbers of students made appointments to talk to the program director about the major – in excess of 150 to be conservative. It is uncertain whether the major will continue to grow into the 2011-2012 semester, but even if not we will have to accelerate the offering of the capstone and methodology course by a year and find some way of dealing with a large advising load – students will
be required to be advised every semester starting in Fall 2011. One great challenge will be to find a way to create the sense of student community in the major given that the majority of classes students take for the major are courses created and offered for other majors. Typically a sociology major will sit in many classes with mostly other sociology majors – this will not be the case with International Studies and so if the INTL majors are to be able to get to know each other and form a community, the INTL faculty will have to provide those opportunities in a different way. In view of this, a meeting/social was held with some success for International Studies majors at the beginning of the Spring semester. This problem mirrors the same difficulty of creating a means of involving faculty teaching our students. While it has been practical to create a Latin American and Caribbean Studies faculty group, it will be impossible to do likewise for International Studies because of the sheer number of faculty who participate through offering courses that our students will take for their major.

The move of Douglas Friedman to International Studies – both administratively and physically was a positive move for the program. With three new assistant professors, the presence of a more senior faculty member acting as the director of the program lent a structure that was lacking the previous year and facilitated better planning and coordination, particularly as it became clear that student demand had exceeded our expectations. The addition of an administrative assistant was also very positive – although her duties also include administrative support for Asian Studies (which has three language faculty in the building), African Studies, Latin American and Caribbean Studies, and Afro-American Studies.

The hiring of a joint position in ECON/International Studies had a positive effect on the program though the hiring process was not without difficulty and continues to prove contentious. The position came available as a result of a joint proposal form INTL/ECON for a FYE line. After being granted the line ECON and INTL could not agree on issues related to the housing of the position and thus the position was filled as a visiting position pending an agreement. Without going into the details – no solution was forthcoming as of spring 2011 and so the positron continues to be a visiting position and Jesus Sandoval-Hernandez, hired into that position continues for an additional year. Sandoval-Hernandez developed and taught a course for INTL and FYE – The Economics of Globalization and has successfully taught a Latin American Economies course for LACS to our satisfaction. He taught micro and macro economics for ECON and beyond wanting the line in that department it is uncertain what the ECON department wants to do with the line. Lack of clarity about the position is disruptive to the process of developing the major although it has been a definite benefit. Sandoval-Hernandez has been housed in International Studies administratively and physically with little to no support from the ECON department.

International Studies attempted to hire a “senior” position in 2010-2011 with no success. The committee consisted of Douglas Friedman, Malte Pehl, Lisa Samuel, Ghazi Abuhakema, and Mutindi Ndunda, and did a fine job making a recommendation of three highly qualified candidates to the Dean who decided to suspend the search and reconsider the position in light of the needs of the developing program. To be fair, the
position description was vague, both to the committee and potential candidates. While this threw the net broadly, it also put everyone on a slightly different page.

Administration support for the new major has been mixed. There is enthusiastic support from the School and Dean. The Provost supported the move of Friedman to LCWA and solidified the acquisition of 9 Glebe. However, frustrating problems arose during the year. Although Friedman was moved to LCWA the POLS department retained any funding that had been historically associated with his line. A new rule was passed by the Senate (I am told sponsored by Academic Affairs) defining a concentration in a major to be the equivalent of a minor. This specifically discriminated against the new INTL major limiting our major to two additional minors and disallowing the sharing of any courses between the major and minors (this is allowed for all other majors). The program was not asked for any input into the discussions leading up to this rule and because it cannot properly accommodate the rule, the registrar considers the entire major a concentration barring even those courses not in a concentration from being shared with a minor. This rule needs to be reviewed and modified.

In developing a new program, visibility is of paramount importance. You can have a great program, but nobody will ever know if it is hidden. From one perspective, keeping the new INTL major hidden seemed to be the objective of our Marketing department.. The INTL office at 9 Glebe was not allowed to have a sign outside the building – students could not find INTL if they were interested in the major or minor. The most common call to faculty from students was – where are you??? Similarly, it took more than half a semester to get a link to the program website on the College’s “majors” page. As a “program” and not a department, information on College websites must be buried. While departments can be featured on School webpages, programs cannot – even if they offer a major. This ridiculous medieval hierarchical protocol is quite detrimental to program development.

Teaching

As is fitting of an inter- and multi-disciplinary program, the faculty in International Studies contributed to the curriculum of a number of programs and departments as they fulfilled their obligation to the International Studies curriculum. INTL faculty taught International Studies, Political Science, Economics, Asian Studies and Latin American and Caribbean Studies courses. They also contributed to the Honors and First Year Experience programs. Unlike most other majors, the faculty contributing to the major go far beyond the immediate faculty in the program and thus it is difficult to measure in the same way one would most other majors (courses from 26 departments and programs in 4 Schools). A list of courses the college offered that students in all concentrations could take to satisfy the major is attached.

INTL Students and Graduates

Amazingly, two students, Chernor Bah and Hudson Hamrick, graduated with degrees in International Studies in our first year as a major. Hudson Hamrick received the first
Outstanding Student Award in International Studies.

Faculty Professional Development

Friedman


Reviewed text The New Latin American Politics for Cengage Learning (Wadsworth), October 2010

Pehl

Political Sociology – The State of the Art (part of the International Political Science Association’s (IPSA) book series The World of Political Science). Co-edited and also contributed a co-authored chapter to this volume. January 2010


Drafted a manuscript for publication entitled “Wagging the Dog: Small Parties and National Coalition Formation in India”. 2010

Submitted manuscript “Party System Institutionalization in India - Omnia mutantur, nihil interit” for review to peer-reviewed journal, spring 2011.


Presented paper, “Crisis at the Core: The Criminalization of Indian Politics” as part of the panel 44-13 “Rule of Law and Judicial Independence in Emerging or Weak Democracies” Annual Meeting of the American Political Science Association in Washington, D.C., September 2010.


Reviewed manuscript “Reinterpreting India’s Rise through the Middle Power Prism” for the *Asian Journal of Political Science*, December of 2010

External referee for CQ Press to evaluate a textbook manuscript on International Studies entitled “International Studies in a Globalized World” August 2010

Murray International Travel Scholarship Fund grant for research travel to New Delhi and North India in June-July-August of 2010

Samuel

Manuscript “International Trade and Justice”, under review 2010
Manuscript “When Negotiating Trade Means Negotiating Difference: Ethical Engagements at the Margins of International Trade Negotiations” under review 2010
Book Manuscript entitled “Beyond the Pale: Non-Traditional Methods in International Relations—” Co-edited with Christopher M. Brown, in progress 2011.


Murray International Travel Scholarship Fund grant for research travel to the Caribbean in summer of 2010

Sandoval-Hernandez

Manuscript “Household Saving Behavior: Empirical Evidence Based on Mexican Households Surveys” under review 2011


Presented co-authored paper (with Xingwang Qian and Jinzhuo Zhao) en titled “The Gravity of Corruption on Foreign Direct Investment” at the 7th Annual Conference Asia-Pacific Economic Association (APEA), June 24-25, 2011, in Basan, South Korea.
Faculty Service

Friedman

Organized Cuba Semester Program. Spring, 2011
Organized Film Program (Part of LCWA Film Festival) Oct. 16, 2010, “Oedipus Mayor”
Organized visit and lecture by Humberto Miranda, Instituto de Filosofia. Oct. 15 – Nov. 15, 2010. Lectures:
   Oct. 21, 2010 “Social Movements in Latin America”
   Oct 26, 2010 “Contemporary Cuba & Relations with the United States”
   Nov. 11, 2010 “Academic Exchange with Cuba”
2010 - Member: Editorial Board, The Hemispheric Review
Director of Latin American & Caribbean Studies 2010-2011
Director of International Studies 2010-2011
Chair, International Studies Advisory Committee 2010-2011
Faculty Grievance Committee 2010-2011
Joint ECON/INTL Position Search Committee Chair Summer 2010
Senior INTL Position Search Committee Chair 2010-2011
Third Year Evaluation Panel Asian Studies - Fall 2010
Evaluation of the Chile Study Abroad Program, November 2010
Chaired LASA Cuba Section Election Committee September-October 2010. Conducted election for Cuba Section leadership in Toronto, Canada (at LASA Congress) and in Cuba
Elected Treasurer, LASA Cuba Section, October 2010
Co-Coordinator, Washington D.C. Model Organization of American States, 2010-2011
Board Member, Institute for Diplomatic Dialogue in the Americas (IDDA) 2010-2011
Vice-President, Institute for Diplomatic Dialogue in the Americas (IDDA) 2010-2011

Pehl

member of the International Studies Advisory Committee 2010-2011
Represented INTL Program at Majors Fair in 2010
Represented INTL at LCWA World Cultures Fair
Gave lecture (with Dr. Lisa Samuel) Title: International Studies: Opening Doors to the World at the Mini Lectures series for new students, organized by the Office for the First Year Experience in 2010.
Panelist in the public panel discussion session “Islamophobia”, organized by the Amnesty International chapter at CofC. Fall 2010
Member Asian Studies program Steering Committee 2010-2011
Member editorial board of the Heidelberg Papers in South Asian and Comparative Politics
INTL Library liaison 2010-2011
Organized Film Program (Part of LCWA Film Festival) November 2010, “Our Brand is Crisis”
Member Senior INTL Position Search Committee 2010-2011
College of Charleston Model UN Faculty Monitor 2010-2011

Samuel

Member International Studies Advisory Committee 2010-2011
Member LACS Faculty Committee
INTL Library Liaison 2010-2011
lecture at the College’s Accepted Students Day
College of Charleston Model UN Faculty Monitor 2010-2011
Organized Film Program (Part of LCWA Film Festival) November 2010, “Bringing it all Back Home”
Convener, 2011 International Studies Association Annual Convention Panel
“Interrogating Global Governance: Reverberations From the “Global” to the “Local” ”
Founding Member, Global South Caucus, International Studies Association 2010
Member Joint ECON/INTL Position Search Committee Summer 2010
Member Senior INTL Position Search Committee 2010-2011

Sandoval-Hernandez

Member LACS Faculty Committee
Spring Break 2011 - El Zurzular, Honduras
ECON 360 and LACS 200.
The development and launch of the CofC Micro-Finance program under a US Department of Education Title VIB grant administered by Dr Rene Mueller. Partial funding was provided by the Center for international Education and by the LACS program.
### International Studies Faculty Courses Fall 2010

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Total # of students = 297  
Average Class size = 27  
INTL average class size = 29.5

### International Studies Faculty Courses Spring 2011

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</table>

Total # of students = 259  
Average Class size = 23.5  
INTL average class size = 27.8

### International Studies Advisory Committee

- Douglas Friedman, International Studies, LCWA  
- Helen Delfeld, Political Science, HSS  
- Malte Pehl, International Studies, LCWA  
- Lisa Samuel, International Studies, LCWA  
- Timothy Carmichael, History, HSS
International Studies Curriculum Courses – Fall 2010 – All Concentrations - All Disciplines

AFST 101 Introduction to African Civilization

ANTH 329 Peoples & Cultures of Ireland

ARTH 103 History of Asian Art
ARTH 220 History of Greek and Roman Art
ARTH 225 Medieval Art
ARTH 242 History of the Art of China
ARTH 277 Renaissance Art
ARTH 280 History of Baroque Art
ARTH 306 Studies in Modern, Contemporary, and Film Arts
ARTH 321 Hindu Myth and Image
ARTH 375 History of Italian High and Late Renaissance Art
ARTH 385 History of European Painting, 1700–1850

ASST 101 Introduction to Asian Studies

CLAS 253 Ancient Epic

ECON 308 Evolution of Economic Doctrines
ECON 310 International Economics
ECON 330 Comparative Economic Systems

ENGL 201 British Literature to 1800
ENGL 202 British Literature since 1800
ENGL 204 Survey of European Literature II
ENGL 207 Survey of American Literature to the Present
ENGL 212 The Cinema: History and Criticism
ENGL 216 Introduction to African American Literature
ENGL 301 Shakespeare: The Early Period
ENGL 325 Modern British Literature
ENGL 337 British Drama to 1642
ENGL 350 Major Authors -Keats
ENGL 358 Colonial and Postcolonial British Literature
ENGL 359 Contemporary American Poetry
ENGL 360 Major Literary Themes
ENGL 370 Major Literary Genres

FREN 320 Survey of Francophone Literature
FREN 321 Survey of French Literature
FREN 380 Le Concept de Marketing
FREN 443 The Novel in France
FREN 451 African Literature of French Expression

GREK 372 Readings in Greek Literature: Prose

GRMN 331 German for Business

HIST 116 Modern History
HIST 261 St: Islam in Africa
HIST 272 Pre-Colonial Africa
HIST 287 Modern Japan
HIST 285 The Indian Subcontinent Since 1500
HIST 350 ST: The Portuguese Empire 1400-1974
HIST 370 The Inquisition

HONS 391 Introduction to International Studies
HONS 392 Introduction to International Studies

INTL 100 Introduction to International Studies

LACS 101 Introduction to Latin American and Caribbean Studies
LACS 104 Intro. to Contemporary Chile
LACS 200 Latin American Economies

LATN 301 Introduction to Latin Literature
LATN 305 Medieval Latin

LTAR 220 Modern Arabic Literature in Translation

LTCH 250 Chinese Literature in Translation

LTGR 250 German Literature in (English) Translation

LTIT 370 Studies in Italian Film and Literature

LTJP 250 Japanese Literature in Translation

LTPO 270 Studies in Brazilian Film

LTRS 270 Studies in Russian Film
MGMT 325 International Management
MKTG 326 International Marketing
MUSC 381 Music History I
PHIL 201 History of Ancient Philosophy

POLS 103 World Politics
POLS 104 World Regional Geography
POLS 322 Politics of Africa
POLS 324 Politics of The Middle East
POLS 334 Geographies and Politics of the European Union
POLS 339 Chinese Politics

RELS 105 World Religions
RELS 201 The Hebrew Bible
RELS 225 The Jewish Tradition
SPAN 318 Spanish for International Business
SPAN 320 Introduction to the Study of Hispanic Literature
SPAN 322 Civilization and Culture of Spain I
SPAN 323 Civilization and Culture of Spain II
SPAN 326 Latin Amer. Civilization and Culture I
SPAN 327 Latin Amer. Civilization and Culture II
SPAN 361 Survey of Spanish Literature I
SPAN 362 Survey of Spanish Literature II
SPAN 372 Survey of Spanish-American Literature II
SPAN 371 Survey of Spanish-American Literature I
SPAN 446 History of the Spanish Language
SPAN 456 Contemporary Spanish-American Theatre
SPAN 453 Don Quijote de La Mancha

THTR 310 Theatre History and Literature to 1750
THTR 316 African American Theatre
THTR 331 History of Dance
THTR 387 The Contemporary Theatre

International Studies Curriculum Courses – Spring 2011 – All Concentrations - All Disciplines

ANTH 327 Peoples and Cultures of the Caribbean
ARTH 103 Asian Art
ARTH 210 African Art
ARTH 225 Medieval Art
ARTH 241 Art of India
ARTH 277 Renaissance Art
ARTH 301 Studies in Ancient/Medieval Art
ARTH 303 Studies in Renaissance/Baroque Art
ARTH 306 Studies in Modern/Contemporary and Film Arts
ARTH 365 History of Northern Renaissance Art
ARTH 390 20th Century European Art

ASST 101 Introduction to Asian Studies
ASST 240 ST: Hindi Literature in Translation
ASST 340 ST: Asia and the World

CHST 340 Chinese Cinema

CLAS 290 Mythology and Drama

CPLT 200 Introduction to Comparative Literature

ECON 310 International Economics
ECON 360 ST: Latin American Economies

ENGL 201 British Literature to 1800
ENGL 202 British Literature since 1800
ENGL 212 The Cinema
ENGL 304 Chaucer
ENGL 306 Milton MW
ENGL 350 Jane Austin
ENGL 357 Contemporary British Literature
ENGL 395 Contemp. Nigerian Literature and Cinema

EUST 400 European Studies Capstone

FREN 326 Survey of Francophone Civilization
FREN 327 Survey of Francophone Civilization
FREN 381 French for World Business
FREN 433 Baroque and Classical Theater in France
FREN 434 Literature of the 18th Century
FREN 490 Haiti: Past and Present
FYSM 143 Economics of Globalization

GREK 371 Readings in Greek Literature: Poetry Euripides

GRMN 332 German for International Business
GRMN 490 Revolution in German Literature and Culture

HIST 116 Modern History
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<td>Early Colonial Spanish American Texts</td>
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<tr>
<td>SPAN 490</td>
<td>Generation of 98</td>
</tr>
<tr>
<td>THTR 311</td>
<td>Theater History and Literature after 1750</td>
</tr>
<tr>
<td>THTR 331</td>
<td>History of Dance</td>
</tr>
</tbody>
</table>
Some highlights of the Yaschik/Arnold Jewish Studies Program: 2010-2011

- The Jewish Studies major is now in place, having passed all its hurdles at the College and in Columbia, all unanimously.

- The Zucker/Goldberg Center for Holocaust Studies is also up and running, with Ted Rosengarten as its endowed chair; it will bring Elie Wiesel to campus on September 25, 2011. It has a $1.5 million endowment pledged.

- Jewish Studies received a generous grant from the Legacy Fund to feature Jews and Social Justice in our 2011/2012 programs. Adam Mendelsohn wrote the grant.

- Jewish Studies was fortunate enough to attract two Arnold Distinguished Visiting Chairs for 2011-2012, Allan Nadler of Drew University in the fall and Jeffrey Gurock of Yeshiva University in the spring; both will reside at 186 Queen Street, the home that the late Professor Beatrice Stiglitz bequeathed to Jewish Studies.

- Linda Gradstein, Jerusalem’s NPR reporter, did an outstanding job as the initial Arnold Chair appointment. She was successful in the classroom, was very visible in the community, and spoke at a number of high-profile events.

- Jewish Studies is inaugurating our very ambitious A Time to Build capital campaign for Jewish Studies. That is a $10 million campaign. Jewish Studies has already received gifts and pledges totaling $4 million, so we are well on our way to that goal.

- Mimi Lewis, our Student Life Coordinator, received a fellowship from Hillel International for a 12-month educator program, called Focus: Israel. The program will focus on growing knowledge and skills in areas such as Israel literacy, models of informal education, civil dialogue, the Israel experience, Hebrew, and pluralism.

- Joshua Shanes, Professor of Jewish Studies, received a fellowship to spend part of the summer in Boston and Israel at the Summer Institute for Israel Studies, a program run by Brandeis University to train faculty to teach new courses in Israel Studies. He also received a Leo Baeck Career Development Fellowship to research his second book-length project, “The Jewish Club: Europe’s First Jewish Parliamentary Faction,” which is a study of the first Jewish nationalist party in a European parliament, elected to the Viennese Reichsrat in 1907. He also received LCWA funding to work on this project.

- For the second year in a row, the Israel on Campus Coalition and Hillel: The Foundation for Jewish Campus Life has selected the College of Charleston to participate in the Grinspoon Israel Advocacy Internship Program for the 2011-2012 academic year. Johanna Sztokman has been appointed to serve as CofC’s Grinspoon Intern.

- Tzsi Wagner, the College’s Hebrew instructor, was awarded a Ph.D. from Georgia State University in the summer of 2011. Her dissertation profiled the murderer and his victim(s) in twentieth-century canonical American literature.

- The College of Charleston received a generous grant from the Henry and Sylvia Yaschik Foundation to fund our Community Liaison, Jess Glasser, to expand the breadth and reach of Jewish Studies and help develop A Time To Build, and to improve the already successful Jewish Studies Advisory Board.

- Our year-long programming of Jews and the Civil War was exemplary, both in quality and attendance. Our eight-evening talks averaged an audience of 75, and the three-day Jews, Slavery, and the Civil War conference had well over 100 registrants.
Latin American and Caribbean Studies (LACS) is an interdisciplinary and multi-disciplinary international program housed in the School of Languages, Cultures and World Affairs (LCWA). LACS offers a minor and major - there are no faculty specifically assigned to LACS, the faculty who teach Latin American, Caribbean and related courses are housed in departments and schools throughout the College (list attached). This faculty has joined together in supporting and managing the LACS programs.

LACS offers few courses itself. The lion’s share of the courses in its curriculum are courses offered by other departments on campus. In 2010/2011, the thirty courses in the LACS curriculum were taught by nineteen faculty representing seven departments and three schools (list attached). LACS offered three sections of LACS 101 Introduction to Latin American and Caribbean Studies in the Fall and two in the Spring semester which were nearly filled to capacity. In Fall 2010, three sections of LACS 101 were offered enrolling 89 students. In addition, one section of LACS 200 ST: Latin American Economies was offered with an enrollment of 28. In Spring 2011, two sections of LACS 101 were offered with an enrollment of 67 students. (List attached) The above does not include LACS course taught in our three study abroad programs in Chile, Argentina and Cuba.

LACS makes a major contribution to interdisciplinarity, internationalization, personalized education and high impact student experience in a number of ways. First, and most obviously, through its interdisciplinary courses given on campus and in its study abroad programs. LACS, along with Hispanic Studies, operates three semester study abroad programs in Latin America - Chile, Argentina and Cuba. The LACS focus on foreign study and language (LACS now requires study abroad and three years of foreign language) supports and further internationalization efforts of the College and LCWA. 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.

The new LACS major requirements went in to effect in Fall 2010 and substantially strengthen the major as now a “stand alone” major - an LCWA planning goal - which emphasizes study abroad and language as well as traditional humanities and social sciences.

The LACS Program and Faculty participated in the development of the new International Studies major which has a Concentration in Latin America and the Caribbean. One dilemma that the LACS program will have to confront is the seemingly greater attraction of the INTL Concentrations relative to the LACS major. The number of LACS majors declined during
2010/2011 as a fairly larger number of students gravitated towards the INTL LAC Concentration. The total number of LACS and INTL LAC Concentration students exceeded the largest number of majors the LACS major had ever had. How this might affect the future of the LACS major will be discussed by the faculty in Fall 2011.

LACS had two significant visitors in the Fall of 2010. Ruben Marx, the director of the Argentina Study Abroad Program visited the College in late September/early October to help with recruiting of students for the Spring 2011 program and offered a lecture on the Argentine position on Food Security and Food Sovereignty. He also discussed the development of a joint POLS/INTL/LACS program in Buenos Aires with the courses geared towards these major and taught in English. Humberto Miranda, our in-country program director for the Cuba Semester Program, also visited in October for one month. Given US relations with Cuba, it took almost three years to get Miranda a visa to visit the US and the plan had been for him to teach an Express II course. Unfortunately a one month visa would not make that happen and so we are again planning for him to teach in Fall 2011 if we can obtain a three month visa. While here, Miranda gave three talks to the College community – one on US Cuban relations, one on his specialty – Latin American social movements and one on academic exchange with Cuba. Miranda also visited the University of South Carolina and East Carolina University where he gave talks and discussed our Latin American programs with students.

In addition to the service they engage in College wide and in their respective departments, LACS faculty meet 3-4 times a year formally to manage the program. They develop curriculum, discuss staffing of LACS courses and study abroad programs, and engage in significant program review. In 2010/2011, LACS faculty continued work on the development of a title VI grant proposal to strengthen study abroad, develop international internships and enhance the program’s focus on the Anglophone Caribbean.

LACS provided support for faculty attendance at professional conferences:
Maria Colomina-Garrigos - Cuarto Congreso Internacional Escritura
Lucia Moreira - 2011 CIBER Business Language Conference

LACS Students and Graduates

In 2010/2011 there were 19 LACS majors and 24 LACS minors. Six students graduated with degrees in Latin American and Caribbean Studies in 2010/2011.

Sara Boiselle, Thomas Laffay, Adam McConnaughhay, and Emily Devoie were given the LACS Outstanding Student Awards for 2010/2011. Adam graduated with three majors – Political Science, History and Latin American and Caribbean Studies as well as a Spanish minor.

Andrew Dunham (2008) attends the Graduate Latin American Studies program at New York University
Connor Drake (2010) – was accepted into the Public Administration graduate program at North Carolina State University

Adam McConnahughhay (2010) – spent the spring teaching English in Colombia.

Amanda Birkenhauer (2010) – was accepted into the Public Administration graduate program at the College of Charleston

Jason Taylor (2006) – graduated from the University of Florida with a J.D. and M.A. in Latin American Studies

Collin Laverty (2006) – in the graduate program in Latin American Studies at the University of San Diego, received a FLAS fellowship to study Portuguese in Brazil

Nakashia Dunner (2007) Began her first State Department post in Caracas, Venezuela this year

Kimberly Cozart (2006) who received her MA from the London School of Economics and Political Science will be teaching part-time for International Studies at the College this Fall.
## FALL 2010 COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
<th>Cap</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 320.01</td>
<td>A Survey of Francophone Literature</td>
<td>26</td>
<td>26</td>
<td>WALSH</td>
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<tr>
<td>HIST 350.01</td>
<td>ST: The Portuguese empire 1400-1974</td>
<td>25</td>
<td>30</td>
<td>COATES</td>
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<tr>
<td>LACS 101.01</td>
<td>Introduction to Latin American and Caribbean Studies</td>
<td>31</td>
<td>35</td>
<td>FRIEDMAN</td>
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<tr>
<td>LACS 101.02</td>
<td>Introduction to Latin American and Caribbean Studies</td>
<td>33</td>
<td>35</td>
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<td>35</td>
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<td>Latin American Economies</td>
<td>28</td>
<td>35</td>
<td>SANDOVAL-HERNANDEZ</td>
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<tr>
<td>LTPO 270.01</td>
<td>Studies in Brazilian Film</td>
<td>29</td>
<td>30</td>
<td>MOREIRA</td>
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<tr>
<td>SPAN 326.01</td>
<td>Latin American Civilization and Culture I</td>
<td>22</td>
<td>25</td>
<td>OWENS</td>
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<tr>
<td>SPAN 326.02</td>
<td>Latin American Civilization and Culture I</td>
<td>23</td>
<td>25</td>
<td>VASQUEZ</td>
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<tr>
<td>SPAN 327.01</td>
<td>Latin American Civilization and Culture II</td>
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<td>23</td>
<td>ESPINOZA</td>
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<tr>
<td>SPAN 371.01</td>
<td>Survey of Spanish American Literature I</td>
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<td>18</td>
<td>COLOMINA-GARRIGOS</td>
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<tr>
<td>SPAN 456.01</td>
<td>Contemporary Spanish-American Theater</td>
<td>9</td>
<td>18</td>
<td>LINARES-OCANTO</td>
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</tbody>
</table>

Total # of students = 292  
Average Class size = **22.5**  
LACS average class size = **29.3**

## SPRING 2011 COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Enrolled</th>
<th>Cap</th>
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<tbody>
<tr>
<td>ANTH 327.01</td>
<td>Peoples and Cultures of the Caribbean</td>
<td>16</td>
<td>23</td>
<td>RASHFORD</td>
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<tr>
<td>FREN 326.01</td>
<td>A Survey of Francophone Civilization</td>
<td>22</td>
<td>25</td>
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<tr>
<td>FREN 490.01</td>
<td>Haiti: Past and Present</td>
<td>11</td>
<td>20</td>
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<td>LTPO 270.01</td>
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<td>MOREIRA</td>
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<td>POLS 321.01</td>
<td>Politics of Latin America</td>
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<td>34</td>
<td>FRIEDMAN</td>
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<td>Model OAS</td>
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<td>CARRILLO-ARCINIEGA</td>
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<td>SPAN 372.01</td>
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<td>MARTINEZ-GIBSON</td>
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<td>Contemporary Spanish-American Fiction</td>
<td>15</td>
<td>18</td>
<td>AVENDANO</td>
</tr>
</tbody>
</table>

Total # of students = 356  
Average Class size = **20.9**  
LACS average class size = **33.0**
FALL 2010 Study Abroad

CHILE - 10 Students

SPRING 2011 Study Abroad

ARGENTINA - 10 Students

CUBA - 5 Students

SUMMER 2011 Study Abroad

BRAZIL - 10 Students
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<thead>
<tr>
<th>Name</th>
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<th>College/Institute</th>
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<tbody>
<tr>
<td>Nadia Avendano</td>
<td>Hispanic Studies</td>
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<td>Barbara Borg</td>
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<td>Tim Coates</td>
<td>History</td>
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<td>Maria Colomina-Garrigos</td>
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<td>Herbert Espinoza</td>
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<td>Hollis France</td>
<td>Political Science</td>
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<td>Douglas Friedman</td>
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<td>LCWA</td>
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<td>David Kowal</td>
<td>Art History</td>
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<td>Simon Lewis</td>
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<td>Luis Linares-Ocanto</td>
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<td>Luci Moreira</td>
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<td>John Rashford</td>
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<td>Raul Carrillo-Arciniega</td>
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<td>Lisa Samuel</td>
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<td>Andrew Sobiesuo</td>
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<td>Marianne Verlinden</td>
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<td>Jose Moreira</td>
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<td>Elizabeth Martinez-Gibson</td>
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<tr>
<td>Jose Gavidia</td>
<td>Man. &amp; Marketing</td>
<td>SOB</td>
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<td>Jesus Sandoval-Hernandez</td>
<td>Int’l. Studies/ECON</td>
<td>LCWA/SOB</td>
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<tr>
<td>Mark Del Mastro</td>
<td>Hispanic Studies</td>
<td>LCWA</td>
</tr>
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2010-2011 Annual Report
Jennifer P. Smith, Technology Consultant for the
Michael Pincus Language Resource Center

The Michael Pincus Language Resource Center (the Lab) was renovated in part during the summer of 2010 and took on a new manager, Jennifer Smith with the title of Technology Consultant. The redesign was headed by former manager Jerry Spiller and was based on months of research and paid for by donated monies in an effort to bring technology into the pedagogy of the School of Languages, Cultures, and World Affairs.

Renovation Results

Education Center 204 was redesigned and rebuilt to become one large room, half office and half classroom. The classroom offers 12 iMac (dual PC boot) computers, a teaching station offering a dual boot iMac (/PC), a region free DVD/ VHS player, document projector, ceiling mounted projector, and a sound system. The office has two PCs and one dual book iMac. Once PC and the iMac are loaded with Adobe Design Suite Software to support the websites we maintain and the printed flyers, posters, and banners the Lab produces.

Education Center 226 was converted into a small movie screening room with 20 seats on casters and 1 table that can collapse flat also on casters. Over the past two semesters we saw a demand for a small classroom. We added two more tables and removed the extra chairs to turn the room into a seminar-style room. We have had only 1 movie shown in the room outside of class during the 2010-2011 academic year. That was for a film festival. Most film events require a much larger space.

Education Center 225 was not renovated. In the next year, the rooms may have to be repainted with a more resilient paint as the new paint scuffs very easily, and a fresh coat of matching paint in ECTR 225 would rejuvenate the room. Painting ECTR 225 is not expensive, but replacing the carpet and replacing the stained ceiling tiles was very costly.

Administration

Since both the Lab manager and the Lab Supervisor, Shawn Morrison, Associate Dean, were both new to the program, we decided to use the 2010-2011 academic year as a time to collect information about the Lab. With this information, we could then write policy and specify services with respect to the Lab’s renewed status.

We decided to produce posters, flyers, and banners at no cost to departments, which was different from years past. With no information as to how much to charge or how much demand, we decided to collect this information and decide at the year’s end.

This year the College of Charleston moved its website to a CMS system creating a college-wide demand for all departments and programs to move their websites from the Spinner Server. The majority of the two semesters with the help of Larry Stoudenmire in Marketing were spent migrating the following sites from spinner to CMS: LCWA, La Casa Hispana, African Studies, African-
American Studies, Arabic, Asian Studies, Comparative Literature, European Studies, Japanese Studies, Linguistics, Masters of Education, International Studies, International Business, Latin and Caribbean Studies, Hebrew, Hindi, and Jewish Studies. I met with each director to discuss the transition to CMS; their options with blogs, photo headers, and people sites; the issues to be resolved; and to get to know the programs and the people who run them.

Software

The big news in software is that Wimba will not be renewed in 2011 and 2012. The $15,000 plus software was only used by one professor during 2010-2011, who is interested to try new software that is more versatile and less expensive. Wimba site license will be replaced with 10 licenses of VoiceThread to start. Additional licenses can be purchased if there are more than 10 professors interested in using the cloud-based software. VoiceThread is not language learning software; it can record videos, post photos, record voices, and record and post responses.

We have already started purchasing language specific software for the Hindi program. With the savings from not paying for the Wimba license next year, I intend to purchase language-learning software for all 13 language programs as they desire.

The new iMacs come with a collection of communications software that includes iMovie for making and editing videos and iWeb for making websites. We added Skype and MacVide, which can make a video recording of the iMac monitor, for Ghazi Abuhakema’s Arabic class, which calls each other and practices speaking. The MacVid software is also good for making videos that show how to use other software applications.

During 2011-2012 year, we plan to create “How To” videos to demonstrate the basics of how to use each of the software programs. We also plan to offer to the heads of the departments and programs the opportunity to purchase language specific software programs that professors can require or encourage students to come in weekly for extra practice or extra credit. The former director Georgia Schlau said that students stopped coming into the lab after 1998 when cassette tapes were replaced by digital files that students could access online, instead of coming to the lab.

Videos

SCOLA is an international television programming service that used to be offered through the Lab. I have not be able to get Helpdesk or AV Engineering to assist with reconnecting this service, but I will continue to attempt to figure out how to revive this service, especially for the French Department who requested French television be offered in their lounge. The copyright on videos prevents the Lab from making full length movies available online. All videos are available through the Library.

Lab Manual

In an effort to document the current status, purpose, and resources of the Lab, we are in the process of producing a Lab Manual.
Services

The services we offer are mostly promotional. We support websites under LCWA that are not housed under LCWA Departments. We design flyers, newsletters, brochures, and posters. We manage the OPIc language evaluations. We manage and schedule the classrooms of the Lab. We offer training for the software available in the Lab. We have equipment to check out including laptops, cameras, video recorders, and audio recorders. We offer open Lab time where students can come in to complete computer assignments. We research and purchase software for language learning. We also maintain online resource for students to access coursework and other materials.

Statistics

The Lab was not very busy this year, which I attribute to the low level of service provided by the previous Lab manager, the many months where there was no Lab manager, and the advent of a new Lab manager. Since August, we produced at least 800 square feet of posters representing about 47 posters or banners and 1150 copies representing 13 flyers. We had at least 130 student visits to use the lab. Most of those students came from 2 classes: Alberto Viega’s conversation class, where students were required to use the iMacs to record 4 minute monologues and Allison Zuabi’s second express Spanish Snap classes, where several students came in daily to complete their My Spanish Lab homework.
THE ANNUAL REPORT OF THE M.Ed. IN LANGUAGES PROGRAM

Robyn Holman, Program Director
2010 – 2011

The mission of the Master of Education in Languages, an interdisciplinary program offered by the School of Education, Health and Human Performance and the School of Languages, Cultures, and World Affairs, is to broaden the candidates’ content area knowledge, to strengthen their language and language teaching skills, and to satisfy the professional development needs of practicing teachers. It may also respond to the interests of other language professionals or qualified individuals desiring to pursue advanced studies in language and linguistics. This program provides a solid background for future doctoral study in language education. The program is made up of two major components: core courses in linguistics, pedagogy, research methods, and technology; and language specific courses in French, Spanish, and the Teaching of English to Speakers of Other Languages. The program’s standards-based curriculum adheres to the guidelines for the preparation of language teachers put forth by the American Council on the Teaching of Foreign Languages (ACTFL) and the guidelines for Teachers of English to Speakers of Other Languages (TESOL). It conforms to the School of Education’s conceptual framework, Teaching and Learning Standards, and the three Teacher Competencies. The M.Ed. in Languages program is in alignment with the institutional mission and the core values of the College of Charleston.

The M.Ed. in Languages is a part-time program that generally offers the student one or two courses per semester, including summers. During the academic year, campus courses are offered in the evenings in order to accommodate teachers’ schedules. The classes on teaching English to Speakers of Other Languages (ESOL) are available in a blended form, a combination of on-line and face-to-face meetings. In addition to 36 hours of coursework, candidates in the M.Ed. in Languages program are required to complete and document field work amounting to at least 50 hours. Non practicing ESOL track students desiring to obtain the South Carolina State ESOL endorsement use EDFS 704 Practicum, 100 hours, as their field experience. The “capstone” experience for the majority of candidates consists of the submission of a standards-based teaching portfolio. All students pass through an exit interview with three committee members.

In regards to the organization of the program, as this is an interdisciplinary degree program, the director reports to the dean of the School of Education, the dean of Languages, Cultures and World Affairs, and also to the dean of the Graduate School. The program has no budget other than the funds allotted to it which are used to hire one graduate assistant per year. The program director hires and supervises the graduate assistant. In collaboration with the language department chairs, the program director schedules the Language Education (LALE) core courses and the French and Spanish content courses. Seasoned professors as well as junior faculty are encouraged to become involved in the teaching of their academic specialties. The School of Education schedules the Educational Foundations (EDFS) classes which include the ESOL courses, Technology Education, and Research Methods. Roster faculty and qualified
adjunct personnel assure the teaching of the ESOL courses. No faculty members teach full-time in the program. All have undergraduate teaching responsibilities in their individual departments.

A CHE report of the M.Ed. program, required in preparation for the upcoming NCATE review, was begun in the fall of 2008. This report contains a list of assessments, the relationship of assessments to outcomes, evidence for meeting standards, the use of assessment results to improve candidate and program performance, and four years of data. Pertinent portions of the report follow. The entire report is available on request.

<table>
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<th>Program: M.Ed. in Languages and Language Education</th>
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**SECTION II—LIST OF ASSESSMENTS**

In this section, list the assessments that are being submitted as evidence for meeting the appropriate content standards/outcomes. All programs must provide a minimum of six assessments. If South Carolina does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

Advanced programs for teachers must complete 6-8 assessments. Doctoral programs that prepare candidates for the professoriate must complete 5-8 assessments.

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Type or Form of Assessment2</th>
<th>When the Is Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment of content knowledge: language, linguistics, literature</td>
<td>a) Integrated Standards Portfolio: specifically, coursework that meets ACTFL and TESOL standard 1</td>
<td>a) Completion of program</td>
</tr>
<tr>
<td>2. [Assessment of content knowledge]²</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. a.) Assessment of candidate ability to plan and implement appropriate teaching and learning experiences – Advanced Preparation of Teachers OR b.) (Assessment of professional knowledge – Non-Advanced-Preparation-of-Teachers)</td>
<td>a) Assignments and tasks completed in LALE 602 Advanced Methodology, EDFS Principles and Strategies of TESOL and included in portfolio which meet ACTFL standards 3,4,5, and TESOL standards 3,4. b) Narrative statement of field experience included in portfolio</td>
<td>a) Completion of program b) Completion of program</td>
</tr>
<tr>
<td>4. [Assessment of internship or other field-based experiences]</td>
<td></td>
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<tr>
<td>5. a.) Assessment of candidate effect on student learning or on creation of supportive learning environments for student learning OR b.) (Assessment of candidate effect on professional environment – Non-Advanced-</td>
<td>a) Portfolio: ACTFL standard 3a, TESOL standard 3a, narrative statement of Teacher Competencies, M.Ed. dispositions form</td>
<td>a) Completion of program</td>
</tr>
<tr>
<td>Name of Assessment</td>
<td>Type or Form of Assessment</td>
<td>When the Assessment Is Administered</td>
</tr>
<tr>
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<tr>
<td><strong>Preparation-of-Teachers)</strong></td>
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</tr>
<tr>
<td><strong>6</strong> Assessment of Cultural Competency</td>
<td>a) Specific coursework included in portfolio (exs. LALE 690 Pragmatics, FREN 680 French Colonial Legacy and Francophony, EDFS 672 Linguistic and Cultural Diversity, SPAN 615 Latin American Culture and Civ.) which support ACTFL standard 2, TESOL standard 2.</td>
<td>a) Completion of program</td>
</tr>
<tr>
<td><strong>7</strong> Assessment of the effective use of resources.</td>
<td>a) Specific coursework included in portfolio (exs. EDFS 635 Research Methods, EDFS 687 Technology Education, LALE 602 Advanced Methodology, research papers and projects prepared for other courses) which support ACTFL standard 4c and TESOL standard 4c.</td>
<td>a) Completion of program</td>
</tr>
<tr>
<td><strong>8</strong> Assessment of professional role, collaboration and partnerships</td>
<td>a) Portfolio: ACTFL standard #6, TESOL standard #5, Teacher Competencies, M.Ed. dispositions form</td>
<td>a) Completion of program</td>
</tr>
</tbody>
</table>

**DESCRIPTION OF ASSESSMENTS, THEIR USE IN THE PROGRAM, AND THEIR ALIGNMENT TO STANDARDS:**

**Assessment 1:** Advanced program candidates possess a high oral and written level of **content knowledge in language, linguistics, and literature.** Assessment 1 aligns with ACTFL standard #1, *Language, Linguistics, Comparisons,* and TESOL standard #1, *Language.* These are also used as the program’s standards. ACTFL/TESOL standard #1 is assessed by portfolio evidence which comes from language classes and required courses in linguistics and second language acquisition. Content knowledge is also assessed throughout the program of study by acceptable grades in content courses and an appropriate GPA.

**Assessment 3:** Advanced program candidates demonstrate an ability to **plan and implement appropriate teaching and learning experiences.** Assessment 3 aligns with ACTFL standards #3, *Language Acquisition, Theories and Instructional Practices,* #4 *Integration of Standards into Curriculum and Instruction,* and #5, *Knowing Assessment Models and Using Them Appropriately*; and TESOL standards #3, *Planning, Managing, and Implementing Instruction,* and #4, *Assessment* These are also used as the program’s standards. Assessment 3 is supported by portfolio evidence which comes from assignments and tasks completed in courses such as LALE 602 Advanced Methodology, EDFS 670 Principles and Strategies of TESOL, EDFS 673 Assessing Student Performance, by narrative statements written by candidates and included in the portfolio, and by the completion of the ESOL practicum course.

**Assessment 5:** Advanced program candidates are expected to demonstrate a knowledge and thoughtful application of the **creation of supportive learning environments for student learning.** Assessment 5
aligns with ACTFL standard #3a, *Understanding language acquisition and creating a supportive classroom* and TESOL standard 3a, *Planning for Standards based ESL and Content Instruction*. Assessment 5 is supported by portfolio evidence for standard 3, by the narrative statements of Teacher Competencies, and by the M.Ed. dispositions form.

**Assessment 6**: Advanced program candidates demonstrate a high level of cultural competency in regards to understanding and responding to diverse student populations. Assessment 6 aligns with ACTFL standard #2 *Cultures, Literatures, Cross-Disciplinary Concepts*, and TESOL standard #2, *Culture*. It is supported by portfolio evidence which comes from courses such as LALE 690 Pragmatics, FREN 680 French Colonial Legacy and Francophony, EDFS 672 Linguistic and Cultural Diversity in Education, and SPAN 615 Latin American Culture and Civilization.

**Assessment 7**: Advanced program candidates possess a knowledge of modern research methods and demonstrate a spirit of inquiry and an ability to systematically use resources effectively. Assessment 7 aligns with ACTFL standard #4c, *Selecting and Designing Instructional Materials*, and TESOL standard 3c, *Using Resources Effectively in ESL Learning*. It is supported by portfolio evidence coming from classes such as EDFS 635 Research Methods, EDFS 687 Technology Education, LALE 602 Advanced Methodology, research projects and papers.

**Assessment 8**: Advanced program candidates possess a high level of skill in identifying and using human resources to advance their professional role and to keep abreast of the changing knowledge base. Assessment 8 aligns with ACTFL standard #6 and TESOL standard #5, *Professionalism*. It is supported by portfolio evidence proving competency in the professionalism standard and by the M.Ed. dispositions form and the Teacher Competency statements.

**DATA CHART BASED ON PORTFOLIO EVIDENCE**: (fall, spring, summer, 2010-2011)

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Candidate 25 (GB)</th>
<th>Candidate 26 (SP)</th>
<th>Candidate 27 (EG)</th>
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<td>Plans/Implements Teaching</td>
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ACTFL stand. 3,4,5 2,2,2
TESOL stand. 3,4 2,2
Narrative of field exp 3 3

Assessment 5a
Supportive Learning Environment
ACTFL stand. 3a 2
TESOL stand. 3 2
Narrative of teacher competency 3 3
Dispositions form 2 2

Assessment 6
Culture
ACTFL stand. 2 2
TESOL stand. 2 2

Assessment 7
Use of Resources
ACTFL stand. 4c 2
TESOL stand. 3 2

Assessment 8
Prof. role/ collaboration
ACTFL stand. 6 2
TESOL stand. 5 2
Teacher competency 3 3
Dispositions form 1 2

BRIEF ANALYSIS OF DATA:

Portfolio data shows that with the exception of 3 candidates who scored a 1 on the dispositions forms, used as partial evidence for assessment 5a and 8, all met or exceeded the requirements in all assessment categories and are therefore competent in the three fields of content knowledge, professional knowledge, skills, and dispositions, and student learning.

OVERVIEW OF THE 2010-211 ACADEMIC YEAR:

Approximately thirty degree-seeking students actively participated in the M.Ed. in Languages program during the 2010-2011 academic year (i.e., summer II 2010, fall 2010, spring, 2011 summer I 2011). The program also served several non-degree-seeking students. In the fall, two ESOL track students, Abigail Brower and Hannah Salters completed their programs of study, and Erin Gilreath finished the degree with the Spanish concentration. In the spring, there were two additional candidates in Spanish, Megan Araya and Tiffany Dixon (outstanding graduate.) Three students completed the program in the summer, Diana Hughes (Spanish), Abigail Land (ESOL), and Chrystal Hepler (Spanish).

Drs. Shawn Morrison, Silvia Rodriguez-Sabater, Maria (Lola) Colomina-Garrigos, Robyn Holman, and Ms. Barbara Byrd served on our students’ exit committees this year. All graduates presented a standards-based portfolio for their capstone experience.

Robyn Holman represented the program at the Graduate Council. Maryanne Verlinden was the at large LCWA representative.
Emily Schachte worked as the program’s part-time graduate assistant this year.

Although enrollments have been holding steady in the ESOL and Spanish tracks, due to a lack of French participants, we were unable to offer graduate level French courses this year. Despite efforts made by the program director and the marketing director in the Graduate School Office, only two French teachers indicated an interest in entering the program in the fall of 2011. Therefore it is the recommendation of the program director and the deans that she reports to that the French track be classified as inactive.

The following list gives a complete inventory of the courses offered this year and the participation of our students in them.

<table>
<thead>
<tr>
<th>LALE enrollment in courses</th>
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<td>(total enrollments may be higher)</td>
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**SUMMER II 10**

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<tr>
<th>Course Description</th>
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<tr>
<td>SPAN 615 Topics in Lat. Am. Cul. and Civ.</td>
<td>Carrillo (roster)</td>
</tr>
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<td>Fall 10</td>
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</tr>
<tr>
<td>LALE 690 Special Topics: Learning Differences</td>
<td>Smith (roster)</td>
</tr>
<tr>
<td>SPAN 655 Tyranny in Span. Am. Film and Lit.</td>
<td>Colomina (roster)</td>
</tr>
<tr>
<td>EDFS 687 Technology Education</td>
<td>Elliot</td>
</tr>
<tr>
<td>EDFS 672 Linguistic and Cultural Diversity (hybrid)</td>
<td>Ndunda (roster)</td>
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<tr>
<td>EDFS 670 Principles and Strategies (hybrid)</td>
<td>Byrd (adjunct)</td>
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<tr>
<td>EDFS 635 Research Methods</td>
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**SPRING 11**

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<tr>
<td>LALE 601 Methodology</td>
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<td>SPAN 630 Seminar in Hispanic Studies</td>
<td>Frazer (roster)</td>
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<td>EDFS 671 Reading and Writing (hybrid)</td>
<td>Cozart (roster)</td>
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**SUMMER I DAY**

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