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

Submitted by
David Cohen, Dean

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

Introduction

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

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

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

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

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

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

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

**Organization: Majors, Minors and Programs**

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

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

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

<table>
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<th>Interdisciplinary Minor</th>
<th>Department</th>
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<tr>
<td>German Studies</td>
<td>International Studies</td>
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<td>Russian Studies</td>
<td>Classics</td>
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<tr>
<td>Italian Studies</td>
<td>African American Studies</td>
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<tr>
<td>Japanese Studies</td>
<td>Linguistics</td>
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<tr>
<td>British Studies</td>
<td>Russian Studies</td>
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<tr>
<td>European Studies</td>
<td>Archaeology</td>
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<td>Jewish Studies</td>
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<td>Asian Studies</td>
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<td>Languages &amp; International Business</td>
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**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 2011/12 the number of credit hours taught by our faculty totaled 39,447 or 12.9% of the institutional total; more than Business (11.9%), the Arts (9.8%) or Education (9.8%). (See: [http://ir.cofc.edu/adeptdata](http://ir.cofc.edu/adeptdata). Faculty Teaching Across Disciplines)

Overall credit hours taught in the school (like those across the College itself) increased slightly over the year before. While there was growth of credit hour production in African American Studies (+186), German/Slavic (+104), International & Intercultural Studies (+524), Classics (+337), Hispanic Studies (+745), other programs and departments slightly decreased
their credit hour production. Additionally, reporting of credit hour production was separated from the generic “International & Intercultural Studies” component to reflect separately African Studies (+141), Asian Studies (+114), and International Studies (+542).

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

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

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

<table>
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<tr>
<th>Credit hours</th>
<th>faculty lines</th>
<th>Absolute Difference</th>
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<tbody>
<tr>
<td>2011/12</td>
<td>2011/12</td>
<td></td>
</tr>
<tr>
<td>ART 9.9%</td>
<td>9.8%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>EDU 9.9%</td>
<td>9.6%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>HSS 31.4%</td>
<td>31.7%</td>
<td>+0.3%</td>
</tr>
<tr>
<td>LCWA 13.0%</td>
<td>12.5%</td>
<td>-0.5%</td>
</tr>
<tr>
<td>SBE 12.0%</td>
<td>11.5%</td>
<td>-0.5%</td>
</tr>
<tr>
<td>SSM 23.8%</td>
<td>24.9%</td>
<td>+1.1%</td>
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If lines were driven by credit hour production alone, LCWA would have roughly 10 more lines!

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

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

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

Additional scholarly productivity, particularly as evidenced by peer-reviewed publication, is a high priority for the school. We continue to look for ways to develop additional support for junior faculty through scheduling, developing research funding, limiting summer school teaching, etc. We will continue to advocate for a mini-sabbatical program for untenured faculty. That said, we celebrate the remarkable research and professional development accomplishments of our colleagues including these highlights:
• Noelle Zeiner-Carmichael was awarded a very competitive NEH stipend to attend an NEH summer institute at the American Academy in Rome.
• Kevin Pluta was selected to co-direct a publication project of the Linear B tablets from Pylos.
• Tim Johnson authored *Horace’s Iambic Criticism* (Brill, 2011).
• Kristen Gentile presented “Mortal and Immortal Birth: Hippocrates and the Homeric Hymns” at the Southern Association for the History of Medicine and Science, 14th Annual Meeting, Atlanta, GA. March 2012.
• Benjamin Fraser edited and wrote an article *Capital Inscriptions: Essays on Hispanic Literature, Film and Urban Space in Honor of Malcolm Alan Compitello*. In B. Fraser, (Juan de la Cuesta), 365
• Benjamin Fraser authored the textbook (2011) *La urbanizacion decimononica de Madrid: textos de Mariano José de Larra y Ramon de Mesonero Romanos*, (Doral, FL; Stockcero).
• Luci Moreira was co-author of a textbook chapter in *Ponto de Encontro: Portuguese as a World Language* published by Prentice Hall/Pierson, (2012).
• Mark Del Mastro presented the keynote lecture “Archer M. Huntington and Sigma Delta Pi”, at the 3-in-1 Day Celebration, Huntington Beach State Park, Murrells Inlet. (March 2012).
• John Walsh has written *Free and French in the Caribbean: Toussaint Louverture, Aimé Césaire and Narratives of Loyal Opposition*, to be published by Indiana University Press in February 2013.
• Massimo Maggiari authored *La fortezza di cristallo*, commissioned and published by the Alpine Studio in Lecco (Milano, Italy). March 2011.
• Giovanna DeLuca has completed two chapters in an on-going book project, *Harsh Spectacle: The Mafia in Italian and American Cinema*.
• Shawn Morrison presented “Perspectives on the NCATE Report Process,” at the International Conference on Language Teaching held during May 2011 in Minneapolis, MN.
• Giovanna DeLuca was an invited speaker at the University of Bologna and presented her lecture, “Wise Guys or Bad Guys? Rappresentazione della Mafia nel cinema americano ed italiano.” June 22, 2012.
• Malte Pehl authored an article entitled “The Study of Politics in Germany: A Bibliometric
"Analysis of Subfields and Methods" accepted and published electronically (hard copy will be published in 2012) in the journal, European Political Science.

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

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

While a full list of service and outreach activities can be found in the reports of the departments and the programs, several outstanding service and outreach activities stand out.

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

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

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

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

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

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

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

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

### Additional Instructional Contributions

#### Honors Program

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

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

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

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

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

**First-Year Experience**

- The German/Slavic Studies faculty offered the Freshman Seminar, A Window into Russia (fall 2011 and spring 2012); and the Learning Community, GRMN 101/LTGR 250 Games Culture Play: Sports in German Culture and Beginning German (fall 2011).

- The Classics department has developed a reputation across campus for its ardent support and leadership in the First-Year Experience. Three of the six Classics roster faculty and two adjuncts were involved in the FYE (63% of all faculty).

- Lisa Signori taught FREN 101 with Bill Olejniczak (History) in a Learning Community.

- Doug Friedman offered a Learning Community with Lola Colomina-Garrigos (Hispanic Studies) that paired LACS 101 with SPAN 190. (fall 2011).

- Malte Pehl offered a Learning Community with Kevin Keenan in Political Science which paired INTL 101 with POLS 104. (spring 2012).


- Ghazi Abuhakema taught a First Year Seminar – “The role of Quran in contemporary Islam.” In both fall 2011 and spring 2012 semesters.


- Conseula Francis taught “Contemporary Constructions of Black Womanhood” during the spring 2012 semester.

**Interdisciplinary Courses/Courses in Other Schools**

- Classics faculty taught courses that contributed to the programs in Archaeology, Anthropology, History, and Art History.

- The Linguistics Minor Program currently has more than 26 declared minors. This is a 27% increase from the prior year. Students in the Minor have varied majors: Anthropology, Communications, Computer Science, English, French, German, International Business, International Studies, Microbiology, Physics, Political Science, Psychology and Spanish.

- The French, Francophone, and Italian Studies Department regularly offers two interdisciplinary collaborative initiatives: FLFR (Business Language French Minor) a new minor essentially targeting international business students needing language skills to enhance their competitiveness in the job market; and GLTR, a new minor developed in collaboration with the International Business program specifically for language students interested in basic international business and economic courses to broaden their knowledge base and hone their competitive edge.

- Martine Hiers served as Director of the Comparative Literature program.

- Alison Smith served as Associate Director of the Women’s and Gender Studies program.

- Shawn Morrison taught EDFS 456, a 3-credit method course in the fall; and EDFS 460, a 12-credit student teaching course in the spring.

- Alison Smith collaborated with the Center for Student Disabilities for coordinated activities in behalf of SNAP students.

- Robyn Holman heads the interdisciplinary M.Ed. in Education program. Dr. Holman and Dr. Morrison served on the Student Exit committee for the M.Ed. program.
• Barbara Borg, Archaeology Program director, taught ANTH 328 Aztecs, Mayas, and Their Ancestors, a regularly offered option for archaeology minors, in Summer II 2012, as an on-line course. This is the first on-line course to be offered in the Interdisciplinary Archaeology Minor program.

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

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

**International/Global Initiatives**

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

**Other High Impact Practices (Please describe.)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Faculty Diversity**

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

**Recruitment Efforts**

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

**Retention and Development Activities**

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

- Alberto Veiga conducted research about the decline in the production of silk in 16th century Yucatan (Mexico). He also examined documents archived at the Historiographical Institute of the University of Tokyo to further advance his research about this early contact between Japan and Spain/Latin America.

- Raul Carrillo-Arciniega conducted research on Octavio Paz who was one of the most prolific & recognized poets in the world and who earned the Nobel Prize in 1990. Raul explored Paz’s ideas that influenced European knowledge especially during his early years when he lived in Europe. This will become a book chapter to be published in a refereed journal.

- Noelle Carmichael used the funding to attend the NEH seminar in Rome “Communication, Empire, and the City of Rome From an Epistolary Perspective.” The seminar will facilitate the redevelopment of two courses (CLAS 102 and CLAS 390) as well as the completion of her second book project “Roman Letters: an Anthology.”

- Jim Newhard used the funding to develop & implement a web-based geographical querying system for the Avkat Archaeological Project. Support of this project will continue to build the national & international reputation of the College in the field of archaeospatial studies.
Lisa Signori was able to continue research on the works of Amelie Nothomb. She spent the summer examining the role of parody in Nothomb’s three most recent novels. The resulting scholarly article will be submitted for publication early in fall 2012.

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

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

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

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

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

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

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

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

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

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

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

- Marty Perlmutter was able to create an Israel Initiative on campus that will provide Jewish Studies majors and IS majors concentrating on the Middle East with an option for a semester of immersive study abroad previously unavailable to them.
- Simon Lewis used the funding to coordinate the upcoming Jubilee Project which will commemorate the 150th anniversary of the Emancipation Proclamation and the 50th anniversary of certain key local moments in the history of desegregation. This effort will draw national and international attention to the College.
- E. Moore Quinn used the funding to conduct linguistic, textual, and musical research in Northern Ireland and the Republic of Ireland. This project will strengthen current course offerings in Irish and Northern Irish language and culture and also will prepare a new course entitled “Irish and Northern Irish Language, Performance, and Music.”
- Maria Colomina-Garrigos was able to consult some of the most recent scholarly projects on 21st century cultural practices as represented in Latin American Literature. She can then produce several articles that will later materialize into chapters of a book. She will be able to create an upper level Spanish course in Transatlantic Studies that implements an intercultural and interdisciplinary approach.
- Sarah Owens was able to obtain a copy of the manuscript on the cannonization process of Sor Jeronima and to add to her research on Sor Ana de Cristo. This will lead to a refereed journal article and future research for a book project.
- Tim Johnson was able to complete a book-length project “Horace’s Iambic Criticism” which was under contract with Brill. Funds were used to secure services of an indexer to construct both an Index Locorum and Subject Index. The book was published January 2012.
- Lei Jin was able to present a paper at the Asian Cinema Studies Society Conference in Hong Kong. While there she was able to update her knowledge and research in the field of Chinese cinema and independent documentaries, with resulting benefit to the research project she is currently working on: independent documentaries on the Sichuan earthquake.
- Tim Carens was able to conduct eight days of archival research at the British Library to reconstruct the path traveled by language expressing distrust of “idolized books” especially poetry and novels read by young women of the period 1780-1860.
- Oksana Ingle was able to present her research paper at the International Philological Conference in Astrakhan, Russia: “Journey to the Roots of Languages and Interaction of the Literatures: Comparative Linguistics and Literary Studies.” This gave her the opportunity to present a notable research paper at a prestigious international conference that included leading scholars from Russia & Turkey. She met and networked with international scholars of Russian.
- Hollis France was able to travel to Guyana to assess empirically the intersection of neoliberal trade policy and food security. This completed the preliminary groundwork for an anticipated six weeks of field work in June 2012.
- Tim Johnson and the Classics department were able to host a 2-day colloquium of three speakers on “History, Poetry, and War: Basil Gildersleeve’s Past & Present.” Through public lectures and conversations with students, these speakers illustrated the multidisciplinary and synthetic skills necessary to understand cultures.
content also addressed local and community interests and provided tangible avenues to make connections between the College and the city.

- Andrew Sobiesuo was able to travel to Ghana to further explore collaborative projects in international academic and cultural exchanges for students and faculty. This non-traditional study destination will be enhanced through study at diverse locations. Students will develop better understanding of African peoples and cultures. This initiative will foster closer collaboration with students and faculty elsewhere and establish a model for future collaborations.

- Conseula Francis and the African American Studies program hosted the AAST Emerging Scholars Lecture Series with three speakers. This lecture series is an attempt to increase the national recognition of the program. It also highlights and encourages cultural literacy in African American Studies.

- Nancy Nenno and the German/Slavic Studies department were able to host the “Magic of the Miracle” with German magician, Martin Lübke, in collaboration with the Goethe-Zentrum, Atlanta.

Assessment Activities

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

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

Undergraduate/Graduate Research

- In the fall of 2011, Spanish Major Stacy Calhoun received an international scholarship from the Benjamin Gilman Foundation to study abroad in Costa Rica and Panama.

- Zane Tharp (Anthropology student) was involved in the making of the film “Stay in de Boat” and he was Master of Ceremonies for its presentation at the College in February. In addition Zane served on the discussion panel for Shirley Brice Heath’s talk.

- Four German/Slavic Studies students graduated having earned the Global Scholar Designation.

- Ten students were inducted into the national German Honor Society, Delta Phi Alpha.

- Eight students are participating in the College of Charleston-Cultural Vistas Summer Internship in German in summer 2012.
Four students of German are currently studying at an institution in Germany (spring/summer 2012).

Six students accompanied Professor Oksana Ingle on the Russian Maymester Study Abroad program.

Adam Dexter (French) attended a national academic conference in N.Y and presented a juried scholarly paper.

Jenna Barker (African Studies) received a URCA award to attend and present at the British Commonwealth & Post-Colonial Studies Conference, February 17-18, 2012 in Savannah, GA.

Five Archaeology minor students completed a semester-long internship at the Charleston Museum. Fall 2011: Heather Brickley, Derek Fronabarger, and Nick Randal. Spring 2012; Amy Dubis and Melissa Haefner.

Jessica Hensley was accepted into the Summer 2012 Hudson-Meng Field School, Nebraska, a famous long-term bone bed excavation.

Marlene Aydlette, was accepted into the Summer 2012 University of Rhode Island Marine Archaeological Field School in Bermuda, to investigate 16th–19th century shipwrecks.

Heather Brickley was accepted into an Institute for Study Abroad Program at Queen Mary University, England.

Nathan Fulmer presented a paper on his excavations at Dixie Plantation at the Charles Towne Landing Archaeology Conference.

Daniel Hodge received the US Department of State Critical Language Scholarship to study Chinese in China during the summer 2012.

Five students received full scholarships from the Confucius Institute to study Chinese at Guizhou University in China during the academic year 2012-13; they are: Elliot Dickerson, Matthew Armstrong, Zoe Coombs, and Joshua David Lam.

Sarah Beth Mentrup received the Freeman Foundation Fellowship of the Institute of International Education (IIE) to study in China.

African American Studies graduate, Kim Arnold, was accepted into one of the top Public Health graduate programs in the country at Drexel University.

**Distinguished Scholarship**

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

**Awards and Distinctions**

- Laura Lewis: CAMWS Award for Outstanding Accomplishment in Classical Studies (The Classical Association of the Middle West and South).
- Spanish minor Levi Vonk was a finalist for a Truman Scholarship in spring 2012, and he was also awarded a staff position with the Student Action for Farmworkers program.
- Andrew Dunham (2008) completed a Master’s degree in Latin American Studies at New York University.
- Collin Laverty (2006) completed a Master’s degree in Latin American Studies at the University of San Diego.
Nakashia Dunner (2007) completed her first State Department post in Caracas, Venezuela this year.

Kimberly Cozart (2006) received her MA from the London School of Economics and Political Science. She taught part-time for LACS and INST at the College this year. Kimberly will start Ph.D. work at the City University of New York Graduate Center in Political Science-Latin America this coming fall.

Matthew Harris has finished his first year of graduate study at Texas Tech University with an emphasis in Maya archaeology. Matt has continued excavation of Maya sites in Belize.

Justin Carlson (2010/11 president of the Archaeology club) as finished his first year of graduate study at the University of Kentucky, specializing in archaeology. Justin worked on projects in Cumberland County, Kentucky and in Italy during summer 2012. He also does paid work in contract archaeology through his university.

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

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

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

External Relations and School Advancement Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

March 27, 2012

First of all we want to express our gratitude to you for giving us the opportunity to reflect upon the programs, actions, accomplishments and effectiveness of the School of Languages Cultures and World Affairs in its formative years. The opportunity is especially welcome since both of us were involved in discussions leading to the original design of the School, have enduring interest in its progress and also because we both have lengthy experience with internationally oriented programs and initiatives at the College of Charleston.

As you know Frank Morris brings to this evaluation more than 32 years of experience at the College as a faculty member in the Classics Program and in various administrative capacities: Acting Chair of the Department of Languages, Director of the Critical Languages Program, Head of the Department of Classics, German, Italian, Japanese and Russian, and Interim Head of the Division of Languages. While serving in the last capacity he was assigned by Sam Hines, former Dean of the School of Humanities and Social Sciences, to explore the idea of creating LCWA in the first place. Professor Parson’s thirty-year career in the Department of Political Science included developing a variety of internationally oriented programs including the Model African Union, Model United Nations and the Minor in African Studies. Professor Parson also served for six and a half years as the founding Director of the Office (now Center) of International Education at the College and like Professor Morris was a party to original discussions about the design of the School. In retirement we both continue our direct engagement with the mission of the School through the direction of study abroad programs, Professor Morris in Greece and Professor Parson in Morocco. We like to think that the combination of Professor Morris’s background in Classics and foreign language education and Professor Parson’s background in Political Science, African Studies and international education and our joint experience in the formative era of LCWA provides a solid foundation for an initial assessment of the effectiveness of the School in fulfilling its promise.
You will recall that in conversations with you beginning in April 2011 we agreed upon a modest though reasonably comprehensive Charge for our work. We accepted the invitation to review the activities of the School against the priorities set forth in the LCWA Strategic Plan for the three-year period from 2007-2008 through 2009-2010. We understood that this should entail three key elements: (1) a review of what has been accomplished, what has worked or not worked and what could have been done better; (2) to highlight new directions that were taken and to note any important changes that have occurred in these new trajectories; and (3) to identify and discuss any essential issues and questions that have not been addressed. It is important to understand the limitations and scope of our work in the narrative that follows. As you know, we were provided a range of documents:

- The LCWA Strategic Plan (and miscellaneous related documents) developed during the 2007-2008 academic year.
- Annual Reports for 2007-2008 through 2010-2011 for almost all entities within LCWA.
- Relevant sections of the College of Charleston 2009 Strategic Plan.
- LCWA responses to the College Strategic Plan.
- A variety of additional documents related to possible budget requests as well as strategies and priorities for fund raising.

This set of documents provides the evidence that we drew upon for the empirical side of our evaluation. We did not review documentation from years before 2007-2008 or after 2010-2011. We were also not charged to nor did we interview any faculty, staff, student or other stakeholder inside or outside of LCWA. Our writing should be understood, therefore, to be limited in scope, based on selected evidence and inclusive only of our individual, though professional, perspectives. However, we do believe that our combined experience in various activities that relate to basic elements of LCWA’s mission and our involvement in the School at its founding qualify us reasonable well to draft this initial assessment of the LCWA’s accomplishments.

The LCWA Strategic Plan developed two sets of initiatives to chart the direction that the School would take under the leadership of David Cohen, the School’s new dean. All initiatives in the first set were considered to be of equal importance and to constitute the
primary focus for the School’s activity in the ensuring years. All initiatives in the second set were likewise considered to be of equal importance. These were considered not to be the primary focus of the plan, but action would be taken on them if circumstances permitted such action. Impressively most of the initiatives outlined in each group were undertaken and are, therefore, the subjects of this report. First and second priority initiatives were numbered 1A-1I and 2A-2J respectively and are referenced by those numbers. See attached appendix for a list of the initiatives.

For the purposes of our narrative we group the initiatives thematically rather than by their set or priority. We examine in turn initiatives that relate to:

- New Faculty
- Changes Primarily Affecting Existing Language Programs.
- New Major Programs.
- Collaboration between Various Entities.
- Technology.
- Enhanced Funding.
- Branding.
- Interdisciplinary, International and Intercultural Programs.
- Organizational and Administrative Environment.

**New Faculty Positions:**

**Initiative 1B: Increase the Number of Roster Faculty Positions within LCWA.**

Action on this first priority initiative produced formative change in the depth and breadth of faculty talent and expertise within the school. We do not comment on the normal, routine hiring for existing lines in long-standing programs, but focus on areas where the formative change has occurred: The Less Commonly Taught Languages, International Studies, directors of the Latin American and Caribbean Studies and Jewish Studies, and Classics.

**Five Positions in the Less Commonly Taught Languages:**

Instruction in the LCTLs, Russian, Japanese, Arabic, Chinese and Hebrew, has been offered at the College since the late 1970’s. At first all “instructors” were actually
native speaking tutors who were not instructors of record, and for whose courses an outside examiner served as a consultant to evaluate students' performance and determine grades at the end of a semester. In the cases of Russian and Japanese in the 1990's upgrades occurred, and instructors with appropriate credentials were hired in roster positions to teach these languages. The Russian and Japanese programs continue to maintain those roster instructor positions today. Around 2000 the tutor positions in Arabic, Chinese and Hebrew were upgraded to adjunct instructor positions. For some of the adjunct instructors exceptions to the SC Commission on Higher Education's requirement of 18 hours of graduate credit in the content area were requested and granted. Upgrading the adjunct positions in Arabic, Chinese and Hebrew to roster faculty positions with appropriate credentials had been a topic of conversation for years prior to the establishment of LCWA, but no upgrades were achieved.

Between 2007-2008 and 2010-2011 the following roster positions have been filled and represent new additions to LCWA faculty in Arabic, Chinese and Hebrew:

- Arabic: two assistant professors ('08 and '11)
- Chinese: two assistant professors ('09 and '11)
- Hebrew: one visiting instructor ('09)

This increase from three adjunct instructors to five roster faculty in Arabic, Chinese and Hebrew with the original adjunct faculty in Arabic and Chinese continuing to provide part-time service is enabling LCWA to address more meaningfully and broadly key elements of its core mission and vision. The language faculty offer courses in the languages, area studies programs and disciplinary programs such as Political Science.

**Two Lines of Directors Transferred from HSS to LCWA:**

The roster lines of two senior faculty members who have served and continue to serve as director of the Jewish Studies Program on the one hand and the International Studies and Latin American and Caribbean Studies Programs on the other hand have been permanently transferred to LCWA from the School of Humanities and Social Sciences. This has freed these two faculty members to focus entirely on the management and development of interdisciplinary programs within LCWA. This transfer of faculty has
increased the number of seasoned leaders in LCWA and no doubt enriched the dialogue within the administrative leadership in the School.

**Two Positions in International Studies and One Joint Appointment with Economics:**

Two assistant professor positions in International Studies were filled in 2009. With their degrees in International Studies they represent two additional lines for faculty members who have credentials unlike those held by any other current roster faculty members in LCWA in particular and the College in general. Also in 2009 the School of Business and Economics and LCWA collaborated to make a joint hire for a Visiting Assistant Professor of International Studies and Economics. We understand that a search is currently underway to hire a third assistant professor of International Studies.

The College had offered a minor in International Studies for over 25 years with modest student enrollments. In 2010 a major in International Studies was established. The addition of two faculty lines in International Studies, the joint hire in International Studies and Economics, and the transfer of the Director of the LACS program to LCWA to serve as Director of the International Studies program have helped this new major, one central to the mission and vision of LCWA, to make an impressive start. There are currently about 90 students who have declared majors in International Studies. This greatly exceeds the expectations for the number of majors at this early stage of the major.

**Three Faculty Positions in Jewish Studies:**

Two new Assistant Professor of Jewish Studies roster lines were filled in LCWA in 2008-2009. Through very effective institutional advancement initiatives the Jewish Studies Program has also funded two endowed positions: the Zucker/Goldberg Holocaust Studies Chair and the Arnold Distinguished Visiting Chair. The increase in the number of Jewish Studies faculty coincided with efforts to establish the major in Jewish Studies. As with new hires in the Less Commonly Taught Languages and International studies these new faculty members also offer courses in the languages, area studies programs and disciplinary programs such as Religious Studies.
One Faculty Position in Classics:

Through its active participation in the First Year Experience program the Classics Department was awarded a two-year visiting Assistant Professor of Classics position in 2008. This visiting line was converted to a permanent position in 2011 and was used to hire a senior faculty member to serve as the department’s chair at a critical moment in the department’s evolution. It represents an increase in departmental roster faculty lines from five to six.

The addition of some of the roster positions in new areas above resulted from realigning existing faculty lines within LCWA, and others such as the directors from transferring lines from one school to another. Adding positions in some areas points to new and promising ways of operating: SBE and LCWA collaborating to fill a visiting position for an Assistant Professor of International Studies and Economics; Classics embracing the vision of a program outside the School, the First Year Experience program, and making a long-term commitment to that program; Jewish Studies Program’s receiving external funds for two named endowed chairs; and the use of endowed funds for the initial funding of some new LCWA positions. The varied approaches used to add new faculty positions in old and new areas to LCWA reveals the creative, energetic, effective leadership style of the Dean. However, there are substantial issues related to faculty lines that need to be addressed. We comment on these later in the section on Organizational and Administrative Environment.

Changes Primarily Affecting Existing Language Programs:

1C Oral Proficiency Instruction.
1F Study Abroad as a Major Requirement.
2E Cultural Component of Language Curriculum.
2F Language Tracks for Vocations.
2G Translating and Interpreting.
2H Internationally Oriented Internships.

Prior to the founding of LCWA there was a long history of faculty members and programs in the traditional language departments being engaged with such interests and
activities as oral proficiency testing; study abroad programs; cultural content of curricular materials; language courses for professional skills, e.g. language for business, legal interpreting etc.; and internships. The LCWA Strategic Plan developed the following initiatives and achieved significant results.

1C External Proficiency Testing for Modern Language Majors:

For this initiative each department was to identify acceptable proficiency tests to assess the proficiency levels achieved by students in its program. Proficiency testing was expected to become a requirement for all modern languages majors in 2009-2010. It was also expected that eventually proficiency testing could be required of foreign language minors and students completing the General Education requirement in foreign languages.

Faculty in French and Spanish chose the American Council on Foreign Language Teaching’s Oral Proficiency Interview model, which can now be administered externally through a computer program (OPI-c). The number of modern language faculty members who are trained to assess students’ levels of oral and cultural proficiency has increased through LCWA professional development funds. Faculty in German chose the Goethe Institute model because of their long-standing practice of it. After a period of voluntary testing all majors in French, Spanish and German are now being required to take these proficiency tests in their senior year.

Enhancing the proficiency level of their students is one of the core goals of modern foreign language programs. Required proficiency testing of majors in French, Spanish and German represents substantive change from past practices. Faculty will now have better data to assess the effectiveness of their programs and to make decisions on matters of teaching methods, materials and learning strategies. Language programs that offer only minors have taken an interest in ACTFL OPI-c testing and will perhaps begin similar testing when OPI-c tests become available for their languages. OPI-c testing is not now available in all languages. Interestingly, some students, who are minoring in a language and are not required to take the test, have expressed interest in taking the OPI tests so that they can include their level of proficiency in their resumes.

Establishing an initiative that singled out oral proficiency as a goal perhaps played a role in the fact that most major programs reviewed the quality of their instructional
materials as well as the general structure of their curriculum. After a review of other available texts both the Spanish and French programs adopted new textual materials for their elementary and intermediate level courses. These texts have ancillary materials that engage students in language learning experiences through the internet. The Spanish program also revised the structure of its elementary and intermediate language sequences so that students with prior instruction in Spanish in high school follow one sequence of courses (190, 200 and 202) to fulfill the general education requirement and students with no meaningful prior experience with Spanish follow another sequence (101, 102, 201 and 202). This change solved the long-standing issue of having students, who already know a language, “sandbagging” in a lower level courses. Such behavior complicates the task of teaching true new learners.

The programs in the Less Commonly Taught Languages (Hebrew, Chinese, Japanese, Arabic, Hindi) have adopted a new instructional model that is now based on four credit courses that meet four times per week at the elementary and intermediate level rather than the traditional three-credit course. This is because research shows that many more hours are needed to master these languages than the Romance languages and other languages more akin to English.

Oral proficiency testing does not pertain to the skills that students develop in their study of the classical languages. It is interesting to note that while the French and Spanish faculties were reviewing their curriculum and textbooks at the elementary and intermediate levels, the Classics Department also reviewed its curriculum and adopted different texts first for Latin and then a few years later for Greek. Enrollment patterns suggest that more students are pursuing Latin at higher levels with the new text.

1F Immersive Study Abroad:

The aim of this initiative was to establish one semester of immersive study abroad as a requirement for all LCWA language and area studies majors. It was understood that success in this initiative would require some new source of financial assistance for students. The 2009-2010 academic year was set as a target date to initiate the requirement.
As we note later, study abroad was established as a requirement for the majors in LACS, International Studies and Jewish Studies. The traditional language programs are planning to revise their major requirements to include such an experience, but have not done so yet.

While there was some scholarship aid available to students for study abroad prior to the formation of LCWA, new funding sources have been established for student study abroad. The Dean of LCWA proposed to the President of the College and the Board of Trustees the establishment of a student international study fee to fund scholarships for international study. The Board approved a fee that generates about $200,000.00 annually to support student study abroad. The Dean has also allocated some of LCWA’s endowed funds to support study abroad.

The programs in Spanish and French have for many years had semester-long study abroad programs in which College faculty accompany the students during their time abroad. The French program is expanding the number of semester long programs that it sponsors from one to two. For study abroad experiences for its students the German program has relied primarily upon the Carl-Duisberg-Centrum Language School and its internships during the summer months. German students like students from all other language programs also arrange for study abroad independently through the Center for International Education. The Russian program has sponsored two faculty led summer programs to Russia.

It is not clear from the LCWA strategic plan how this “immersive” study abroad initiative is intended to relate to the Classics AB major (philology) and its BA major (area studies/civilization) nor is it clear from the Classics annual reports how it views the possibility of a study abroad requirement for all its majors. Nevertheless, study abroad is very profitable for Classics majors. Such an experience contextualizes their understanding of the classical languages and civilizations in ways that simply cannot be done in a classroom. Classics majors have studied abroad for a semester or more in such programs as College Year in Athens. They have also regularly participated in the department’s summer Study Abroad Program in Greece, Dr. Newhard’s archaeological programs in Turkey as well as several other archaeological programs around the Mediterranean area.
Immersive study abroad is very beneficial for the development of language and cultural literacy. The fact that study abroad is now required for three LCWA majors and that the principle of a fee to support students’ study abroad represents substantial progress toward realizing these benefits for students. The availability of financial support is no doubt enabling more students to choose to study abroad. There are other unresolved issues relating to staffing semester long study abroad programs. See below the section on Administrative Environment.

2E Furthering Cultural Components of the Curriculum within LCWA Courses:

This initiative included introducing course offerings that examine values and traditions, past and present and the ways in which the past informs the present. The faculty members in the traditional language programs have always maintained that they teach culture through the fact that the languages that they are teaching are embedded in and inseparable from their cultural contexts. There is ample evidence in the various annual reports that instructors have students engage cultural issues in their courses. Here are just a few examples of evidence:

- The discussions that led to adoption of new elementary or intermediate level texts in French and Spanish were partly focused on the quality of the cultural content on which the instructional materials were based.
- The Spanish program has finely tuned its SPAN 314 Conversation and Composition course to focus on current cultural topics. Instead of simply following the sequence of lessons in a traditional textbook, students read about topics in newspapers and watch TV programs on current events. Then they have assigned discussions about these current events and topics.
- A faculty member in German received an external summer research grant for a project entitled, “Creative Approaches to German Literature and Culture: Theatre Pedagogy and Creative Writing across the College German Curriculum.” Subsequently at the College in an advanced German course students wrote sketches based on the semester’s readings and discussions. Students then performed their sketches. This is an effective way to engage and internalize cultural knowledge.
• Another German faculty member gave a paper at a national professional meeting entitled, “DiasporAfro”- Teaching Afro-German/Afro-Austrian Identity.” These topics represent themes discussed in a course the professor teaches.

• The French program focuses on cultural immersion in its C-courses, one hour conversation courses that correlate to 101-202 courses. Instructors for these courses are teaching assistants from Versailles, France so the discussion of topics related to cultural content of the associated course has an authentic cultural immersion dimension.

• In its discussions of revisions for its major the French program is considering establishing a “culture” track within its major. Its development of new courses such as Survey of Francophone Literature, Survey of Francophone Cultures and Civilizations, African Literature of French Expression, Literature of the Maghreb, and Study in French and Francophone Film suggests the possibility of a culture track rich in diversity.

• A French faculty member presented at a major university an invited lecture entitled, “Integrating Cross-cultural Competence in a Marketing Course: a College of Charleston Example.”

• A Spanish faculty member presented at a professional meeting a paper entitled, “Service Learning and intercultural competence in the L2 classroom.”

• A Spanish student after engaging in a Service Learning experience wrote a paper entitled, “Educational issues of Hispanic children in Charleston, S.C.”

2F Language Tracks to Tailor Language Acquisition to Specific Professional Pursuits:

It was understood that this initiative would focus on majors, minors and concentrations which link language facility to professional environments that graduates are likely to enter.

Professor Morris notes that faculty in modern languages at the College of Charleston have been more inclined to develop curricula for professional purposes than faculty from other colleges. He bases this opinion on interactions that he had with modern foreign language professionals at their regional and national professional meetings during the time that he served as a departmental chair. So it is not surprising to
find that the modern language majors in LCWA as well as some of the minor programs have worked effectively to link their programs even more deeply with programs in business. While a course in marketing has been taught in French for many years and courses in business German, French and Spanish have been on the books for some time, this area of the curriculum is expanding significantly:

- Faculty in the French and Spanish programs proposed a Business Language Minor with tracks in French or Spanish to link with the major in International Business.
- The Spanish faculty proposed a new course, SPAN 418 Advanced Business Communication, to complement the new Business Language Minor.
- The French program has undertaken steps to establish a concentration in Language, Culture and Global Commerce.
- International Business faculty developed some courses with fewer business prerequisites in order to encourage more language students to enroll in the Language and International Business minor.
- The graduate programs in medical and legal interpreting were merged into to one program for interpreting and made open to graduate and undergraduate students.
- The Russian program developed two new courses, RUSS 331 Russian for Business and RUSS 295 Russian for Mass Media.

The attention to professional interests of students is also seen in increasing internship opportunities for students. Some examples include:

- In the fall of 2010 a Spanish professor directed an internship (SPAN 401) for a student who was studying International Business and Spanish. The student interned at an international outdoor patio umbrella manufacturer.
- Students in German continue to enjoy two-month long internships following one-month of advanced language study at the Carl-Duisberg-Centrum Language School. Internships have been in such fields as banking, finance, marketing, tourism, customer service, engineering, importing/exporting enterprises and others.
- German faculty members offered two students internships as translators for the legal firm of Motley-Rice in Mt. Pleasant, SC in 2008-2009.
Another internship involved a German student, who aspires to be a translator/interpreter, transcribing interviews, translating them and creating subtitle tracks for a documentary film.

Two students had internships with the German-American Chamber of Commerce in Greenville, SC and the Weber Automotive Corporation in Summerville, SC.

Our comments above focus on modern languages. We note that the Classics program has its own niche in this regard. It has offered New Testament every other year for the benefit of students who plan to attend divinity school. It also offers every year courses in Medical Terminology for students who are preparing for a career in the Allied Health areas.

2G Strengthen Expertise and Programs in Translating and Interpreting:

The aim here was to develop a minor or concentration that might serve as an outreach opportunity and also involve internships.

For a long time the Spanish program offered graduate programs in legal and medical interpreting. These programs were, however, closed in 2010, and the person who succeeded the founding director of the program has left the College. The focus on interpreting in the LCWA curriculum has therefore shifted to general applications of interpreting. Courses are being offered at the graduate and undergraduate level with increasing enrollments. A number of the student internships listed above were focused on translation and interpreting. Likewise in a service-learning course, SPAN 400, taken by junior and senior students who had studied abroad, some Spanish students served as interpreters for the local Hispanic community at health clinics.

Unrelated to translation in the sense that it is presented in this initiative, there are examples of the translation of literary texts for various purposes. A Classics faculty member collaborated with a colleague from another institution to produce a translation of a play by the Greek comic poet, Aristophanes, for appreciation and performance by modern audiences. A Classics student translated The Clouds of Aristophanes and the Apology of Socrates by Plato to write an original script, The Death of Socrates, and produce and direct a student performance of it.
Formalized course work in interpretation seems to be located primarily in the curriculum of the Spanish Program. With the obvious opportunities for translation and interpreting there is more to be done in terms of expanding the scope of offerings in translation and interpreting and developing the reach of the programs across all the language programs.

2H Additional Internally-oriented Internships and Service Learning Opportunities:

The aim of this initiative was to design and implement new internships and service learning opportunities based on student needs. Suggested examples of areas for this initiative were translation, interpreting, public history, archaeology, international business and public policy.

The German program's summer CDS Internship program began in 2003, three years prior to the foundation of LCWA. It appears to be a very effective model. Perhaps some of the other language programs could develop analogous models. For decades each language program had courses designed to give students appropriate credit for meaningful language experience abroad (“language study abroad” and “special assignment abroad”). The German program still uses these very courses in its CDS program (GRMN 328 and 320).

In addition to the internships already mentioned as examples in the earlier portions of this report, here are more of what appear to be new and growing efforts in this area.

- A Spanish student completed an internship in Mexico at an elderly care facility. During her internship at the facility she was advised by Spanish faculty members about the methodology of interviewing and then interviewed elderly residents about the changes they had witnessed in Mexico during their lifetimes. Upon returning to the College the student completed an independent study, SPAN 390: Changing Mexico, in which she organized, analyzed and wrote a paper on changes in Mexico based on her interviews in Mexico.
- A Spanish faculty member provided a service learning opportunity for 17 junior and senior Spanish students who had completed study abroad programs. Students
spent 45 hours assisting the local Hispanic community in various ways: serving as interpreters in a health clinic, tutoring Hispanic children at a local elementary school, teaching English as a second language, and assisting in maternity classes. In addition they met as a class weekly to discuss their experiences and other topics such as immigration, education, health and politics.

- In 2007-2008 in the French Program's annual report there was a comment that there was no group in Charleston with which French students could engage in French in a service-learning project. We note an interesting sequence. First, the departmental name is actually the Department of French and Francophone Studies. Second, courses required for the major include surveys of Francophone Literature (FREN 320) and Francophone Cultures and Civilization (FREN 326). Third, the French Program recently hired a new faculty member who has research interest and experience in Caribbean literatures and cultures. Next, the French House organized an event about the Haitian community in Charleston. Finally, in the 2010-2011 annual report there is mention of developing some form of student involvement with the local Haitian community. This broadening of the department’s perspective on the diversity within the local population of South Carolina is evidence of how identity, hiring and focus can produce growth.

- A German student, who happened to be a native speaker, completed a unique example of service learning. She in an independent study worked with the Special Collections librarians at the College to provide translations of a collection of letters that had remained unread because of the old unfamiliar script in which they were written.

- Seven Latin students who were enrolled in a course about teaching Latin in elementary and middle school taught seven classes of students in two Title I schools. The goal of their teaching was to broaden their students' horizons by introducing them to Roman civilization and to enhance their English vocabulary through the study of Latin.

While the original intent of this initiative was to expand internships (and perhaps service learning opportunities) linked to study abroad, faculty members and students have clearly demonstrated that internships and service learning projects that involve their
knowledge of a foreign language and cultural literacy can be managed locally. *We note that German remains the only program with continuous internships opportunities abroad and wonder if other language programs might find similar opportunities for their students.*

**Program Initiatives for New Majors:**

In the strategic plan a total of four programs were initially identified for developing majors. Two were of first priority: Latin American and Caribbean Studies (1D) and Asian Studies (1E); and two were of second priority: Jewish Studies (2B), and International Studies (2A). Impressive results were achieved on all these initiatives, and circumstances allowed substantial progress to be made in developing other majors.

**Latin American and Caribbean Studies (1D):**

In 2007 the LACS program major required that a student have another major. The goal of this initiative was to establish LACS as a stand-alone major. A proposal was developed and submitted in 2008-2009, and LACS became a stand-alone major in 2009-2010. In becoming a stand-alone major LACS established two important new requirements: Completion of least one year of advanced (300 level) study in a language and a study abroad experience. As noted above, its Director now occupies a line in LCWA. LACS in collaboration with Hispanic and Portuguese Studies continues to offer the three semester-long study abroad programs in Santiago, Chile, Buenos Aries, Argentina, and Havana, Cuba.

**International Studies (2A):**

Although it had already received preliminary approval from the Commission on Higher Education, in 2007-2008 the proposal for a major in International Studies was perceived by some to lack support, and it appeared to stall. Nevertheless, as noted above, in 2008-2009 two tenure-track faculty members were hired in new International Studies lines, a new visiting joint appointment was filled in International Studies and Economics, and the Director of the LACS program was transferred from HSS to LCWA and also became the Director of the International Studies program. In 2009-2010 the proposal for
the major was approved by the Faculty Senate, and the major was given final approval by
the CHE. This success was due to the strong support of the Dean and the tenacity of the
Director of the LACS program. As planned in the initiative, the International Studies
major requires in depth foreign language study and a study abroad experience. These two
requirements complement the major core of International Studies courses and a
concentration from one of five area studies or a thematic area. Office space and a
conference room in the house at 9 Glebe Street were assigned to the faculty in
International Studies, Arabic and Chinese. They receive some administrative support in
the Glebe Street house, but more importantly their respective programs have a physical
presence on campus.

Student interest in the International Studies major is exceeding expectations. In
2011 there were about 90 declared majors. Such rapid growth in the number of majors
(and advisees) creates an immediate challenge for the program’s Director and faculty not
only to advise students about the requirements for language courses, study abroad, the
core courses and their chosen concentration, but also to plan in a timely manner to assure
that all the components needed from multiple schools, departments and programs are
available to offer every semester a curriculum that meets student interests and needs.

Jewish Studies (2B):

Similarly planning for a major in Jewish Studies began in 2008-2009, and after
receiving approval from the Faculty Senate and the Commission on Higher Education the
major was first offered in 2010-2011. As noted above in the section on faculty initiatives,
two tenure-track positions in Jewish Studies, a roster instructor position in Hebrew, and
endowed visiting faculty chairs were filled, and the Director’s line was transferred to
LCWA during this time. Hard work, focus and effective leadership produce exemplary
results.

Asian Studies (1E):

In 2008-2009 the Asian Studies Program developed a proposal for a major.
Although it received preliminary approval from the Commission on Higher Education the
next year, further progress in the development of the major was put on hold by the
Provost in 2010-2011. As noted above, two new tenure track positions in Chinese were filled during this time with faculty who had academic backgrounds that have prepared them to offer courses in content areas outside of Chinese language acquisition.

As in the case of some other minor studies programs with aspirations to become programs with majors, it is not clear at this point how a stand-alone Asian Studies major would distinguish itself from an International Studies major with an Asian Studies concentration. *Work needs to be done to articulate the relationships of these programs to one another in a manner similar to the relationship between the LACS major and the International Studies major.* The Director of the Asian Studies, a faculty member in the School of the Arts, has worked long and selflessly to help build a solid program that is ready to become an important major program. We comment below on how important the dedication of faculty members has been to the development and well-being of interdisciplinary programs.

**African American Studies and Archaeology:**

Although the LCWA Strategic Plan did not specifically identify the development of a major in the programs for Archaeology or African American Studies, opportunities for development in these areas presented themselves and were pursued. The proposal for a major in Archaeology received preliminary approval from the Commission on Higher Education in 2009-2010, but further progress on it was put on hold by the Provost in 2009-2010.

A proposal for a major in African American Studies was in the early stages of development in 2009-2010, and a draft for a proposal was completed in 2010-2011. In its Values section the 2009 College of Charleston Strategic Plan lists the following: “The history, traditions, culture and environment of Charleston and the Lowcountry that foster distinctive opportunities for innovative academic programs and relationships that advance our public mission in the city of Charleston, the State of South Carolina and the world.” (Page 5 bullet 3). The absence of a flourishing major in African American Studies at the College of Charleston speaks for itself. *As is evident from the narrative above about the success of the International Studies major and the Jewish Studies major, an investment in core faculty for the African American Studies Program would be an important impetus*
for the development of a major in African American Studies. It would also reflect the values of the College’s Strategic Plan.

The Archaeology Program has many strengths. It draws faculty from HSS, LCWA, SOTA and Mathematics and Science. Through affiliations with local organizations students engage in projects of local significance while mastering content knowledge and practical skills. Students also have opportunities to engage in study abroad with faculty on projects of international significance. Hopefully, it will soon be allowed to continue its growth into a major.

LCWA has clearly fostered significant curricular development and change: The creation of new interdisciplinary majors in International Studies and Jewish Studies; the revision of the major in Latin American and Caribbean Studies; the substantial procedural steps that have been taken toward the approval of majors in Archaeology and Asian Studies; and a growing commitment to develop a major in African American Studies.

We note, however, that although offering courses in Arabic goes back to the 1970’s, the use of Arabic in satisfaction of the general education language requirement was a direct result of a Title VI grant designed to strengthen the African Studies minor in the mid-1990s, two tenure track hires in Arabic have recently been made, and the original adjunct instructor of Arabic has been retained, there is no major or minor program focused on the Middle East. We note also that while the new faculty members in Arabic are located in a house with International Studies faculty with whom they might make curricular alliances, they are being administered under the Asian Studies program. For more comment see the section on Organizational and Administrative Environment.

Collaboration:

1G Murray Fellows.
2D Signature LCWA Courses for Incoming Students: FYE and LC.
2C Structured Partnership with Global Scholars Program.
2 J Immersion Language Programs: K-12 students, teachers and college students.
A number of the LCWA Strategic Plan initiatives called for collaborative relationships with entities and programs that originate outside of LCWA. The results have been varied.

1G Create Murray Fellows to Recognize Teacher/Scholars in Line with the Mission, Vision and Academic Goals of LCWA:

Unfortunately no progress was made on this initiative. Murray Fellows, funded by the Samuel Freeman Trust, were to total 14 (seven from within LCWA and seven from other schools) and to receive an externally funded stipend. Each fellow would engage in various outreach activities and teach one interdisciplinary course per semester. It was understood that the viability of this program would depend upon a college-wide procedure and process for joint appointments.

A principle implied in the Murray/Samuel Freeman Trust Fellows initiative was collaboration inside and outside the boundaries of the School. In that vein we note below a few initiatives that have been taken that illustrate that principle:

- A Working Group was formed within the school to identify ways to improve student outcomes in the introductory and intermediate modern language courses. The group provided a report that covered topics such as class size, pedagogy and technology. We note that substantive changes were made in the way the Spanish program manages the placement of students who enter the College with prior knowledge of Spanish.

- LCWA with assistance from the School of Business and Economics and the World Trade Center has hosted its “Ambassador Series” where officials from various countries have been invited to speak at the College.

- The African American Studies Program has collaborated with the Jewish Studies Program and the Political Science Department to offer cross-listed courses.

- The Classics Department offers courses regularly under the rubrics HIST and ANTH.

- Faculty members from French and Political Science offer a study abroad program in Morocco with courses from each discipline.
• The Classics Department has been in discussions with the Honors College to make a commitment to provide annually a faculty member to participate in the teaching on HONS 120.

• LCWA faculty offer courses that serve programs in Film Studies and Women’s and Gender Studies, both of which are housed in HSS.

• Many, in fact, the majority of faculty members in some cases, who contribute to or direct major and minor programs of LCWA are faculty members in other schools.

• Two other collaborative initiatives are under way:
  o The first is the International Scholars Program that is to be under the direction of the Honors College and LCWA. This is a four-year Honors program that combines the academic experience of the Honors study with pursuit of a major in International Studies and a second major in other selected areas.
  o In the second, the Provost has proposed the creation of the Carolina Identities Program. Its advisory council would consist of the Directors of the African American Studies Program, the Jewish Studies Program, the Avery Research Center, the Program in the Carolina Lowcountry and Atlantic World, the Women’s and Gender Studies Program and the Head of Special Collections, Addlestone Library. The Deans of HSS, LCWA and the Addlestone Library would also serve on the advisory council and make up its executive committee.

The various interdisciplinary major and minor programs in LCWA sponsor a very rich array of lectures, conferences, and cultural events that attract participants from the college, community, and from distant places. Examples can be found in the annual reports of the respective programs and departments. See below more comment in the section on Administrative Environment.

There are dedicated faculty members both inside and outside of LCWA who clearly meet the criteria to be named Murray/Samuel Freeman Trust Fellows. A promising initiative has been stymied for no apparent reason.
2D: Signature LCWA courses for Incoming Students: FYE and LC:

The aim here was to have eight to ten LCWA faculty members at any one time be involved in the First Year Experience and Learning Communities programs and that they would design new courses representative of their areas of expertise and interest and bring awareness to global and cultural themes. It was suggested that Murray Fellows and study abroad prior to the Fall matriculation might be involved. While Murray Fellows and study abroad prior to matriculation for first year students are concepts that have not been acted upon, the initiative has had results to varying degrees across LCWA’s departments. We offer a number of observations:

- The Classics program engaged the First Year Experience and Learning Communities program from its inception and has participated in Learning Communities every semester.

- The modern foreign language major programs undertook initiatives in this area later perhaps because they initially focused more attention on issues related to oral proficiency testing. German has engaged in two Learning Communities in fall 2009 and 2011. The French program first participated in learning communities in 2010-2011, and the Spanish program, having received a visiting assistant professor position from FYE, started in Fall 2011.

- Some learning communities have been linked within a department’s curriculum, CLAS 102 Roman Civilization linked with LATN 101 Elementary and in fall 2011 LTGR Games, Cultures, Play: Sports in German Culture linked with GRMN 101. Others have been linked with courses from departments outside the school, e.g. 101 courses in Latin, French and German have been linked with courses in Theater and Art History, and courses in classical archaeology have been linked with courses in Anthropology and Art History.

- By the end of 2010-2011 over 25 LCWA faculty members completed training prerequisite for participation in the FYE program.

- Through its exemplary engagement of the FYE program the Classics Department received an additional tenure track line and is committed to offering FYE learning communities every semester. Interestingly Classics made good use of the natural connection within it of language and culture courses, e.g. LATN 101 linked with
and CLAS 102 Roman Civilization, and its interdisciplinary connection with archaeology, e.g. CLAS 104 linked with ANTH.

From the pattern that has developed between LCWA and FYE it does appear that goal of having eight to ten faculty involved in FYE at all times has likely been achieved. The aim of bringing to first year students awareness to global and cultural themes has been approached narrowly. The Classics department clearly linked courses that related language to culture (Latin 101 to Roman Civilization). *The modern language FYE programs have made connections primarily to two disciplines, Art History and Theater. There are many other disciplines that address global and cultural themes that provide potential links with languages. There is much room to explore these linkages in a much broader collaborative framework.* Links have not been made between departments in LCWA.

2C Structured Partnership with Global Scholars Program:

The aim of this initiative was to ensure that every graduating student with a major in languages or area studies fulfill the requirements of the Global Scholars Program. The school also made a commitment to develop at least five new international or area studies courses.

LCWA faculty members and programs have supported the Global Scholars Program that was established by the School of Business and Economics under the leadership of Dr. Rene Mueller. Both the Global Scholars Program and LCWA are specifically committed to strengthening undergraduate students' knowledge of and proficiency in languages and culture and increasing the number of students who study more than one language. Most notably, by 2009-2010 all roster faculty in the Department of German and Slavic Studies had been awarded the Global Scholars designation, and two German majors who graduated that year were among the first graduates of the College to earn Global Scholar status. By the end of 2009-2010 40% of LCWA faculty members had been awarded the Global Scholar designation.

Each year the number of graduating majors from LCWA programs who have earned Global Scholar status seems to be increasing. Exact data about the proportion of LCWA majors achieving Global Scholar status was not available in the reports that we have read.
As noted in the LCWA Strategic Plan the participation of faculty and students in the Global Scholars program could become an important ingredient in the branding effort of the school.

One question that arises is how this program and the International Scholars initiative that has been proposed by the Provost will relate to and be distinguished from one another. See below for more about the International Scholars Initiative.

21 Summer Immersion Language Programs: High School Students, Teachers and College Students:

It appears that no immersion language programs for high school students and teachers have been developed. This was a second priority initiative. Faculty members at the College in Portuguese and Arabic have played active roles in the well-known summer immersion programs at Middlebury College. So there are faculty members on campus who could provide advice in planning similar programs at the College.

With regard to programs in the schools the Chinese program offered preschool children at the Early Childhood Development Center experiences with the Chinese language and culture and has established as an annual event a Chinese Speech Contest for students from elementary school through college. LCWA has partnered with Memminger Elementary as a Global Studies School. LCWA students of Spanish and Latin have provided enrichment opportunities for Memminger students. Apart from these efforts, LCWA has simply maintained the status quo by continuing to offer the NCATE certification program for pre-service teachers in French, Spanish, German and Latin and a M. Ed. program for in-service teachers of French, Spanish and German.

With the importance that the quality of prior language instruction and learning has on the placement of incoming students and with the impact that level of placement has on the proficiency level that students achieve while at the College it is a surprising that no significant new activities are being undertaken to affect K-12 foreign language education in South Carolina. This is an area that has been overlooked. In the next planning cycle it might be profitable to look back at some of the goals of the former Division of Languages that addressed this area.
Technology:

11 Develop and Implement a Technology Strategy That Embraces the Advantages of Technology:

It was understood that this strategy would focus on language acquisition and grow the on-line presence of the school.

ECTR 225 and 225A, the former Language Lab and office, have been converted to a computer classroom and seminar room; ECTR 204, formally office space for the Director of the Language Lab and work space for faculty and staff, has become a multi-purpose technology room for editing, viewing and creating various media; and JC Long 4th floor, formerly a computer lab for students, has been converted into two smart classrooms.

The LCWA web site appears to present the School to the world in a manner consistent with ways in which other schools at the College present themselves.

The annual reports from all modern language programs contain requests for more computer classrooms. Programs are adopting textbooks that are accompanied with web based instructional activities. Computers in some classrooms do not have the capacity to record, and that capacity is critical to some teaching techniques. Language faculty members who teach film courses generally do not have access to rooms adequately equipped for screening films. When faculty members teach courses that involve theatrical presentations, they too generally do not have access to appropriate spaces for these activities. There apparently remains much work to be done here. This need is consistent with observations about current reality of technology made in the 2009 College of Charleston Strategic Plan. It reads on page 4:

“Both physical infrastructure and technology resources are inadequate to today’s needs. ... Both support for and usage of technology lag significantly behind what is available in comparable institutions, rendering the campus what is commonly called a late adopter. ... greatly enhanced endowment resources are ... essential for all aspects of future growth.”

It appears that for progress to be made in this area, Schools, departments and programs will have to make technology a high priority and seek all means of funding for their needs.
Enhanced Funding:

1A Enhancement of faculty development opportunities for current faculty:

To address this initiative, the Dean was to commit about $30,000 annually from the School’s endowed Murray Fund to establish an incentive grant program for LCWA and affiliated faculty: (1) to develop new courses and new course content; (2) to continue research that furthers LCWA goals and plans. These funds were to be in addition to the normal research and development funds that the College allocates to each department’s budget. The Dean was also to establish a Capital Campaign Committee to identify and articulate additional support for faculty research and other faculty enhancements.

Many of the faculty activities listed in the earlier sections of this report were supported by LCWA funded incentive grants. A cursory review of grants over three years indicated that about 90% of grant applications were from LCWA faculty members and only 10% from faculty outside of LCWA. With the rich array of interdisciplinary programs housed within the School we would have expected more applications from affiliated faculty.

The Jewish Studies Program has an excellent record of success in external funding. As noted above, the new lines and named chairs added to the Jewish Studies faculty were the result of continued stellar efforts by the program’s leadership.

Each component in the School has prepared a list of strategic priorities for private funding. The lists detail the purposes, sources and amounts of prospective gifts. The identified total is close to 30 million dollars. With the Dean’s past record of success with such projects we expect this initiative to bear fruit in the future.

Branding:

2I Initiate a Brand-based Marketing Effort to Define the Distinctiveness of LCWA:

This marketing effort was to build awareness of and support for the mission and vision of LCWA; to involve specific components for internal and external audiences; and to present a clear image of LCWA in the minds of students, alumni, faculty and staff outside the School and the wider community.
Below are the ingredients that the LCWA Strategic Plan identifies as the components of a distinctive school brand:

- International Area and Cultural Studies
- Global and Cultural Themes
- Cultures/Values across Time
- World Language Acquisition
- Language Proficiency
- Immersive Study Abroad
- Language for Business & Government
- Strategic Language Initiative

Branding is based upon identity. The great majority of the roster faculty members of LCWA derive from the former Division of Languages in HSS. Traditionally in academia, language programs have been housed in departments named according to various languages and literatures, e.g. Department of French Language and Literature. Within individual departments and across the profession at large there was naturally competition between those whose priority was language acquisition and those whose priority was literature (high culture).

In this context we note that the former Division of Languages consisted of three departments: The Department of Hispanic Studies, Department of French, and Department of Classics, German, Italian, Japanese and Russian. There are now four language based departments in LCWA and they name themselves as follows:

- Department of Hispanic and Portuguese Studies
- Department of French, Francophone and Italian Studies
- Department of German and Slavic Studies
- Department of Classics (i.e. Classical Studies)

In LCWA these four departments are joined by the Department of Intercultural and International Studies that houses a variety of area studies programs and the Less Commonly Taught Language programs. “Studies” seems to be the central idea at least in the way all the departments in the School name themselves.

Overall at the School level, the 2011 Annual Report reported 18 separate “interdisciplinary minors” listed as supported by LCWA. Of the 18, six were what might
be described as country/language/culture/civilization specific programs (British Studies, German Studies, Russian Studies, Italian Studies, Japanese Studies and Classics, i.e. classical civilization); four were based on global regions (Asian Studies, African Studies, European Studies and Latin American and Caribbean Studies); three were global and thematic (Languages and International Business, International Business and Languages, and International Studies); two were defined by specific cultural and circumstantial identities (African-American Studies and Jewish Studies); and three were defined primarily by methodologies that applied across disciplinary lines (Archaeology, Comparative Literature, and Linguistics). There was also much variation among the programs in the number of courses that applied to the program and the number of departments that contributed faculty and courses. The programs also differed greatly in the extent to which they were genuinely interdisciplinary or multi-disciplinary in content and methodology.

There are other entities housed in LCWA that are not primarily curriculum driven or new. These include the Carolina Low Country and Atlantic World Program (CLAW) and three interdisciplinary experiential learning programs. CLAW from its beginning took as its subject matter the historical dynamic of people, culture, economy and polity of the Atlantic World without regard to time period, discipline or theme. It has been one of the jewels in the crown of the College and now LCWA. Importantly, it has held conferences and collaborated with a wide variety of organizations to highlight and publicize to a wider audience important events and themes related to life in the Low Country. Its multi-year program focused on the abolition of the Atlantic slave trade and currently its leadership in the Jubilee Project commemorating the 150th anniversary of the civil war and its aftermath are two notable examples of conferences. The CLAW program collaborating with the University of South Carolina Press has sponsored an impressive list of published books.

The three experiential learning opportunities supported by LCWA are:

- The College of Charleston Model United Nations Conference. This conference was established shortly before the creation of the LCWA.
• The national Model Organization of American States. This simulation of the OAS is held each year in Washington, D.C. College of Charleston students have participated in it annually for many years. Faculty members from the College have played crucial roles in the organization and production of the event.

• The national Model African Union. This simulation of AU is held annually in Washington, D.C. CofC students have participated in this simulation for many years, and faculty members perform important leadership roles in this organization for many years.

In its first years the Model UN Conference was not based on recurring budgetary support by the College. The Dean of LCWA has now provided a permanent budget and institutionalized a home for this national program. Students and faculty from around the country come to the College to participate in MUN conference. The activities of the conference highlight the global in one’s local life and increasingly stimulate a greater depth of understanding of global issues on the part of students. The particular relevance of the MUN conference to the language programs is illustrated by the fact that at the conference in the Fall of 2011, the Palestinian student delegate delivered an address to the conference in Arabic.

The Dean of LCWA has also established a permanent budget to solidify student and faculty participation in the MOAS and MAU. In previous years funding the expenses of student and faculty travel to Washington, D.C. was challenging. The MOAS and MAU simulations involve student delegations representing one or more member states in the OAS or AU and thus provide a practical applied experience in the development of international policy analysis as skills related to negotiation and diplomatic representation. While College of Charleston students earn credit in Political Science through special courses tied to these events, the programs draw upon students from other disciplines and from General Education. This is a productive example of collaboration between LCWA and HSS.

Having surveyed the range of programs and activities housed in LCWA, we return to the issue of branding. By virtue of the programs detailed above it is clear that an important distinctive brand element is interdisciplinarity. Within the interdisciplinary programs the highlight is a linkage, wherever appropriate, between languages and non-language elements. This distinctiveness is consistent with the strategic plan and describes the elements in the name of the School – language, culture and world affairs.
However, that branding needs to include the partnership involved with other Schools in the delivery of the programs. We would also suggest adding “experiential learning” to the list of distinctive components of the school’s brand both because of current activities and also future intentions.

This survey of the breadth, depth and complexity of LCWA’s programs leads to a discussion of the internal structure of the School and its relationship to other entities at the institution as a whole.

**Organizational and Administrative Environment:**

1H. Build the Organizational and Administrative Environment of the School:

The aim of this initiative was to continue to redefine the organizational and administrative environment and structure of the School in the subsequent years. There were two basic parts to this initiative: (1) The interdisciplinary minors and the small language programs that were at the time currently reporting directly to the Dean’s office would be realigned to report through the academic departments and/or program directors for interdisciplinary majors; (2) LCWA would work closely with the administration and the schools of the College to ensure that all building blocks of this organizational structure are compatible and productive for all stakeholders.

This initiative on the organizational and administrative environment was revisited when the College of Charleston Board of Trustees adopted the 2009 College of Charleston Strategic Plan. All entities on campus were required to react to the College’s Strategic Plan with one of their own. While our report has been focused on the LCWA Strategic Plan that was developed in 2007-2008, we must take note of three goal statements in the 2009 LCWA Strategic Plan that was drafted in response to the College’s 2009 Strategic Plan:

- **Goal 2:** To sustain and expand interdisciplinary studies generally, and internationally and culturally oriented interdisciplinary studies in particular, so these programs have support parallel to departmental programs at the College of Charleston.
- **Goal 3:** To strengthen specific existing interdisciplinary studies that have the potential to become nationally recognized resources for instruction and research.
- **Goal 5:** To prepare students for leadership in a diverse global society.
Our view is that Initiative 1H of the earlier LCWA Strategic Plan is subsumed within the above goal statements of the 2009 LCWA Strategic Plan. We offer the following as our understanding of the two aspects of this revised initiative: First, the interdisciplinary minors and small language programs that were originally to be realigned to report to department chairs or program directors are among the internationally and culturally oriented interdisciplinary programs and general interdisciplinary programs that are now to have support parallel to departmental programs at the College; second, the purpose of working closely with the administration and schools of the College to ensure that all building blocks of the organizational structure are compatible and productive for all stakeholders is to sustain, expand and strengthen interdisciplinary programs in general and the internationally and culturally oriented interdisciplinary programs in particular.

Issues related to School structure and institutional organization and environment are of critical importance and go back to the time when the School was created. Our discussion of Initiative 1H is lengthy and reviews several topics: History of interdisciplinary studies prior to the foundation of LCWA; the state of these programs immediately after the creation of LCWA; key features of these programs as they presently exist and prerequisites for the successful development and delivery of these programs; evidence of challenges and problems that remain unresolved; action needed to address unresolved problems; and issues related to study abroad.

**History of Interdisciplinary studies prior to LCWA:**

Before the foundation of LCWA there were several minors that were inter/multi-disciplinary and internationally oriented. Each minor program had an independent history that led to different outcomes in terms of its essential elements and features. All the programs depended to some extent on the serendipity associated with the hiring of faculty members who might be interested in participating in the program, i.e. hiring in the various departments was rarely, if ever, specifically based on the needs of these programs. The minors were managed by a Coordinator or Director. There was also a committee made up of faculty members from various departments who taught disciplinary courses that counted both for the requirements of the minor and for majors and minors of their home department. Typically at least one non-disciplinary
introductory course was developed for each minor program. Examples of such courses are AFST 101: Introduction to African Civilization and LACS 101: Introduction to Latin American & Caribbean Studies. Such courses were taught by a faculty member from any of the departments that contributed faculty to the minor. Typically, a faculty member would request permission from his or her departmental chair to teach the introductory interdisciplinary course. The enrollments in the course counted for that department, and the credits earned by students would count toward the Humanities or Social Science requirements of the general education curriculum. The only consequence for the home department whose faculty member taught the introductory non-disciplinary course was that it would have to offer one less disciplinary course that semester. During the time prior to LCWA the Dean of HSS funded modest stipends for the Coordinators/Directors of the minors and also provided modest budgets to support programming for the Minors such as bringing in a speaker. Significantly, almost all of the faculty and departments involved with these minor programs were within HSS where the Dean and department chairs did not cordon off the programs as separate units. While there were issues that needed work, not least the offering of the non-departmental courses required for the minors, there was a sense of common ownership of the programs, and the programs were viewed as strengthening the departments, the ties between departments, and the School of Humanities and Social Sciences as a whole.

The state of these programs immediately after the creation of LCWA:

The creation of LCWA did not bring with it any immediate change in the number or frequency of courses taught in these minor programs. But some things changed. The administrative responsibility for the interdisciplinary minors as well as the programs’ modest budgets were transferred to LCWA. The faculty members involved in the programs also did not change departments but remained located, as they had been, in their respective departments. After the faculty members and departments within the Division of Languages were institutionally separated from the non-language departments of HSS, divergent school-based interests arose. The transfer of resources formerly in HSS reduced the HSS sense of “ownership” of interdisciplinary programs no longer housed in HSS -- despite the fact that a very large part of the curriculum for those
programs was and still is delivered by HSS faculty. The offering of the inter-disciplinary, entry-level courses like AFTS 101 was at times viewed in HSS as a burden, a subsidy to LCWA that now was unrelated to the mission of HSS. Moreover, it represented a drain of faculty resources without any compensation even though in fact the situation was unchanged. And yet, the faculty members involved in directing the new minors now had three masters, their own chairs and the Dean of HSS and the Dean of LCWA. But the accountability and evaluation of faculty members related to annual evaluations and tenure and promotion remained solely within HSS.

**Key features of programs:**

As reviewed earlier in this report, interdisciplinary and internationally oriented programs have grown and evolved since the founding of LCWA. We see these programs as having three key features. The first is that, while the traditional major and minor programs in language acquisition and literature continue to prosper, new emphasis has been placed on the role of language study as a means to understand the history, society and polity, and economy of a country or area. The second feature is the development of courses that are interdisciplinary in content and focus study on a topic. These can be courses that serve as introductions to the subject matter, such as AFST 101: Introduction to African Civilization, or a course that serves as a capstone experience to complete the program. A third feature is the multi-disciplinary nature of the mid-level courses of the programs. That is except for the introductory course, the capstone course, and any required language courses at the 100 and 200 levels, the mid-level curriculum taken by students to complete the program’s requirements are not specifically designed for said interdisciplinary programs but are often middle of the major courses taken primarily by students who are fulfilling requirements for a major in a different program. In taking these courses students in the interdisciplinary program are exposed to and learn about the preoccupations and methods of multiple disciplines.

**Prerequisites for the successful development and delivery of these programs:**

Providing students with a coherent program of study of the subject matter of these programs requires collaboration, coordination and communication among the various
faculty members and administrative units that design, teach and manage the courses that make up the curriculum of each interdisciplinary program. Success depends upon an engaging dialogue about the linkages between the interdisciplinary courses and the middle level language and disciplinary courses. Optimally students in introductory interdisciplinary courses learn basic essentials about the topic of their study, in the middle-level courses they observe how the differing questions and methods of different disciplines can be drawn upon to understand their program’s subject matter, and in their capstone experience they are capable of drawing upon their varied disciplinary training to address a problem, issue or project in a sophisticated well-informed way.

By its nature, therefore, LCWA’s success in interdisciplinary ventures depends upon an ability to create and manage collaboration among faculty, programs and departments across Schools as well as develop collaborations within LCWA itself. It is difficult to overstate the importance and significance of this collaboration and coordination to provide students with a well-designed coherent course of study.

**Current organizational structures:**

One way to foster dialogue and collaboration is by bringing together faculty and programs through the organization of their administrative units. LCWA has worked hard at this, but it continues to be a work in progress. The diversity and relative strengths of the programs within and supported by LCWA have made it difficult to chart their relationships. In 2008, for example, the LCWA Organizational Chart shows four languages department (including Classics) and equivalent organizational position (reporting to the Dean) for CLAW, the M.Ed. in Languages, African-American Studies and Jewish Studies. The “other” languages faculty (Chinese, Hebrew, Italian, Arabic, Hindi and Japanese) were in a sort of virtual department of International & Intercultural Studies coordinated by the Associate Dean. The remaining 11 programs, ranging from the area studies programs to comparative literature, were in another sort of virtual department of Caribbean and Latin American Studies and International and Area Studies, the Director of which was Professor Doug Friedman who led the LACS program and also was the point person in developing and seeing through the process for creating the International Studies major.
In 2009, the chart is quite different where the department or unit called International and Intercultural Studies disappears and there is a Department, again more or less virtual, of International & Cultural Studies with three coordinators, the Director of Jewish Studies, the Director of LACS and International Studies, and the Director of Asian Studies. The units in the Department were International Studies, LACS, Jewish Studies and Asian Studies and under Asian Studies the faculty/program in lesser taught languages were located (Japanese, Hindi, Arabic and Chinese), although there was no logic developed for including Arabic as an Asian language. There is then again a virtual potpourri of programs that seemingly have a direct line to the Dean that includes CLAW, the Linguistics M.Ed., Comparative Literature, Archeology, African Studies and African American Studies.

The attempt to create a coherent chart to represent what no doubt are very individualistic operations and complex relationships within LCWA, let alone their relationships that crossed School lines, was pretty much abandoned in 2010. In 2010 the chart has a tidy set of five departments, the persisting four language based departments and a still seemingly virtual Department of International & Intercultural Studies led by Drs. Perimutter (Jewish Studies), Friedman (LACS and INST), and Heston (Asian Studies). There is however no representation of the particular units in the department or how the very large range of distinct programs are housed or governed.

This lengthy discussion of internal structure of the School, is not meant as a criticism of the School. This recitation of structural issues does however raise questions about the administrative environment and institutionalization of the concepts of international, intercultural, interdisciplinary and multidisciplinary in the School and across the College.

Challenges and problems:

At the time of the creation of LCWA a great deal of time was spent in discussion and debate about the relationship that would be established between the new school and the existing School of Humanities and Social Sciences. The reason for the persistence of this discussion was the fact that the departments, programs and resources for LCWA were those hived off of those of the existing HSS. The details of the relationship between
LCWA and other Schools, HSS most specifically, were not defined and important issues were left unresolved.

The need for new focus and energy in resolving these issues is demonstrated by some of the specific effects, this lack of resolution has had on programs and development. We simply list them here with no ranking in terms of priority.

New faculty recruited as a result of program development particularly in International Studies and in less commonly taught languages, Arabic and Chinese in particular, do not always fit neatly into the existing departmental framework. As a result, within LCWA International Studies and LCTL faculty members operate in what seems to be a sort of “virtual” department with no clear unambiguous future in sight. They clearly do not reside in a structural element parallel to other departments across the College.

The ambiguity and lack of clarity about policies that might govern collaborative relationships between schools is a growing obstacle to program maintenance and development. This sentiment is found in the annual executive summaries of the Dean. In his conclusion to the 2007/08 summary the Dean for example points to “considerable progress in its first two years” while lamenting on issues related to long-term success,

“The decision to include interdisciplinary programs focused on international and cultural studies within the School only makes sense when these programs are joined not just structurally or administratively but programmatically. While the School recognizes that foreign language study is essential to an internationalized curriculum, it also recognizes that the elements of culture, social and political organization, history and the arts are as well. The task to create programs that weave these together and provide students with a deep understanding of the world outside our borders and prepares them to function in a global society has been undermined by the failure to have policies on joint appointments for faculty and the lack of support for new curricular majors like International Studies.”

The theme of unresolved issues involving faculty collaboration across the institution is echoed in several of the annual reports of international and area studies programs. The Director of LACS, now also the Director of the International Studies Major and senior member of the International Studies faculty was in 2008 characteristically blunt in his assessment of the issues facing LACS faculty and the
mounting of the program. Regarding the work of the 18 teaching faculty drawn from academic departments in and outside of LCWA and particularly those in HSS, he concluded that “much of this work is unrewarded even in their annual evaluations as department chairs rarely ask for input from the LACS Director, are unaware of the contributions of their faculty, or in many cases, are hostile to their faculty’s participation in programs outside of the department.”

This reluctance to allow departmental faculty to participate in programs outside the department was particularly an issue with regard to teaching the explicitly interdisciplinary courses like AFST 101 or LACS 101. Such courses in as much as they were not directly disciplinary offerings were considered of secondary importance since they were not useful to the departments major. The Director of LACS notes that “resistance to faculty teaching in interdisciplinary programs outside their school – principally HSS – has affected” area studies 101 courses and also the offering of departmentally based courses that satisfy area studies requirements.

No doubt the issue of faculty teaching in programs outside the department was to some extent intensified as departments moved to a 3-3 teaching workload. This put more demands on faculty to offer disciplinary courses related most particularly to the department’s major.

Such themes were to be found in several area studies reports as well. The unrewarded work of faculty led several program directors to note the difficulty in bringing people together regularly to consult, plan and evaluate. The African Studies report notes that “faculty affiliates with African Studies are involved in multiple programs and often have significant departmental commitments, so our discussions were lightly attended,” an observation made also by another program director in exactly the same words.

The expansive development of the Asian Studies Program, the addition of four new language faculty members in Chinese and Arabic, and continued supervisory responsibility for all faculty in Chinese, Arabic, Japanese and Hindi has raised the issue of released time for administrative purposes for the program’s Director. The Director, a tenured faculty member in the School of the Arts, “serves most of the functions of a Chair for the languages” faculty and is one of three coordinators in a Department of
International and Intercultural Studies in LCWA. The directors of LACS, and International Studies face similar circumstances.

The remarkable success in the growth and development of LCWA international and area studies programs has occurred without significant progress in resolving the underlying institutional issues surrounding the inter-disciplinary, intra- and inter-School dimensions of LCWA. From a faculty point of view the key issues are:

- compensatory time in faculty workloads for administrative work related to interdisciplinary programs.
- workload clarity and predictability in teaching interdisciplinary area studies courses and disciplinary courses related to those programs.
- the priority and weight of contributions to interdisciplinary studies in faculty evaluations leading to tenure and promotion.

For departmental chairs the issues are:

- Scheduling every semester a curriculum sufficient to meet the needs of the departmental majors and minors and General Education.
- Evaluating faculty members in terms of department’s goals and mission.
- Fostering professional development of faculty members based on departmental goals and objectives.

The need for an institutional policy for joint appointments was recognized early in discussions about the creation of LCWA and the idea of crafting such appointments for faculty that contributed to the international inter-disciplinary minors was frequently mentioned. However, no clear policy or practice of joint appointments developed. So faculty have been left to work their way through the competing loyalties and demands of two Schools and multiple programmatic activities.

The creation of the International Studies Major, the hiring of faculty tenurable in International Studies in LCWA, and the transfers of the tenure of the Director of International Studies (and LACS) and the Director of the Jewish Studies Program to LCWA have not resolved issues related to the organizational framework. Those faculty now are “virtually” a department but without clear authority. Faculty from HSS and
elsewhere who are directing concentrations in the International Studies major are expected to contribute administratively as though they were faculty in the International Studies Department but have no appointment in that department and find that their whole evaluation depends on their home department and not at all on their role in International Studies. In general, HSS departments and its Dean have had no vested interest in cultivating these programs however vested and “owned” the programs are by the HSS faculty contributing to them.

It has been possible to develop the new majors, keep the concentrations and minors functioning, and avoid dealing with crucial issues because the faculty involved have been willing to put up with that situation in order to maintain the integrity of their programs and satisfy student demand for them. The faculty’s desire to develop and participate in interdisciplinary programs of every sort and their willingness to make sacrifices to do so is clear. Continued reluctance to address crucial campus-wide issues is unsatisfactory from any point of view. It risks a building inertia that in the longer run could derail new concepts and the programs that actualize them. The Dean’s executive summary lays out his perspective on the range of issues to be faced as follows:

“...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 ...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.”

**Action needed at highest level of administration:**

The main point here in our long discussion of 1H is that the creation of LCWA by extracting resources from HSS produced a set of problems that could have been addressed and resolved at the time but were not. Impetus for the resolution of these problems must come from the Provost and be directed specifically at the Deans of all the
Schools. The Deans' performance in this regard should be an integral part of the annual evaluation of the Deans by the Provost. The process and result should affirm an institutional sense of partnership and the develop habits of cooperation. In our view the solution is to establish policies and develop practices that permit joint appointments for faculty members and manage all collaborative arrangements that will be needed to address such issues as workload, evaluation, duration of appointment, eligibility for funds for professional development, pay, administrative duties, and office space. After the concept of joint appointments becomes reality, careful attention must be given to how faculty members affiliated with an interdisciplinary program will be organized into an administrative unit that is truly parallel to all departments across the College. After these two issues are resolved, the Dean and faculty of LCWA will have all the building blocks necessary to create an organizational structure that is appropriate for its mission.

Hopefully whatever model is developed and adopted to resolve these issues, it will include some effective way to engage all stakeholders in discussions about what constitutes the programs that are now housed in LCWA, how each program can be staffed and supported while maintaining its own character, dynamic, size and shape.

We are optimistic and note the following comment from the College of Charleston 2009 Strategic Plan (Goal 3, comment, page 12). It describes an envisioned future where,

"... students at the College enjoy an innovative curriculum that emphasizes collaborative inter-, intra- and cross-disciplinary learning. A system of joint appointments is in place allowing flexibility for faculty to teach, conduct research and provide service in furtherance of interdisciplinary pursuits." ... "Team teaching is accepted practice. The College actively supports a series of new and revitalized centers and institutes, with particular research, service and pedagogical missions as an outgrowth of this collaborative spirit."

Issues related to study abroad programs:

A further specific area of concern, central to the mission of LCWA and its programs is the growth of study abroad as an expectation and requirement. While this is necessary and laudable and has been increasingly successful, it does raise issues that require resolution through a clear institutional organization and policy environment. In
particular it creates a need to develop and maintain high quality College of Charleston programs; the keys to which are the recruitment of faculty with interest in working with students abroad and an institutional process and setting that is predictable for study abroad programs. The issues in this regard are many, and it is beyond our mandate to deal with them in a comprehensive way. An authoritative report on this subject can be sought from the Assistant Provost and Director of the Center for International Education, Dr. Sobiesuo. Nevertheless, we will highlight some of the issues and dilemmas. So far, the recruitment of faculty to lead programs and/or be resident directors has depended upon tapping into faculty interests and willingness. This has resulted often on relying upon and persuading faculty to undertake this task. Since few are willing, it has often fallen to the same faculty time and again. Over time, they wear out. The job of mounting a program or being a resident director is time consuming and stressful. While it can be the most exciting and rewarding teaching experience one can have, it is not the experience that faculty members necessarily want to do every year. In fact, many cannot. Young non-tenured faculty are reluctant to absent themselves on a regular basis and there is not particular credit given toward tenure for such work nor is it possible to keep up a program of research, writing and publication when a large part of the year is otherwise fully occupied, and being with students abroad is a full-time occupation. Similarly, faculty members with children still in school are usually in two-income households where the whole family cannot be away for the semester. Being abroad therefore requires considerable sacrifice on the part of the faculty. There are other issues of course but these are important ones.

There are implications on campus for departments sending faculty abroad as directors and teachers. The key one is that it impacts upon the ability of the department to otherwise deliver its general education and major courses. This can result in an increased reliance on adjunct faculty. It may also result in a restriction of courses needed by students on campus in completing their majors.

The institutional and organizational environment needs to include processes focused on the issues of study abroad. This does not seem to be the case and the resulting difficulties can only increase as the demand for and requirement of study abroad continues to grow. This situation seems to have led to the LCWA Dean’s almost
pleading conclusion in his 2011 report that “we desperately need to come up with a long term understanding about the nature of these commitments so the departments and OIE can schedule with confidence.” This understanding needs to include policies regarding the recruitment of faculty with a workload that anticipates directing study abroad programs, policies related to the role of directing and participating in study abroad programs in the context of tenure and promotion consideration (is it primarily Teaching or Service for example and should special weight be given in the area of evaluation by virtue of the work of being a Director), and policies causing departments/majors that require study abroad to demonstrate and be supported in their ability to deliver simultaneously their campus based and study abroad goods.

V. Conclusion

Our goal was to attempt an assessment of the progress of the School in the short history of its existence and to build upon that progress by being as candid as possible about what we see as the most pressing current challenges. The accomplishments of the last few years show the value added that resulted from the creation of LCWA. Important new things are happening in the traditional language departments. Impressive new steps have been taken to empower and develop interdisciplinary and internationally oriented programs. However, some important steps have not been taken. There is no clear institutional policy on joint appointments and the management of the details associated with such appointments. Some programs seem to be floating on the organizational chart connected only tenuously to a “virtual” department. Essential building blocks need to be created before these programs will find homes in structures parallel to departmental programs across campus.

A wider discussion of the issues to be resolved is particularly timely now because of the searches underway for new deans for both HSS and LCWA. The College should exercise due diligence in these searches in order to appoint leaders who have a demonstrated track record of collaborative work among faculty in the many disciplines

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throughout academia that are relevant to missions of HSS and LCWA and the intimate relationship between the two schools.

If this report helps stimulate renewed enthusiasm and provoke a discussion of what remains to be done and how, we will be pleased. We want to thank you again for the opportunity to reflect on the effectiveness of LCWA in making progress toward achieving its mission. We also want to congratulate you on the progress made on behalf the College community during the period of your leadership of LCWA.

Dr. Frank Morris
Associate Professor Emeritus of Classics
The College of Charleston

Dr. Jack Parson
Professor Emeritus of Political Science
The College of Charleston
Appendix

The planning process that LCWA undertook resulted in the identification of two groups of priorities: first priority actions that were to be the target actions during the initial three year plan and second priority actions that were thought of as more long term and would be fulfilled in the initial three years if circumstances and opportunities permitted.

Below are the priorities as presented in the planning document in pages 38 and following:

First Priority Actions:

#1A Enhance faculty development opportunities for current faculty

#1B Increase the number of roster faculty within the School

#1C External proficiency testing for language majors

#1D A stand-alone Latin American Caribbean Studies major

#1E An Asian Studies major

#1F One semester required immersive study abroad for all cultural and area studies majors

#1G Murray Fellows to promote teacher/scholars in line with the vision, mission and academic goals of the School

#1H Build the organizational and administrative environment of the School

#1I Develop and implement an Information Technology strategy for the School

Second Priority Actions:

2A. The School will create a new major in International Studies which brings together the interdisciplinary minors with in-depth foreign language study and study abroad  p. 54

2B. The existing programs in Jewish Studies, Hebrew and Arabic will lead to additional majors and/or minors  p. 55

2C. A structured partnership will be created with the New Global Scholars program  p 56

2D. Signature LCWA courses will be created for incoming CofC first year students  p. 57

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2E. The School will develop a plan for systemically furthering the cultural components of the curriculum within LCWA courses. Course offerings that examine values and traditions both past and present, and the ways in which the past informs the present will be introduced p 58

2F. Language tracks will be developed or enhanced as need and school partnership opportunities exist to tailor language acquisition to specific business, science/technology and government requirements p 59

2G. Existing expertise and programs in language translation and interpretation will be strengthened and developed to a minor or concentration p 60

2H. Additional internationally-oriented internships and service learning opportunities will be designed for the needs of the students and implemented p 61

2I. A brand-based marketing effort will be initiated to define the distinctiveness of LCWA for others at the College and to project it across the region, the state and the nation p 62

2J. Summer immersion language programs will be created and focused upon high school students and teachers as well as college students p 64
African American Studies  
2011-12 Annual Report

I. Narrative Description of the Status of the Discipline from a National Perspective (including emerging issues and trends)

African American Studies programs continue to be models of interdisciplinary education and scholarship at colleges and universities around the country. Recent economic conditions have led to budget cuts and eradication of entire programs. The College of Charleston stands out in its commitment to the program, demonstrated through the dedication of two faculty lines and its support of a major in African American Studies.

II. Program

a. Mission statement

The mission of the African American Studies Program at the College of Charleston is to promote academic excellence and social responsibility through the study of African American history and culture.

b. Program goals and their relationship to the College’s strategic plan

The College's Strategic Plan lists three Core Values: educational excellence, student-focused community, and the history, traditions, culture and environment of Charleston and the Lowcountry. The program in African American Studies is a natural outgrowth of these values. The College aims to promote educational excellence through the development of interdisciplinary educational opportunities. The African American Studies minor and eventual major will provide such an opportunity. The minor's (and eventual major's) opportunities for experiential learning are part of the AAST program's commitment to a student-focused community. Any consideration of the history, traditions, culture and environment of Charleston and the Lowcountry would be grossly incomplete without an examination of African American history and culture.

c. Strategies and tactics in the College’s strategic plan your department would place as highest priorities

We would prioritize:

Strategy 1, Tactics 1 & 2
Strategy 8, Tactics 1 & 2
d. Student Learning Outcomes of the program

1. Students will recognize and explain the major theoretical perspectives and key issues of debate in African American Studies.

2. Students will be able to identify major thinkers and intellectual movements in African American intellectual history.

3. Students will efficiently employ social science methodologies in the analysis of issues related to African Americans.

4. Students will be able to identify major writers and movements in the African American literary tradition.

5. Students will be able to identify major figures and events in African American history.

6. Students will demonstrate written competency in the analysis of African American history and culture.

7. Students will design and implement a research project that synthesizes knowledge gained in the major.

8. Students will engage constructively with the community.

III. Narrative Summary and Analysis of Departmental or Program Accomplishments

a. Please discuss any of the following that apply to your department or program over the last year, making reference to any data provided at http://ir.cofc.edu/aadeptdata/ or data that you supply in the Supporting Data section as appropriate. What are your strengths and weaknesses?

- Curricular offerings unusual for your discipline
  *This year we offered the College's first study abroad experience to Barbados.*

- Instructional contributions to other units, programs, and initiatives, including the Honors and First Year Experience programs, undergraduate and graduate programs outside your department, the REACH program, etc.
  *FYSM 123: Contemporary Constructions of Black Womanhood, taught by Conseula Francis, counted for AAST and FYE credit. We also offered 3 courses in the SPECTRA program in Summer 2011 and 4 courses for SPECTRA in Summer 2012.*

- Departmental or program contributions to interdisciplinarity, internationalization/globalization, personalized education and high impact student experiences (such as research and creative activities, civic engagement, study away, internships, peer education and service learning) during review year.
AAST is an interdisciplinary program that relies on 12 departments and programs for 39 courses.

- **Summary of student and/or graduate accomplishments**
  This year we graduated 10 minors, the largest graduating class in the programs history. One of our graduates, Kim Arnold, was accepted into one of the top Public Health graduate programs in the country, at Drexel University.

b. Please discuss the diversity among your faculty, including efforts made in recruitment to increase the presence of under-represented groups.
  Half of the 13 affiliate faculty in African American Studies are African or African American. Half are women. We are advertising our current position with the National Council of Black Studies and on various diversity websites and listservs.

c. Please provide a summary analysis of research and professional development productivity in your department, referring to the Supporting Data section as appropriate. What are your strengths and weaknesses?
  The program is currently strong in English and history. We have added a faculty member to build strength in social science. We hope to hire a faculty member in the arts.

d. Please provide a summary of departmental service contributions to the school, College, community (of a professional nature), or profession. What are your strengths and weaknesses?
  The program won a grant from the National Council of Black Studies to conduct a year-long African American history and culture book discussion series at the Dart branch of the public library.

e. Please provide a summary of new or continuing outreach activities in your department. What are your strengths and weaknesses?
  Our book discussion series will continue until the end of this calendar year, with hopes to start another series in 2013. With the addition of a full-time faculty member, we hope to conduct more outreach activities in the community.

f. Has your department conducted professional development opportunities for faculty?
  With the assistance of the Provost's office we are sending two faculty members (the director and one other) the National Council of Black Studies conference.

g. What success have you had in meeting departmental, school or College goals? What obstacles prevent you from reaching specific departmental, school or College goals? In what way can Academic Affairs support your efforts?
  As the program grows, we find ourselves in desperate need of (1) space and (2) and increase in the operating budget to cover increasing costs in faculty development. Next academic year we will have two full-time faculty members and a director. The $5000 operating budget is insufficient to meet their needs.
h. What curricular development or other major changes in the program are planned for the next three years? Briefly, what resources are required to implement these?

We are proposing a new major and are planning to expand our study abroad/study away offerings. We hope to take students to Ghana, Paris, Washington, D.C. and Harlem. We will need an increase in our operating budget and permanent space to meet the needs of these developments.

Supporting Data
Faculty Productivity in and Support of Research and Professional Grants

- Received from External Sources

  We received a $6000 grant from the National Council of Black Studies
African Studies Program
at the College of Charleston
2011-12 Annual Report

I. Narrative Description of the Status of the Discipline from a National Perspective (including emerging issues and trends)
African Studies is always an under-supported and under-represented area in American academia, but faculty within it remain remarkably committed and energetic. The African Studies Association continues to thrive, as does the African Literature Association; numerous smaller, sometimes regionally-focused, sometimes disciplinarily-restricted associations and seminars also flourish. In our own region, the South Eastern Seminar for African Studies continues to meet twice yearly. Flagship journals, such as African Studies Review and Research in African Literatures have been augmented by on-line journals such as the University of Florida-based African Studies Quarterly and other Web-based sources such as various H-Net listservs and Michigan State University’s “Africa past and Present” series of podcasts.

II. Program
a. Mission statement
The African Studies Program at the College of Charleston is committed to providing exemplary teaching across the disciplines about the African continent and to drawing the attention of the campus and wider community to issues affecting the African continent.

b. Program goals and their relationship to the College’s strategic plan
By the end of their minor, students in the African Studies Program at the College of Charleston should have acquired or enhanced the following:
knowledge of key historical facts, cultural practices, traditions and figures;
awareness of the internal diversity among the peoples and traditions of Africa;
ability to read, research, and write about Africa in appropriate and informed ways;
critical sensitivity to representations of Africa in contemporary discourse;
habits of attention and responsiveness to events in and voices coming out of Africa

c. Strategies and tactics in the College’s strategic plan your department would place as highest priorities
Sense of place—given the Africanness of Charleston.
III. Narrative Summary and Analysis of Departmental or Program Accomplishments

a. Please discuss any of the following that apply to your department or program over the last year, making reference to any data provided at [http://ir.cofc.edu/aadeptdata/](http://ir.cofc.edu/aadeptdata/) or data that you supply in the Supporting Data section as appropriate. What are your strengths and weaknesses?

The African Studies Program by its very nature contributes significantly to interdisciplinarity and to internationalization/globalization. Because of the relative paucity of courses offered, individual students frequently work independently with faculty, leading necessarily to high impact, personalized education. The annual Model African Union class (POLS 366) that culminates in participation in the Model AU meeting in Washington, DC, gives students a remarkable opportunity for engaged learning. Even in his supposed retirement, Jack Parson accompanies Abdellatif Attafi in an annual study abroad trip to Morocco that is always popular and universally praised.

b. Summary of student and/or graduate accomplishments

Jenna Barker (History), Departmental Honors (History)
Jenna Barker, Outstanding Student (History)
Jenna Barker, URCA award to attend and present at the British Commonwealth & Post-Colonial Studies Conference, February 17-18 2012, Savannah, GA

c. Please provide a brief narrative summary of the curricular assessment activities undertaken by your unit this year, along with plans for improvement. Please attach a copy of your annual assessment report submitted to the Office for Institutional Effectiveness to this report.

Not available

d. Please discuss the diversity among your faculty, including efforts made in recruitment to increase the presence of under-represented groups.

The African Studies program does not have control of its own recruitment. Next year sees the replacement of Kea Gorden by Chris Day in the Political Science department. Simon Lewis (Department of English) will replace Kea as director of the program.

e. Please provide a summary analysis of research and professional development productivity in your department, referring to the
Supporting Data section as appropriate. What are your strengths and weaknesses?
In addition to being active scholars (publishing books and articles, delivering papers at conferences, etc.), faculty have taken on important leadership roles in their respective disciplines: Tim Carmichael has been advancing the study of the Horn of Africa by helping establish the new H-Horn listserv; Simon Lewis has spearheaded the College’s hosting of the 2013 African Literature Association conference in Charleston.

f. Please provide a summary of departmental service contributions to the school, College, community (of a professional nature), or profession. What are your strengths and weaknesses?
Faculty are engaged members of the College and wider community, giving lectures to local community groups and providing expert testimony in asylum cases when called on.

g. Please provide a summary of new or continuing outreach activities in your department. What are your strengths and weaknesses?
This year saw a ministerial-level visit from a delegation from the Republic of Guinea. The visit was mainly coordinated by the University of South Carolina. Our own program does not currently have the wherewithal to build significantly on this visit.

h. Has your department conducted professional development opportunities for faculty?
Only insofar as facilitating some travel to conferences, research sites, etc. Whenever controversy crops up (as in the case of the phenomenal viral circulation of the “Kony 2012” YouTube video), faculty are more than willing to share teaching ideas and resources via e-mail.

i. What success have you had in meeting departmental, school or College goals? What obstacles prevent you from reaching specific departmental, school or College goals? In what way can Academic Affairs support your efforts?
It’s always a struggle to staff sufficient courses to allow students to meet the requirements for the African Studies Minor. Academic Affairs could support our efforts by figuring out a way to compensate home departments for allowing African Studies faculty to teach AFST courses outside the department. Making a designated African Studies hire (possibly within the International Studies set-up) would alleviate this problem somewhat.

j. What curricular development or other major changes in the program are planned for the next three years? Briefly, what resources are required to implement these?
Staffing limitations restrict our ambitions. Ideally we should be adding a (West) African language to the College’s list of language tuition. There
are potential opportunities for working with the International African American Museum and/or the Gullah Geechee Cultural Heritage Corridor. The African Literature Association conference’s presence in Charleston in March 2013 gives us a good opportunity to promote the program both at the College and in the wider academic community. It would be great if we could become recognized as a model feeder-school producing graduates ready to move into the top African Studies graduate programs as well as into the Peace Corps, State Department, and anyone doing business in and with Africa.

Simon Lewis
Program Director
June 2012
Narrative Description of the Status of the Program from a National Perspective (including emerging issues and trends):

“Archaeology is the study of past human cultures through the analysis of material evidence they left behind. By studying objects, such as buildings, tools, everyday objects, and even trash, archaeologists explore the relationships between these objects and people’s behavior. From these studies, archaeologists can better appreciate the diversity in human culture. Archaeology allows us to understand how people and their cultures are different or alike and how they have changed. By understanding this diverse human past, we can better understand our lives today. Most people may think archaeologists understand the past by simply excavating sites. Archaeology, however, is a lot more than just digging. Although many archaeologists work on excavations or teach at colleges, others are involved in many different aspects of the discipline. Archaeology is a very diverse field with many types of employment opportunities.”

Archaeology has been taught at the College of Charleston since 1989, beginning in the anthropology program in the Department of Sociology and Anthropology (3 archaeologists). Today the Anthropology program employs both New World and Old World archaeologists, the Classics department (1 archaeologist) focuses on archaeology of the Mediterranean world, the History department (1 archaeologist) makes significant contributions in Egyptology, and Art History also has a faculty member trained in archaeology. Archaeology students have also traditionally studied Geology, Biology, and Chemistry because increasingly sophisticated analytical techniques, such as geographic information systems, terrestrial and marine geophysical surveys, and geoarchaeology and laboratory analyses, are taught in the natural sciences. Faculty members in Historic Preservation and Community Planning also contribute theory and analytical techniques to the study of archaeology, historic landscapes, and historic structures.

Archaeology is a dynamic, interdisciplinary, global discipline that has expanded greatly in the past 40 years due to specific protective legislation, a growing conservation ethic, and greater public awareness. Cultural Resource Management (CRM) entities, consisting of private contract businesses and government agencies, provide contracted archaeological services required by federal legislation governing construction projects that use federal funds. CRM firms are now the major employers of archaeologists in the United States, though many archaeologists still work in academia, museums, the state and federal park systems, and as city archaeologists for historic municipalities.

As the global demand for natural resources of all forms increases, archaeologists are increasingly called upon as consultants for economic development. Globally, archaeological tourism has become big business, and the practice of archaeology has become essential to sustainable growth in many countries. The archaeology program at the College of Charleston reflects a global interest, and students and faculty regularly engage in active fieldwork abroad. During the past several years these field locations have included Greece, Turkey, Italy, Ireland, Sweden, Peru, France, Egypt, Poland, Israel, Belize, Iceland, and the U.K. Even for those who choose to stay in the U.S., the global study of archaeology gives students a new perspective on themselves, and on the world and their place within it. As a consequence, there are currently more jobs for archaeologists than ever before, many of them outside the more traditional academic and museum settings. In Fall 2012 the Archaeology Minor faculty and the College of Charleston administration will present a proposal for an Archaeology Major to the CHE for final approval. If

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1 Society for American Archaeology, "The Path to Becoming an Archaeologist", pamphlet.
approved, the new major is expected to be implemented in Fall 2013. The Archaeology Minor, which averages about 46 minors, will still be retained as an option for students who wish to pursue the study of archaeology.

**Program’s Mission Statement:**

Undergraduate education and a strong liberal arts program are at the core of the College of Charleston Mission. The Interdisciplinary Archaeology Minor, which is both humanistic and scientific, fits seamlessly within the campus fabric and Mission. The Archaeology Minor is a natural “fit” because, both in its conception and in its structure, it is truly interdisciplinary. [Students may take classes from eight departments within four of the College’s seven schools.] Within this strong liberal arts tradition students are exposed to learning in multiple disciplines, are taught to think analytically, and are expected to apply the knowledge they have learned across disciplinary boundaries.

Additionally, Goal Two of the College of Charleston’s strategic plan calls for the College to “develop or enhance nationally recognized undergraduate, graduate and professional programs in areas that take advantage of our history, culture and location in Charleston and contribute to the wellbeing of the region”. In our historic city of Charleston about 30 archaeological projects are carried out annually, conducted by The Charleston Museum, the College of Charleston, S.C. State Parks, the historic plantations, and other universities, foundations, and independent contract archaeology firms. Archaeology Minor students (who are often majors in Anthropology, Classics, Historic Preservation and Community Planning, History, Art History or one of the sciences) work on archaeological projects while participating in field schools, and may also work as interns at state parks, The Charleston Museum, the historic plantations, the H.L. Hunley project, and other venues. In this way Archaeology Minor students contribute to the ongoing archaeological and historical interpretation of Charleston, The Lowcountry, and the Southeast. Many also take part in international archaeological projects and study abroad opportunities conducted by both College of Charleston professors and outside institutions.

In summary, the Archaeology Minor Program fulfills both the mission of the College and Goal Two of its Strategic Plan in providing a superior undergraduate liberal arts education, specifically in archaeology, while also satisfying the educational—and occupational—demands of the Lowcountry and state.

**Program goals and their relationship to the College’s strategic plan:**

The goal of the Interdisciplinary Archaeology Minor Program is to train interested students in the background literature, conservation philosophy, preservation legislation, modern field methods, and increasingly sophisticated analytical laboratory methods required in archaeology today. [Please refer to the previous section for the relationship of these goals to the College’s mission and strategic plan.] The goals of the Interdisciplinary Archaeology Minor are:

1) to enhance students’ understanding of the long trajectory of humanity’s presence on this planet,

2) to help to train interested students for careers in: museums; artifact curation and restoration facilities; historic sites; local, state, tribal, and federal government; engineering, environmental, and cultural resource management firms; historical societies; historic preservation; and private foundations, and

3) to prepare students to be successful in archaeological graduate programs.
## Narrative Summary and Analysis of Departmental or Program Accomplishments

<table>
<thead>
<tr>
<th>Faculty Teaching in the 2011-12 Archaeology Minor Program</th>
<th>Highest Degree Earned</th>
<th>Department</th>
<th>Teaching in Field (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Borg Associate Professor</td>
<td>Ph.D.</td>
<td>Anthropology</td>
<td>YES</td>
</tr>
<tr>
<td>Maureen Hays Professor</td>
<td>Ph.D.</td>
<td>Anthropology</td>
<td>YES</td>
</tr>
<tr>
<td>DeeDee Joyce Senior Instructor</td>
<td>Ph.D.</td>
<td>Anthropology</td>
<td>YES</td>
</tr>
<tr>
<td>Tessa Garton Professor</td>
<td>Ph.D.</td>
<td>Art History</td>
<td>YES</td>
</tr>
<tr>
<td>Alvaro Ibarra Assistant Professor</td>
<td>Ph.D.</td>
<td>Art History</td>
<td>YES</td>
</tr>
<tr>
<td>David Kowal Professor</td>
<td>Ph.D.</td>
<td>Art History</td>
<td>YES</td>
</tr>
<tr>
<td>W. Jaap Hillenius Professor</td>
<td>Ph.D.</td>
<td>Biology</td>
<td>YES</td>
</tr>
<tr>
<td>Wendy Corey Assistant Professor</td>
<td>Ph.D.</td>
<td>Chemistry/Biochemistry</td>
<td>YES</td>
</tr>
<tr>
<td>James Deavor Professor</td>
<td>Ph.D.</td>
<td>Chemistry/Biochemistry</td>
<td>YES</td>
</tr>
<tr>
<td>Frank Kinard Professor</td>
<td>Ph.D.</td>
<td>Chemistry/Biochemistry</td>
<td>YES</td>
</tr>
<tr>
<td>James Newhard Associate Professor</td>
<td>Ph.D.</td>
<td>Classics</td>
<td>YES</td>
</tr>
<tr>
<td>Adem Ali Assistant Professor</td>
<td>Ph.D.</td>
<td>Geology</td>
<td>YES</td>
</tr>
<tr>
<td>Erin Beutel Associate Professor</td>
<td>Ph.D.</td>
<td>Geology</td>
<td>YES</td>
</tr>
<tr>
<td>Scott Harris Assistant Professor</td>
<td>Ph.D.</td>
<td>Geology</td>
<td>YES</td>
</tr>
<tr>
<td>Norm Levine Associate Professor</td>
<td>Ph.D.</td>
<td>Geology</td>
<td>YES</td>
</tr>
<tr>
<td>Ralph Muldrow Associate Professor</td>
<td>M.Arch.</td>
<td>Historic Preservation</td>
<td>YES</td>
</tr>
<tr>
<td>James Ward Assistant Professor</td>
<td>M.L.A.</td>
<td>Historic Preservation</td>
<td>YES</td>
</tr>
<tr>
<td>Christophe Boucher Associate Professor</td>
<td>Ph.D.</td>
<td>History</td>
<td>YES</td>
</tr>
<tr>
<td>Peter Piccione Associate Professor</td>
<td>Ph.D.</td>
<td>History</td>
<td>YES</td>
</tr>
</tbody>
</table>
Curricular offerings unusual for your program [These offerings are not “unusual” for the Archaeology Minor Program; rather, they are typical examples of the exceptional opportunities that we consistently offer our students.]:

During Summer 2012 Dr. Tim Johnson (chair, Classics) and Dr. Alvaro Ibarra (Art History) directed a study abroad course to Italy entitled “Art and Archaeology of Ancient Italy”. Program faculty members regularly offer international opportunities for students to participate in archaeological research and/or help arrange these opportunities through other institutions. Please see the scholarship recipient list and the description of student accomplishments, both listed below.
[This was the “off year” for the regularly scheduled 7-week Summer Field School in Historical Archaeology, offered jointly by the Sociology and Anthropology department and the Charleston Museum. This field school is held every two years, was held in Summer 2011, and will be offered again in Summer 2013.]

Distance education or hybrid course offerings:

Dr. Barbara Borg, program director, taught ANTH 328 Aztecs, Mayas, and Their Ancestors, a regularly offered option for archaeology minors, in Summer II 2012, as an on-line course. This is the first on-line course to be offered in the Interdisciplinary Archaeology Minor program.

Departmental or program contributions to interdisciplinarity, internationalization/globalization, personalized education and high impact student experiences (such as research and creative activities, civic engagement, study away, internships, peer education and service learning) during review year:

As the global demand for natural resources of all forms increases, archaeologists are increasingly called upon as consultants for economic development. Globally, archaeological tourism has become big business, and the practice of archaeology has become essential to sustainable growth in many countries. The archaeology program at the College of Charleston reflects a global perspective, and students and faculty regularly engage in active fieldwork abroad. During the past several years these field locations have included Greece, Turkey, Italy, Ireland, Sweden, Peru, France, Egypt, Poland, Israel, Belize, Iceland, and the U.K. Even for those who choose to stay in the U.S., the global study of archaeology gives students a new perspective on themselves, and on the world and their place within it. Archaeology is also multi-disciplinary. Applicable theory is now taken from many fields, and diverse methods of analysis are also taught in the natural sciences and in the Historic Preservation and Art History programs. Archaeology students work in a variety of internship settings which help them get jobs and/or get into graduate school. As a consequence of this multi-disciplinarity there are currently more jobs for archaeologists than ever before, many of them outside the more traditional academic and museum settings.

In terms of “high impact” student experiences, the Archaeology Minor program has traditionally used year-end money to support students who plan to attend a summer field school, work on an archaeological project, enroll in a study abroad course with a strong archaeological component, or engage in another relevant program related to archaeology. The application process is open to all students seriously interested in archaeology, but preference is given to Archaeology Minors. Six students applied for summer support from the Archaeology Minor Program for Summer 2012, and we had about $1350 to distribute. Two applicants were not Archaeology Minors, so the steering committee voted to only support each of the four minors with modest funding this year. Some of our recipients also received additional support from other sources. The four recipients were:

1) Olivia L. Adams ($275), PROJECT: Summer Excavation at Petit Cloup Barrat, France, 6/25 - 7/29/12. Olivia is an Anthropology major and an Archaeology minor who also received an Anthropology scholarship for this project.

2) Anna Grace Burnette ($275), PROJECT: Texas Tech 2012 Archaeological Field School, 5/21 - 6/25/12. Anna is a Psychology major and an Archaeology minor.

3) Jessica Coleman ($400), PROJECT: Summer Excavation in the Viking Discovery Program, Visby, Gotland, Sweden, 7/2-8/8/12. Jessica is an Anthropology major and an Archaeology minor.

4) Dru Tremain ($400), PROJECT: Art and Archaeology of Ancient Italy, a CofC travel course 6/9-7/1/12. Dru is an Anthropology major and an Archaeology minor who also received Anthropology and Study Abroad travel grants.
Five students completed a semester-long internship at the Charleston Museum in 2011-12.

Fall 2011: Heather Brickley, Derek Fronabarger, and Nick Randal

Spring 2012: Amy Dubis and Melissa Haefner

Summary of student and/or graduate accomplishments:
The Interdisciplinary Archaeology Minor Program’s Archaeology Club met monthly throughout the Fall 2011 and Spring 2012 semesters. An average of 10-12 members attended most meetings. Highlights included:

- designing, producing, and selling a new club T-shirt
- student participation at the February 18, 2012 Charles Towne Landing Archaeology Conference, with President Nate Fulmer presenting a paper on research at Dixie Plantation. [Dorchester State Park Archaeologist Larry James (M.A.) on the left, and (the now Dr.) Kimberly Pyszka (lavender jacket) are both graduates of the College of Charleston Anthropology Program, with an Archaeology emphasis.]

Archaeology Club members and former Graduates in Anthropology, 2012 Charles Towne Landing Archaeology Conference

Archaeology Club President Nathan Fulmer presenting research he conducted at Dixie Plantation under the guidance of Dr. Maureen Hays, and (now Dr.) Kimberly Pyszka at the 2012 Charles Towne Landing Archaeology Conference

- the annual informational Fieldwork Night (February 29, 2012)
- manning a table at the Charles Towne Landing Spring Archaeology Field Day (March 10, 2012)
- an end of semester Canoe trip to historic sites along the Edisto River (April 15, 2012)
- a Saturday Artifact Identification Seminar (April 21, 2012)

The club did not have particularly good luck importing speakers this year. Archaeologist Dr. Albert Goodyear of USC, an expert on early man in South Carolina and a popular speaker in Charleston and on our campus (who was initially contacted by another department) had to cancel. President Nate Fulmer substituted a taped interview with Dr. Goodyear for the club in lieu of a “live” lecture. Other attempts to attract speakers were not successful. However, club members did participate in the four Archaeological Institute of America lectures held during the school year on our campus, and also assisted with a local membership drive to help keep this lecture series going at the College of Charleston (AIA requires a minimum number of local members to send speakers).
In addition to the four Archaeology Minor scholarship recipients listed above:

Jessica Hensley was accepted into the Summer 2012 Hudson-Meng Field School, Nebraska, a famous long-term bone bed excavation.

Marlene Aydlette, was accepted into the Summer 2012 University of Rhode Island Marine Archaeological Field School in Bermuda, to investigate 16th – 19th century shipwrecks.

Heather Brickley was accepted into an Institute for Study Abroad Program at Queen Mary University, England.

Archaeology students and recent CofC graduates who were active in 2010-11 Archaeology Club activities and who have gone on to graduate school:

Matthew Harris has finished his first year of graduate study at Texas Tech University with an emphasis in Maya archaeology. Matt has continued excavation of Maya sites in Belize.

Justin Carlson, the 2010-11 president of the Archaeology Club, has finished his first year of graduate study at the University of Kentucky, specializing in archaeology. Justin worked on projects in Cumberland County, Kentucky and in Italy during Summer 2012. He also does paid work in contract archaeology through his university.

Dr. James Newhard has compiled the following summary statistics for the Classics Department:
10 Classics majors/archaeology minors since the 2007 inception of the archaeology program have graduated.

6 Classics majors/archaeology minors have gone on to pursue advanced degrees:
- 2 MA: Georgia, Arizona
- 1 MSc: University of Birmingham
- 1 JD: Charleston School of Law
- 2 PhD: Brown, University of North Carolina – Chapel Hill

6 Classics majors/archaeology minors have reported becoming employed in the following areas:
- Energy (business executive)
- Geo-Technology
- Higher Education
- State Government (2)
- Consulting - Cultural Resource Management

4 Classics majors/archaeology minors reported becoming employed after doing advanced work elsewhere.

Average Number of Years between graduation from CofC and employment/advance degree: 1.2
- Advanced degree: 0.83
- Employment: 1.5

### Classics Majors/Archaeology Minors Breakdown by year

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of graduates</th>
<th>Advanced Studies</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Immediately 1yr 2yr 3-4yr</td>
<td>Immediately 1yr 2yr 3-4yr</td>
</tr>
<tr>
<td>2007</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>3</td>
<td>2</td>
<td>1 1 1</td>
</tr>
<tr>
<td>2009</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>2</td>
<td>1 1</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please provide a summary of new or continuing outreach activities in your program. What are your strengths and weaknesses:

The student Archaeology Club has regularly represented the CofC Archaeology program in outreach activities aimed at the public that take place primarily, but not exclusively, at Charles Towne Landing State Historic Site. In 2011-12 the club manned a booth at one Archaeology Day, and also at the Charles Towne Landing Archaeology Conference. The president of the Archaeology Club, senior Nathan Fulmer, presented a paper on his excavations at Dixie Plantation. Nate was the recipient of an Anthropology program summer scholarship to complete a segment of fieldwork at Dixie. Program director Barbara Borg had a number of posters of student participation in archaeology made for these occasions, and assisted students in setting up the displays for both events. The displays this year included a memorial to senior Miles Newbern, an archaeology student and participant in the 2011 Summer Field School in Archaeology, who passed away at the very beginning of the Fall 2011 semester.

The Archaeology Club also manned a table at one SGA student organizations promotional event on George Street. Dr. Borg has often done this, but this year the students took the initiative to set up a display on their own. Archaeology Club officers have been very proactive in presenting proposals for funding to the SGA. The Club has established a reputation as an active and successful club. Officers have attended the required workshops, have submitted their proposals for funding on time (now due every semester), and in 2011-12 they received most of the money from SGA that they had requested.

Strengths include a vibrant and well-organized Archaeology Club, and a stable and interested body of minors, many of whom participate in field schools and/or archaeological projects in the Lowcountry, and elsewhere in the United States and around the world. Often, in concert with their major program, Archaeology minors also participate in study abroad courses, semesters abroad, internships, and ultimately apply to graduate schools in the U.S. and abroad. Some well-trained students (such as those who have completed field schools and archaeologically-related internships) are qualified upon graduation to be employed in a variety of “historic preservation oriented” agencies and companies, including entry-level jobs as archaeological technicians with contract archaeology firms. Weaknesses are minor at this point, and include a need to attract even more students to the program, get even more students involved in the Archaeology Club, have an even greater “presence” on and off campus to promote the program, explore funding from outside agencies, and ultimately the College needs to hire an archaeologist specializing in Southeastern archaeology.

What success have you had in meeting departmental, school or College goals? What obstacles prevent you from reaching specific departmental, school or College goals? In what way can Academic Affairs support your efforts?

The Archaeology minor program has, in my opinion, met applicable institutional goals, and has maintained a consistent number of about 50 minors over the past few years. The number fluctuates as students approaching graduation decide that it is more important to graduate than to finish a minor. This is, to a certain extent, a sign of the tough economic times. The fact that the minor has remained stable attests to its popularity with students, and many of them are looking forward to the implementation of the (new, proposed) Archaeology major. One student came in to see the director about what courses she would need to take so that when the Archaeology major becomes a reality she will already be almost finished with it! Obviously, we should not indiscriminately encourage every student to choose the Archaeology minor, nor can we as faculty assure that the minor will lead directly to employment. However, as minors take courses in archaeology they obtain a great deal of information about what a career in archaeology would be like, and what kinds of career opportunities are out there for interested and skilled people. Because archaeology is such a diverse discipline, there are many ways in which students can successfully combine a number of relevant majors with the Archaeology minor. Departments participating in the minor have long provided regular opportunities for students to engage in archaeological field schools, study abroad opportunities, travel courses, internships, lecture series, and conferences. The natural sciences offer training in a wide variety of analytical techniques essential to modern archaeology. The Sociology and Anthropology department has a new archaeology lab that will soon be up and functioning in the Bell Building, funded by an NSF grant. During the 2011-2012 school year Academic Affairs has facilitated the passage of the Archaeology Minor Steering Committee’s proposal for an Archaeology Major as it passed through all the campus committees. Academic Affairs presented plans for the new Archaeology Major to the Board of Trustees in Spring 2012, and only approval by the Commission for Higher Education remains as a major hurdle. Hopefully, the Archaeology Major will be implemented in Fall 2013. The Archaeology Minor will continue to be another highly successful option for students.
What curricular development or other major changes in the program are planned for the next three years? Briefly, what resources are required to implement these?

There will be some changes as the proposed Archaeology Major comes on-line. These changes have been anticipated and addressed by Dean David Cohen of LCWA, who oversees all interdisciplinary minors. The minor program has been stable and has had adequate support for student activities during 2011-12. The major concern of the Archaeology Steering Committee in 2011-12 has been the passage through all campus committees of the proposal for the new Archaeology Major. We also addressed some curricular issues (and submitted these to the Curriculum Committee) so that the minor and major will be compatible. In the next year the committee needs to go back and review the minor curriculum more completely, and several faculty have suggested ways in which we can, and should, do some external fund raising. This is the last year of Dr. Barbara Borg’s three year term as program director, and according to usual practice the directorship will then pass to another faculty member. That faculty member should receive at least a $5000/year stipend after the Archaeology Major is implemented, and that person will have to oversee both the major and minor programs.

The Archaeology Club, like all student clubs, is continually trying to attract new members. They have done this quite aggressively, in part by making sure that faculty announce the meetings in classes and invite new members to come. Each monthly meeting has been held close to the dinner hour, and has included free food for attendees, courtesy of the club’s SGA funding. Officers of the club have made sure that new competent and motivated officers are in place at the end of each school year to take over the following year, and so continuity has been good over the past several years. Club membership is expected to rise “naturally” after the new Archaeology Major is in place.

[Accomplishments of Archaeology Minor program faculty can be found in the Annual Reports of their respective departments. This information is not duplicated in this report.]
2011-2012 ANNUAL REPORT: ASIAN LANGUAGES/ASIAN STUDIES

I. NARRATIVE DESCRIPTION OF THE STATUS OF THE DISCIPLINE FROM A NATIONAL PERSPECTIVE (EMERGING ISSUES AND TRENDS)

ASIAN LANGUAGES

Asia Society reports: As other countries create funding and policies that promote, and even help prioritize, the study of foreign languages, experts say U.S. students are falling behind and could suffer in the global marketplace.

In recent years, there has been considerable growth in the number of students studying Asian languages in U.S. schools, a trend many attribute to China’s and other Asian countries’ growing political and economic influence. Yet the study of Asian languages compared to European languages still remains small.

And when it comes to international comparisons, U.S. students lag in various comparisons, including the average number of languages spoken and the number of exchange students studying abroad. ¹

The MLA Enrollment Survey indicating trends in Language Instruction in the US in languages other than English for Fall 2009 reports:

In terms of ranking, Spanish, French, and German lead as the three most studied languages, followed by American Sign Language (ASL), fourth in the survey since 2006. Italian, Japanese, and Chinese come next, in the same sequence they have occupied since 1998. Arabic has jumped two positions since 2006 to eighth, now ahead of Latin and Russian, but, with enrollments at 35,083, it is closer in numbers to Latin (32,606) than to Chinese (60,976). ²

- From 2006 to 2009 (the last period for which data is complete), Japanese enjoyed an increase of 10% (52,238 to 73,434)
- From 2006 to 2009, Chinese enrollments have risen 18.2% (34,153 to 60,976)
- During the same period, Arabic enrollments have increased 46.2%, from 10,584 to 35,083 (from Table 2a, p. 21)

Table 1a Fall 2002, 2006, and 2009 Language Course Enrollments (Languages in Descending Order of 2009 Totals)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Spanish</td>
<td>746,267</td>
<td>822,985</td>
<td>10.3</td>
<td>864,986</td>
<td>5.1</td>
</tr>
<tr>
<td>French</td>
<td>201,979</td>
<td>206,426</td>
<td>2.2</td>
<td>216,419</td>
<td>4.8</td>
</tr>
<tr>
<td>German</td>
<td>91,100</td>
<td>94,264</td>
<td>3.5</td>
<td>96,349</td>
<td>2.2</td>
</tr>
<tr>
<td>ASL</td>
<td>60,781</td>
<td>78,829</td>
<td>29.7</td>
<td>91,763</td>
<td>16.4</td>
</tr>
<tr>
<td>Italian</td>
<td>63,899</td>
<td>78,368</td>
<td>22.6</td>
<td>80,752</td>
<td>3.0</td>
</tr>
<tr>
<td>Japanese</td>
<td>52,238</td>
<td>66,605</td>
<td>27.5</td>
<td>73,434</td>
<td>10.3</td>
</tr>
<tr>
<td>Chinese</td>
<td>34,153</td>
<td>51,582</td>
<td>51.0</td>
<td>60,976</td>
<td>18.2</td>
</tr>
<tr>
<td>Arabic</td>
<td>10,584</td>
<td>23,974</td>
<td>126.5</td>
<td>35,083</td>
<td>46.3</td>
</tr>
<tr>
<td>Latin</td>
<td>29,841</td>
<td>32,191</td>
<td>7.9</td>
<td>32,606</td>
<td>1.3</td>
</tr>
<tr>
<td>Russian</td>
<td>23,921</td>
<td>24,845</td>
<td>3.9</td>
<td>26,883</td>
<td>8.2</td>
</tr>
<tr>
<td>Greek</td>
<td>20,376</td>
<td>22,849</td>
<td>12.1</td>
<td>20,695</td>
<td>–9.4</td>
</tr>
</tbody>
</table>

¹ http://asiasociety.org/education/world-languages/american-schools/language-learning-united-states-how-were-doing
² http://www.mla.org/2009_enrollmentsurvey
Ancient*  Hebrew, Biblical  Portuguese  Korean  Hebrew, Modern  Other languages  Total
14,183  14,140  -0.3  13,807  -2.4  8,385  10,267  22.4  11,371  10.8  5,211  7,145  37.1  8,511  19.1  8,619  9,612  11.5  8,245  -14.2  25,716  33,728  31.2  40,747  20.8

1,397,253  1,577,810  12.9  1,682,627  6.6

*The apparent drop in Ancient Greek may be attributed to changes in reporting; in earlier surveys, languages such as Biblical Greek, Koine Greek, and other premodern Greek language categories may have been reported under the category “Ancient Greek.”

This and the table below make clear that while Asian languages represent a small overall percentage of foreign languages taught in US four-year colleges, a growing number of students learning a foreign language are choosing Japanese, Chinese, and Arabic. These figures are indicative of a growing realization of the emergence of Asia as an increasingly powerful player in the global marketplace. All of these, along with Hindi, which is also offered at the College of Charleston and housed in the “Department” of International and Intercultural Studies, are considered Less Commonly Taught Languages (LCTL); furthermore, all languages taught in Asian Languages at the College of Charleston have been identified as “Critical” or “Strategic” Languages by the US Department of State.

Table 6Percentage of Total Language Course Enrollments, 1968–2009, for the Fourteen Most Commonly Taught Languages in 2009

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>32.4</td>
<td>41.0</td>
<td>45.1</td>
<td>53.2</td>
<td>55.0</td>
<td>53.4</td>
<td>52.2</td>
<td>51.4</td>
</tr>
<tr>
<td>French</td>
<td>34.4</td>
<td>26.9</td>
<td>23.0</td>
<td>18.0</td>
<td>16.7</td>
<td>14.5</td>
<td>13.1</td>
<td>12.9</td>
</tr>
<tr>
<td>German</td>
<td>19.2</td>
<td>13.7</td>
<td>11.3</td>
<td>8.5</td>
<td>7.5</td>
<td>6.5</td>
<td>6.0</td>
<td>5.7</td>
</tr>
<tr>
<td>ASL</td>
<td>–</td>
<td>–</td>
<td>0.1</td>
<td>0.4</td>
<td>1.0</td>
<td>4.4</td>
<td>5.0</td>
<td>5.5</td>
</tr>
<tr>
<td>Italian</td>
<td>2.7</td>
<td>3.8</td>
<td>4.2</td>
<td>3.8</td>
<td>4.1</td>
<td>4.6</td>
<td>5.0</td>
<td>4.8</td>
</tr>
<tr>
<td>Japanese</td>
<td>0.4</td>
<td>1.2</td>
<td>3.9</td>
<td>3.9</td>
<td>3.6</td>
<td>3.7</td>
<td>4.2</td>
<td>4.4</td>
</tr>
<tr>
<td>Chinese</td>
<td>0.4</td>
<td>1.2</td>
<td>1.6</td>
<td>2.3</td>
<td>2.4</td>
<td>2.4</td>
<td>3.3</td>
<td>3.6</td>
</tr>
<tr>
<td>Arabic</td>
<td>0.1</td>
<td>0.4</td>
<td>0.3</td>
<td>0.4</td>
<td>0.5</td>
<td>0.8</td>
<td>1.5</td>
<td>2.1</td>
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<tr>
<td>Latin</td>
<td>3.1</td>
<td>2.7</td>
<td>2.4</td>
<td>2.3</td>
<td>2.2</td>
<td>2.1</td>
<td>2.0</td>
<td>1.9</td>
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<tr>
<td>Russian</td>
<td>3.6</td>
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<td>3.8</td>
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<td>2.0</td>
<td>1.7</td>
<td>1.6</td>
<td>1.6</td>
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<tr>
<td>Hebrew</td>
<td>0.9</td>
<td>2.1</td>
<td>1.1</td>
<td>1.2</td>
<td>1.3</td>
<td>1.6</td>
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<td>1.3</td>
</tr>
<tr>
<td>Greek,</td>
<td>1.7</td>
<td>2.4</td>
<td>1.4</td>
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<td>1.4</td>
<td>1.5</td>
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<td>1.2</td>
</tr>
<tr>
<td>Ancient</td>
<td>Portuguese</td>
<td>0.4</td>
<td>0.5</td>
<td>0.5</td>
<td>0.6</td>
<td>0.6</td>
<td>0.6</td>
<td>0.7</td>
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<tr>
<td>Korean</td>
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<td>0.2</td>
<td>0.3</td>
<td>0.4</td>
<td>0.4</td>
<td>0.5</td>
<td>0.5</td>
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<tr>
<td>Other</td>
<td>0.7</td>
<td>1.4</td>
<td>1.2</td>
<td>1.5</td>
<td>1.5</td>
<td>1.8</td>
<td>2.1</td>
<td>2.4</td>
</tr>
<tr>
<td>languages</td>
<td>Total percentage</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Total enrollments</td>
<td>1,127,363</td>
<td>924,837</td>
<td>1,184,100</td>
<td>1,138,772</td>
<td>1,193,830</td>
<td>1,397,253</td>
<td>1,577,810</td>
<td>1,682,627</td>
</tr>
</tbody>
</table>

NSEP (National Security Education Program) was established by the David L. Boren National Security Education Act of 1991 (U.S. Code 50, 90 et seq.). NSEP represents an important post Cold

3 http://www.mla.org/2009_enrollmentsurvey, Table 6
War investment in vital expertise in languages and cultures critical to U.S. national security. The program is implemented by the Secretary of Defense, who has delegated his authority to the Under Secretary of Defense for Personnel and Readiness.\(^4\)

The US National Security Education Program (NSEP) was created by the US Congress. Its mission is described:

Born out of post-mortem analysis from Desert Storm, NSEP was designed to represent a post-Cold War investment in vital expertise in languages and cultures critical to U.S. national security. The purpose of the NSEP is to enhance the national security of the U.S. by increasing our national capacity to deal effectively with foreign cultures and languages. Specifically, Subsection 1901(c) of the NSEA outlines the five major objectives for the program.

- 1. To provide the necessary resources, accountability, and flexibility to meet the national security education needs of the United States, especially as such needs change over time,
- 2. To increase the quantity, diversity, and quality of the teaching and learning of subjects in the fields of foreign languages, area studies, and other international fields that are critical to the Nation's interests,
- 3. To produce an increased pool of applicants for work in the departments and agencies of the United States Government with national security responsibilities,
- 4. To expand, in conjunction with other Federal programs, the international experience, knowledge base, and perspectives on which the United States citizenry, government employees, and leaders rely, and
- 5. To permit the federal government to advocate the cause of international education.\(^5\)

Likewise, the Critical Languages Scholarship Program aims to increase proficiency in these languages:
A program of United States Department of State, Bureau of Educational and Cultural Affairs, the Critical Language Scholarship (CLS) Program will offer intensive summer language institutes overseas in thirteen critical need foreign languages for summer 2012. The selection process is administered by the Council of American Overseas Research Centers (CAORC) with awards approved by the U.S. Department of State, Bureau of Educational and Cultural Affairs. The CLS Program will be administered by CAORC and American Councils for International Education.\(^6\)

CofC’s expansion of Asian Language instruction has mirrored the growth of Critical Language instruction nationwide. Before the creation of the School of Languages, Cultures and World Affairs in 2006, Chinese and Japanese were associated with European/Modern languages and Classics in terms of administrative structure; after the creation of LCWA and its various language departments, these LCTLs were free-floating and lacked any administrative home. Acting Dean Cohen brought these languages together into a single unit under a Director, who also served/serves as Director of Asian Studies. Dean Cohen’s leadership has developed a more cohesive identity for these languages, and has been instrumental in ‘professionalizing’ the program. Although our total enrollments have not risen dramatically since 2007, our growing focus on the quality of instruction has brought four new tenure-track faculty to campus, where previously all but one instructor in Asian languages was an adjunct instructor; only one instructor held the PhD. Now Chinese and Arabic each have two tenure-track faculty with terminal degrees, and in Japanese the Senior Instructor holds a PhD. Only Hindi, which still enrolls a small number of students, is taught by an M.A. The focus on quality of instruction has already led to important changes in student outcomes, including students receiving prestigious Boren and CLS scholarships, as will be addressed in Part III.k.

\(^{44}\) http://www.nsep.gov/about/history/
\(^{5}\) http://www.nsep.gov/about/mission/
\(^{6}\) http://clscholarship.org/
Hand in hand with the growth of Asian languages teaching at American colleges and universities, institutions have also initiated and implemented Asian Studies programs as a facet of the growth of Area Studies in US Institutions of Higher Education following World War II. At larger universities, area studies tend to be much more narrow in their focus (i.e., China Studies, Japan Studies, East Asian Studies, South Asian Studies, and so on). Such programs began in large universities, but in the last two decades increasing numbers of liberal arts institutions have recognized the need to make such offerings available to students. In many liberal arts institutions today Asian Studies programs that house Asian languages and oversee the interdisciplinary study of Asia have developed not only majors in Asian Studies but also stand-alone departments. At the College of Charleston, Asian Studies is still a Minor; in 2010 our Preliminary Proposal to develop an Asian Studies Major was approved by the CHE, but we have been unable to move ahead with that initiative. Hiring in International and Intercultural Studies of LCWA has focused in two areas thus far: Asian Languages and International Studies.

 Whereas Asian languages is contained within a single administrative unit, Asian Studies is an Interdisciplinary program reaching across departments and schools; presently faculty from the School of Languages, Cultures and World Affairs, the School of Humanities and Social Sciences, the School of the Arts, and the School of Business work together to oversee the program and to develop a proposed curriculum for the Asian Studies Major; many Minors in International Business choose Asia as their Area Studies Minor. Our courses include offerings in LCWA, HSS, and SOTA.

 At the College of Charleston the growth of Asian language study has followed national trends in terms of the increasing numbers of students completing two or more years of Chinese, Japanese, and Arabic (and a small number studying Hindi). Asian Studies at CofC has likewise experienced continuing growth since its founding in 2000, graduating a growing number of Minors in Asian Studies and Japanese Studies; the Asian Concentration in the International Studies Major also attracted students in its first year as a Major, adding to the number of students committing to Asia as a focus of their education.

 In South Carolina, only Furman University (a private institution) offers a Major in Asian Studies as well as a Minor. Four years of Chinese, three years of Japanese, and one semester of Hindi are included in their curriculum. The University of South Carolina offers Minors in East Asian Studies and Islamic World Studies (Chinese, Japanese and Arabic languages); they lack offerings in South Asia and no South Asian language. Clemson’s Asian program includes a Minor in East Asian Studies, with Chinese and Japanese language instruction. We are the only program in the state that has developed language strengths in four Asian languages – advanced Third Year Japanese, three years of Arabic and Chinese, and two years of Hindi. We also have developed rich offerings across the Asian Studies curriculum in order to provide students a global perspective. These curricular developments situate us well for an intended Asian Studies Major.

II. PROGRAM

A. MISSION STATEMENT

Asian Languages
Because neither Asian Languages or Asian Studies is a Major we have not developed a Mission Statement. We have developed tentative learning outcomes for the proposed Asian Studies Major.

Asian Studies
Asian Studies has developed Learning Outcomes for students of a potential Major, but have yet to develop a Mission Statement.
B. PROGRAM GOALS AND THEIR RELATIONSHIP TO THE COLLEGE’S STRATEGIC PLAN

The opening paragraph of the revised Strategic Plan for the College of Charleston (30 July 2010) states that “The study of languages remains a cornerstone of the general education program and provides a strong foundation for globalization efforts” and that “[t]he College’s graduates are able to cross traditional academic boundaries to analyze and solve complex problems; their educational experiences have been deepened through an examination of the languages, history and cultures of the world” (Strategic Plan, p. 2). These are central concerns of both Asian Languages and Asian Studies and the relationship between them: we see the study of language as central to competence in a globalized world. At the same time, global competence requires that citizens engage the issues of the twenty-first century from the multiple perspectives of a range of disciplines, which the interdisciplinary Asian Studies Minor ensures.

Thus, central to our Program Goals are those stated in the 5th point of Strategy 1 of the Strategic Plan: Support foreign language initiatives that combine language skills with study of global cultures and world affairs as well as professional education, intensify introductory and intermediate language courses and expand instruction in strategic languages.

C. STRATEGIES AND TACTICS IN THE COLLEGE’S STRATEGIC PLAN THE PROGRAM WOULD PLACE AS HIGHEST PRIORITIES

Strategy One: Enhance the Undergraduate Academic Core

- Embed global competencies into general education and major requirements by 2013
  A commitment to global competency would include a specific requirement in the core curriculum. That might include a stronger language proficiency requirement, a global competency requirement (course, study abroad, internship in target country, for example).

- Increase significantly the numbers of and enrollments in innovative, interdisciplinary courses and programs by 2015
  A commitment to such programs depends on institutional support at the highest levels. Asian Studies is well situated to develop a Major, but this requires hiring core faculty committed to the program’s needs. Depending on the good will of faculty across the campus (and their chairs and Deans) has not been effective to strengthening the program, and particularly hinders our ability to offer multiple sections of ASST 101 taught by roster faculty as well as to provide the mid-level, methodology and capstone courses critical to a core curriculum.

Strategy Three: Develop and support a highly qualified and stable base of faculty and staff

- Increase number of roster faculty lines…to facilitate growth of innovative academic programs, to enable modest increase in faculty research with significantly expanded opportunities for…students to engage in research with faculty mentors and to enhance personalized attention to each student
  Institutional support for such initiatives can be demonstrated by funding lines and programs, as noted above.

- Make adjunct pay fair, reasonable and competitive by 2012.
  In programs dependent on a high percentage of adjunct faculty, adjunct compensation is far from nationally competitive. It is a challenge to find, hire, and retain highly qualified and dedicated faculty if they are not adequately compensated. We have lost excellent adjunct faculty to Trident Technical College and The Citadel.

Strategy Seven: provide appropriate, up-to-date facilities and infrastructure to support and enhance academic program and co-curricular opportunities for students.

Many classrooms remain inadequate to meet instructional needs (not all classrooms are Smart yet).

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7 http://www.cofc.edu/pv_obj_cache/pv_obj_id_E1614B5D4693ACFFDB041DFFDF910428FDE06A00/filename /strategic-plan-comp.pdf
Furthermore, our language faculty are spread across at least four different buildings across the campus. The hiring of an Administrative Assistant this year (shared among all LST programs) has greatly enhanced our ability to support faculty and Director in various ways, but the lack of any central location continues to undermine day-to-day functioning.

D. STUDENT LEARNING OUTCOMES

n/a for Programs or Minors

III. NARRATIVE SUMMARY AND ANALYSIS OF DEPARTMENTAL OR PROGRAM ACCOMPLISHMENTS

a. Unusual course offerings:

- 4th hour requirement in all 101 through 202 courses
- HNDI 101 through 202 (Fall and Spring): Students completing 202 this year were the first to fulfill their language requirement in Hindi. We are the only program in South Carolina to make this available to students.
- First Year Vietnamese (LANG 190) Fall and Spring: more than 20 students enrolled to take advantage of this opportunity
- LTCH 250 Chinese Literature in Translation: Introduction to Pre-Modern Chinese Literature and Culture (Fall)
- LTCH 250 Chinese Literature in Translation: Modern Chinese Literature
- LTAR 250 Arabic Literature in Translation Arabic Women Writers
- LTJP 350 Japanese Literature in Translation Early Murakami Novels (Spring)

Comments:
Our signature achievement this academic year was the implementation of the 4th hour requirement in all 101-202 language courses: we prepared for this initiative over two years, from preparing a proposal to Curriculum and General Education committees, to working with Registrar's Office, Academic Affairs, and others in order to organize new class schedules and place adjuncts in the 4th hour classes.

Our strengths include the breadth of LCTLS we offer that satisfy the General Education language requirement; we offer more than any other institution in South Carolina, including the research institutions. Vietnamese was a special offering made possible this year through the Center for Vietnamese Enterprise; Thieu Nguyen worked with an outside specialist to make this possible. The end of funding to the Center ends this offering as well.

These achievements are all the more notable given that we only came together as a small group four years ago; four of our five roster faculty were hired in the last four years, of which two came on board only this year.

Distance education:
Comments: Given our only very recent formation and the small number of faculty it is not possible for us to consider taking on the training and time required to develop such initiatives. However, Ghazi Abuhakema (Arabic) has had some experience in this distance education.

Contributions to First Year Experience and Honors:

- FYSM 172-01 The Role of Quran in Contemporary Islam (Fall and Spring)
- FYSM 172-02 Stories of Chinese Youth: Tradition and Culture in Chinese Cinema (Fall and Spring)

One (first year) faculty member has become an Honors Research Advisor for a hour-year Honors research project, "Education in Arab Countries"

Comments: Our faculty are committed to making relevant and rigorous courses available and
accessible to students. We have considered offering Learning Communities, but the logistics of that are difficult with so few faculty members for the range of courses we must offer.

**Program contributions to interdisciplinarity, internationalization/globalization, personalized education and high impact student experiences:**

- Both Asian Languages and Asian Studies contribute to internationalization/globalization by enabling students to study and analyze regions and cultures of the world beyond their own. Our faculty work closely with students to encourage our students to study in the target regions and have been instrumental in facilitating successful applications; our faculty work closely with students to ensure their successful fellowship applications and a number of our students have received support to study abroad (see below).

- Perhaps the most high-impact student experience of the year was the Freeman Faculty-Students Fellows Program Fellowship proposed by Helen Delfeld in Political Science. Funding from the Freeman Foundation, to which Professor Delfeld had access because of the Asian Studies Program’s membership in ASIANetwork and of which she became aware through Asian Studies, provided full support for Delfeld and five students to conduct independent research projects in Southeast Asia over the summer 2012.

- Specific courses that contribute to internationalization (beyond foreign language) include:
  - ASST 101 Introduction to Asian Studies
  - All the Literature in Translation Courses
  - Our offerings in FYE

**Changes in departmental or program enrollments:**

While our enrollments in Arabic have grown modestly over the last several years, the program has been infused with new rigor by hiring PhDs (tenure-track) to ground the program in sound pedagogical training and practices. Our students are now competitive on the national level to the extent that our students have won prestigious national scholarships (the Boren Scholarship). Chinese enrollments have increased modestly; again, two new PhDs (tenure-track) have brought vigor and rigor to the program. As with Arabic, new course offerings serve both language and Asian Studies (as well as General Education) students. This year more students than ever before have continued their language studies beyond the second year, and students also have demonstrated proficiency that makes them competitive nationally and prepared them to win prestigious national and international awards. Thus our new hires in Strategic Languages have supported the goals of the Strategic Plan. Japanese enrollments have witnessed a small decline in the last several years, but the Japanese Studies numbers have remained steady; the single roster faculty member has developed a rigorous curriculum to support students wishing to develop their language skills at higher levels; and a steady percentage of Japanese Minors study abroad.

Notably, the Asian Studies Minor has nearly doubled since 2008, from 11 to 23. Tow other points should also be noted: first, that the new International Studies Major includes an Asian Concentration, so that the total number of students with an Asian Studies focus is actually much larger (and quickly growing). Second, the Japanese Minor is not included in the listing. When considered together, however, these three programs demonstrate a fairly dramatic increase in the number of students committed to an international education focusing on Asia.

It is difficult to determine our *program enrollments* or *productivity* in that our courses are reported under ILST along with Hebrew. The data do not sufficiently document our activities. We have, however, deliberately maintained somewhat smaller class sizes relative to most other languages at the College given the dramatic difference in the number of hours required to master each level of the LCTLs. Smaller class sizes account for the cost of Asian languages in relation to other (European) language programs.

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Data below from: http://www.govtIr.org/Publications/TESoL03ReadingFull.htm
Given these established guidelines for language acquisition, we believe the 4th hour initiative and somewhat smaller class sizes will best serve students in Asian Languages.

**Departmental workload productivity, instructional costs:**
Unless and until the figures for IIST are broken down in terms of its constituent components, we are unable to accurately assess this data. Costs for Asian Studies are similar to those for Classics and Russian Studies, which are also Interdisciplinary programs; however, both are housed in departments with Chairs. Our costs are less than German Studies.

**B. CURRICULAR ASSESSMENT ACTIVITIES**

n/a for programs

**C. FACULTY DIVERSITY**
It is difficult to understand the data provided on faculty diversity for Asian Studies / Asian Languages for 2011-2012. According to this table, Asian Studies has no Asians and International and Intercultural Studies (which lumps together Jewish Studies, International Studies and Asian Studies), has one Asian male and one Asian female. Among our roster faculty, of which there are five, there are three Asian/Arabic faculty. Adjuncts add another five for a total of nine.

**D. SUMMARY ANALYSIS OF FACULTY RESEARCH AND PROFESSIONAL DEVELOPMENT**
We are a “new” faculty: one Senior Instructor (Japanese), and four Assistant Professors (two in Arabic, two in Chinese). The faculty are committed to pursuing research and professional development opportunities throughout the review period. Highlights include:

- One faculty member submitted a book manuscript, which is currently under review
- One faculty member published a translation of a historical text of early China
- One faculty member published a peer-reviewed article in an academic journal
- Two faculty members presented papers at national professional conferences
- Two faculty members hosted a regional conference in their field
- Two faculty members submitted grant proposals, one at the national level
- One faculty member served the field as an editor in the field
- One faculty member served on the Governing Board of national/international governing/advisory boards
Three faculty members have attended conferences in order to support their professional development
One faculty member invited to participate in the Arabic Institute for the Next Generation at the Center for Middle Eastern Studies at Harvard University, offering theoretical education and practical training in high school Arabic teaching.

Comments: Although our faculty are all untenured, they are establishing themselves in their fields in terms of research, professional development, and service to the field. Their ability to carry out their professional commitments is limited by the very modest funds available to support such activities. This is of particular concern for junior faculty. Four of our five roster faculty are junior faculty and the fifth is a Senior Instructor.

E. SERVICE BEYOND THE DEPARTMENT

It should be noted that faculty in Asian languages bear a far greater burden in terms of responsibility and oversight of their specific language programs than is the case for virtually any other faculty at the College. Beyond the Senior Instructor of Japanese, these are the first roster faculty hired in their respective languages, and all are junior faculty (two hired only this year). This means that they assume significant responsibility about decisions concerning their programs, from textbooks to course offerings to curriculum and so on.

As new faculty with significant responsibility for their programs, our members are still finding their place and their most effective ways to contribute to the institution. Nonetheless, in the period under review:

- Two faculty served on College committees
- Three faculty members served on program, student, and advisory committees, including advisors to clubs and groups to support student activities
- Three faculty members served the campus community in various capacities

Comments: In spite of their universally junior rank, all our faculty have assumed responsibility for the well-being of students and the institution by the service activities they have accepted or initiated.

F. OUTREACH EFFORTS

- September 17, 2011: Chinese program organized and hosted the Annual Meeting of the Southeast Chinese Language Association
- January 30, 2012: Chinese Program organized and hosted the “Year of the Dragon,” a Chinese New year celebration that integrated performances by students from Shanxi University (China) with performances (songs, skits, poems, dances) by students of Chinese from College of Charleston, The Citadel, and K-12 students from throughout Charleston
- February 2012: Chinese Program helped organize and host the Chinese Speech Contest, a now-annual activity that brings together students of Chinese from College of Charleston, The Citadel, Trident Technical College, and K-12 students of Chinese (and their families) from throughout Charleston
- April 22, 2012: Skype Videoconference between students from the College of Charleston and students from American University: American-Egyptian Youth Dialogue (Cairo) (Annie Higgins as facilitator)
- Yearlong: Chinese Program hosted the Chinese Corner, weekly meetings that provide students and others an opportunity to practice their language in an informal setting

Comments: Our faculty actively initiate and participate in activities on and off campus that draw attention to our programs. These efforts are limited by the time involved and the lack of a dedicated
administrative position to support and facilitate their efforts.

G. DEPARTMENTAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES

With support from the Dean, we were able to send two faculty to the annual ASIANetwork Conference in March, 2012. This consortium of approximately 160 liberal arts colleges and universities, whose goal is to support the study of Asia in the liberal arts, provides extraordinary networking opportunities for faculty in Asian Studies. ASIANetwork receives support from the Freeman Foundation, the Luce Foundation, the Mellon Foundation and others, which provides funding opportunities for programs, faculty, and students. One Asian Studies faculty member in Political Science received a Freeman Fellowship this year (noted above). The Asian Studies budget is not able to fund this travel without additional support, however. Our Senior Instructor in Japanese was able to attend the Southeastern Association of Teachers of Japanese Conference to support his professional development.

H. SUCCESS IN MEETING DEPARTMENTAL, SCHOOL, AND COLLEGE GOALS

The hiring of two new faculty members (one each in Arabic and Chinese) meets the departmental and LCWA goal of ensuring that all language programs have a firm foundation in that they are led by tenure-track PhDs with solid pedagogical training. Both Arabic and Chinese now include two tenure-track faculty with PhDs. Japanese has only one roster faculty, a Senior Instructor and PhD. Hindi, still a small program, is taught by a single adjunct faculty.

As noted above, the implementation of the 4-hour requirement in all our languages is a solid step in strengthening our language programs; our success may be measured by some of the accomplishments of our students.

As we are not yet a major we have not instituted a proficiency exam for our students, though we have discussed it.

I. CURRICULAR DEVELOPMENT AND OTHER MAJOR CHANGES PLANNED 2012-2015

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

SUPPORTING DATA

K. STUDENT ACCOMPLISHMENTS

Graduating Minors:
• Three students graduated with Top Honors in the Minor in Asian Studies: Madison Carr, Ashley Jordan, and David Blumenfeld

Asian Concentration in International Studies:

• Asian Studies was proud to have our first graduate in International Studies with the Asian Concentration

Students receiving National Awards for Study Abroad:

• In 2010-2011 Caroline Horres received the Boren Scholarship to study Arabic in Amman, Jordan. She is listed officially as SHSS but that scholarship was in languages, and she was supported in her endeavors by our faculty (including mentoring and writing recommendations)
• Daniel Hodge received the US Department of State Critical Language Scholarship to study Chinese in China during the summer, 2012. He is a science major but, again, the scholarship was awarded in language and it was the Chinese faculty who mentored him in Chinese and worked to support his application, including writing recommendations
• Five students have received full scholarships from the Confucius Institute to study Chinese at Guizhou University in China during the academic year 2012-2013; they are: Elliot Dickerson, Matthew Armstrong, Zoe Coombs, and Joshua David Lam
• Sarah Beth Mentrup (listed as HSS) has received the Freeman Foundation Fellowship of the Institute of International Education (IIE) to study in China. Again, this fellowship is the result of her language training and work in Asian Studies

Students receiving National recognition:

• Andrew Conti’s Chinese composition was accepted for publication in a journal published by the University of Iowa
Annual British Studies Program Report
Academic Year 2011-12

I. Program

a. Mission statement

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.

b. Program goals and their relationship to the College’s strategic plan

The British Studies program at the College of Charleston offers students unique opportunities to learn more about an important region of the world. Students complete an 18 credit interdisciplinary minor and may participate in one of several popular semester or summer study abroad programs. Our curricular and extracurricular offerings encourage students to cultivate skills in interdisciplinary thinking, reading, and writing, as well as to gain a deeper understanding of British culture in its many forms (political, social, literary, artistic, etc.). Through our program’s guest talks and study abroad courses in particular, students are able to work with specialists in a number of fields and to broaden both their professional and personal horizons. In these ways, the program objectives support the following goals of the College’s strategic plan:

- Goal 1: Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning.
- Goal 3: Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century.
- Goal 4: Establish and promote a vibrant campus-life atmosphere dedicated to education of the whole person through integration of curricular and co-curricular or extracurricular activities

c. Student Learning Outcomes of the program (under development):

Students should understand the history, culture and politics of Great Britain and possess 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.
II. Narrative Summary and Analysis of Program Accomplishments

Program Membership and Organization

Currently the program has 11 faculty affiliates appointed in the School of Humanities and Social Sciences and 11 undergraduate minors, four of whom just graduated spring 2012.

Faculty Affiliates

Doryjane Birrer  English
Tim Carens  English, Incoming Director of BRST Program (2012-13)
Cara Delay  History
Simon Lewis  English
Amy McCandless  History, Dean of Graduate School
Moore Quinn  Anthropology
Kathy Beres Rogers  English
Bill Russell  English
Myra Seaman  English
Catherine Thomas  English, Director of BRST Program (2006-12)
Trish Ward  English, Chair

British Studies Minors  * = graduated Spring 2012

Taylor Blumenberg*
Kristin Brig
Amanda Bush*
Hannah Duffy
Jamie Harris
William Kippins*
Hannah Polakowski
Gillian Rogers*
Taylor Thompson
Bridget Walsh
Caroline Weber

Curriculum

There were no major changes to the curriculum in 2011-12. The department of Political Science revamped its curriculum, necessitating some course prefix changes and the loss of one course offering in distribution category three (British Empire) of the minor; however, this is not anticipated to significantly affect students’ ability to complete that requirement. Some special topics classes and independent studies in English, History, and Political Science have been included for counting for the minor based on
applicability and on a case-by-case basis. Special topics classes of note include my “Love, Sex, and Desire in Shakespeare” study abroad course offered summer 2012 and Moore Quinn’s popular “Peoples and Cultures of Ireland.” While not officially affiliated with the program, Dr. Joe Kelly of the English department also taught an Irish literature course spring 2012 called “Sex, Guns, and God: Irish Literature, Film, and Song.” This course will be reprised fall 2012 and is considered an approved course substitution towards the BRST minor.

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). Currently, this situation is being remedied via students taking the political science approved course, POLI 352: “Geographies and Politics of the European Union,” and participating in independent studies and study abroad opportunities. The History department has just hired a British historian, however, and starting in the fall, he should be able to contribute to course availability in this distribution area.

**Study Abroad**

**British Studies Summer Consortium**

While the BSP Consortium Program falls partially under the study abroad umbrella, it is also an integral academic factor for many of our minors. This summer we have five C of C students participating, and I will be instructing “Love, Sex, and Desire in Shakespeare.” I attended the annual consortium meeting in Hattiesburg, MS in January of this year (2012) and represented the College’s interests there. We hope to have more C of C students and faculty get involved in this program in the future. These study abroad students often later join the minor as a result of their positive experiences.

**Summer Study Abroad Students**

Kaitlyn Burrell  
Elizabeth Crowley  
O. Corinne Geisel  
Niki Leiva (graduate student)  
Laura Paskoff

**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.

This year we had two College of Charleston students study abroad through our bilateral exchange at U. of Nottingham in spring 2012. We also hosted 10 British students for study abroad this past year—eight from Nottingham and two from Bath-Spa.

Nottingham and Bath-Spa continue to be our most popular exchanges.
**Programming and Administration**

**Program Meetings**

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 $1000)
- Recruitment for minor and study abroad opportunities—strategies, participation
- Programming opportunities

Faculty affiliates met in April for an end of year program gathering, which was well attended.

**Events and Contributions**

2011-12 was a quieter year for the program, 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.

Program accomplishments include:

- Completed improvements to Program representation and publications
  - With the great assistance of Jennifer Smith, updated text and images of BRST web pages and brought pages into conformation with C of C official style sheet. (Fall 2011)
  - Finalized and printed new minor fliers (Jan. 2012)
- Supported British Studies-related guest speaker’s visit to campus
  - Co-sponsored a talk in the English department’s Visiting Scholars Series: Dr. Jeffrey Cohen is Professor of English and the Director of the Medieval and Early Modern Studies Institute (MEMSI) at George Washington University. His talk on medieval emotion and object-oriented theory was entitled, “Feeling Stone.” (September 2011)
- Built stronger relationships with our BRST consortium colleagues and increased involvement of C of C students in BSP courses abroad. Contributed to cross-institutional visibility of C of C and the British Studies Program here.
  - Attended BSP Consortium meeting in Hattiesburg, MS (Jan. 2012) to discuss upcoming summer offerings and outreach initiatives across campuses. Participated in marketing presentation to U. of S. Mississippi students.
- Held C of C student recruitment meeting (Feb. 2012) for BSP summer courses in conjunction with study abroad representative, Sarah Simmonite.

- Attended several study abroad fairs to continue recruiting efforts. (Fall 2011/Spring 2012)

- Met with Drew Young, instructor of the BSP Music Industries class, during his recruitment visit to the C of C campus. Discussed future efforts to expand recruiting here. (March 2012)

  - Participated in LCWA-sponsored events and school opportunities
    
    - Participated in World Cultures Fair (March 2012)
    
    - Dr. Moore Quinn received LCWA grant funding for her research on Irish peace efforts (Summer 2012)

2011-12 was a successful year for the British Studies program. After six years in the directorship, I will be concluding my term and turning the reins of the program over to the capable hands of my colleague, Dr. Tim Carens. It has been a pleasure directing British Studies, and I look forward to contributing to the program as affiliated faculty in the future.

Respectfully Submitted,

Catherine E. Thomas, Director
2011-2012 Annual Report

Department of Classics

School of Languages, Cultures, and World Affairs

College of Charleston

Prepared by:
Tim Johnson
Professor/Chair
Classics
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I. Executive Summary

The Classics Department at the College of Charleston (constituted as an independent unit in 2006) offers a comprehensive approach to its field. In addition to covering classical literature from archaic Greece to the late imperial Rome period, the Department houses a Roman and a now a Greek historian (beginning fall 2012), and three archaeologists. Since Classics at Charleston is not only stable but thriving, it is able to be a strong interdisciplinary component in the College’s academic experience. Nationally, many undergraduate programs in Classics struggle to cover the curriculum, maintain enrollments, and survive funding cuts. It is a pleasure to report that this is not the case at the College of Charleston, where Classics, since the College’s founding, remains vibrant.

The Department (2011-2012) was staffed by 5 tenured/tenure-track faculty and a visiting assistant professor, joined by two returning full-time adjuncts, a part-time adjunct, and a half-time administrative assistant. This composition (at 8.25 faculty members) is stable but not static. Last July Dr. Tim Johnson joined the faculty as professor and chair. This hire and the promotion of Dr. Darryl Phillips to professor this coming year provide the Department a better ratio at the senior level (33%). Further, a successful search for an assistant professor replaces the visiting position with a tenure-track line. Dr. Andrew Alwine, a promising Greek historian, fills a needed subject area, which will strengthen ties with the History Department and International Studies. The full-time adjuncts also each completed their Ph.D. in the field. At this point the Department is balanced (2 professors; 2 associate professors; 2 assistant professors), which predicts a fine Classical line for the future. Again this is hardly the case nationally, since hiring freezes have tended to “gray” Classics and often kept it teetering on the edge of permanent retirement.

Classics at Charleston is young.

There are in this composition of the staff and faculty two instabilities. First, Classics and German and Slavic Studies split their office manager. This allows neither to operate as fully independent units and hinders their progress directly in areas such as recruiting and fund-raising. Correcting this deficiency in infra-structure would pay for itself in productivity. Second, the adjuncts teach on average 33-36% of the entire curriculum. We agree with the College’s Strategic plan that this is too high and urge that funding be provided for permanent faculty.

Faculty members were leaders in their disciplines, completing 1 book, 3 articles and other scholarly works, presenting papers at regional, national, and international conferences, applying for and receiving major grants (every roster faculty member received internal and/or external funding), and participating in training workshops for teachers and students. Classics faculty and adjuncts work two active international archaeological sites and manage data-bases vital to multiple projects, including the Palace of Nestor. Classics faculty also remained very active in service, serving on 11 standing, ad hoc committees, and programmatic advisory committees within the institution, and 4 national service units of significance to the discipline. All faculty members contributed in diverse and significant ways to students, the College, community, and profession.
Classics considers its 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 regularly field 4 FYE courses per academic year: 2 Learning Communities and 2 First-Year Seminars. Classics is viewed as a model program in terms of integrating language and culture courses within the freshman experience. In addition to staffing its own curriculum for its two major and three minor programs, the Department contributes to Anthropology, Archaeology, History, Film Studies, and Women and Gender Studies. Classics courses themselves enrolled 1,144 students for the academic year (statistics drawn from Cognos the day after the first drop date of each semester). Even based on the more conservative statistics the College draws late in the semesters, Classics for the year taught 1,056 students (compared to 970 in 2010-2011) with each faculty responsible for an average of 198 credit hours each semester (unadjusted for release time). This translates into 22.2 students per course, roughly the same as computer science (22.4). Classics has taught in the range of 964-1070 students per year over the past 4 years (2008-2012). This represents a consistent and strong enrollment pattern. In fact, the enrollment for 300 level Greek this coming fall tripled over last year.

Major and minor programs continued to flourish in 2011-2012. In spring 2011, 42 students were working towards majors in Classics; 29 towards minors [total, 71]; 72 students were working toward an A.B. degree. This year 17 students graduated with Classics majors.

Classics graduates go on to pursue advanced study in Classics and related disciplines, earning admission to top universities. This year, graduates will begin advanced degree programs in such diverse fields as Law, Medicine, and Medieval Studies at Wake Forest, the Uniformed Services University in Maryland, and Western Michigan University. They will join the ranks of past graduates currently studying at North Carolina – Chapel Hill, Florida, Brown, Duke University, Washington University, Wisconsin, and University of Georgia.

For these reasons and more, Classics at Charleston is gaining a national reputation. There is more that can be done to improve infrastructure, promote research, and increase extramural funding, but the present commitment of the Department and College predicts progress.
II. Program: Mission and Goals

Mission Statement
The Department of Classics intends to promote an understanding of the ancient Greek and Roman worlds and their legacies through an investigation of the languages and cultures of these civilizations. In addition the Department operates in conjunction with and support of the mission of the School of Languages, Cultures, and World Affairs and the College of Charleston.

Program Goals and the College’s Strategic Plan
The study of Classical languages and cultures is based on two human networks: Greece and Rome. As such, it is by nature and design interdisciplinary. Therefore, Classics covers a broad range of curricula/interests, which through student learning and faculty research promote and coordinate as their goals the following Dimensions of Learning in the context of the Greek and Roman worlds:

- Foreign language study
- Social and cultural analysis
- Human history, artistic, cultural, and intellectual
- Understanding and using multiple cultural perspectives

Attune to these Dimensions, Classics courses teach necessary skills in critical thinking, research, and communication, the acquisition of which prepares students not only to enter top-tier graduate programs in Classics and related fields, but also to pursue careers effectively in education, the law, medicine, divinity, information science, politics/civil service, consulting, publishing, administration, and other fields that value transferrable skills such as written/aural communication, analysis, synthesis, and contextualization.

Strategic Priorities
These Departmental goals reflect the College’s strategic plan, specifically to provide students: (1) experiential, high-impact education grounded in the liberal arts; (2) interdisciplinary and global perspectives; (3) an integrated curriculum with co-curricular and extracurricular activities. Of the strategies/tactics the College identifies as supporting these goals, the Department would place high priority on: (1) intensifying introductory and intermediate language courses; (2) enhancing support for faculty research; (3) reducing adjunct dependency to below 15%; (4) establishing policies and structures that facilitate interdisciplinary programs; (5) providing coordinated and sufficient support for extramural fundraising at the departmental level. Limited research support and adjunct dependency are now critical.

Student Learning Outcomes and Assessment [A.B. Classics; B.A. Classics]: *See also the 2011-2012 Annual Assessment Report attached.

Major Outcome 1 (Knowledge): Demonstrate a working knowledge of the primary resources for research in the field and assess how they would apply to a particular question.
Assessment: Create a one page abstract, which includes an annotated bibliography of at least 10-15 items and a summary detailing how these sources are best utilized. The student should use instruments such as but not necessarily limited to: (1) L'Année Philologique; (2) two major commentaries essential for the topic; (3) TOCS-IN; (4) one component from the library’s special collection; (5) The Perseus Digital Library

Rubrics:

<table>
<thead>
<tr>
<th></th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bibliography</td>
<td>All required research instruments are used, and the sources found exhibit both variety and depth.</td>
<td>All required research instruments are used, but the sources gained lack variety.</td>
<td>Fails to use one or more of the required research instruments.</td>
</tr>
<tr>
<td>Summary</td>
<td>Explains clearly and concisely with no serious errors in mechanics how the sources were found and relate to the topic.</td>
<td>Explains how the sources were found but is unclear on how one or two relate to the topic. Contains no serious errors in mechanics.</td>
<td>Fails to explain how the sources were found or lacks clarity because of serious errors in mechanics.</td>
</tr>
<tr>
<td>Abstract</td>
<td>The thesis for the abstract is clearly stated and its significance (relative to the subject) is concisely explained. It is supported by three arguments, which themselves are clear and present a cohesive logic.</td>
<td>The thesis is clearly stated, but the significance is not as evident as in an “excellent” abstract. The thesis is supported by three arguments, which are clear but lack some logical cohesion.</td>
<td>Neither the thesis nor its significance is clear. The thesis is supported by three arguments, but they lack clarity and logical progression.</td>
</tr>
</tbody>
</table>

**Major Outcome 2 (Writing):** Compose a clear, cogent, and substantial research paper (15 pages), identifying relevant secondary literature and developing a rational argument.

Assessment: Write a research paper on a topic assigned or approved by an instructor of record for CLAS 401.

1. **Length and Format:** minimum of 15-20 double spaced pages with standard 1 in. margins. The citation method for footnotes and Works Cited should follow the most recent style of the *American Journal of Philology*. The student is advised also to consult the *Chicago Manual of Style*. Abbreviations for primary authors should follow the *OLD* and *LSJ*. Those for secondary works, such as journals, can be found in *L'Année Philologique*. Consistency is the rule.

2. **Grammar:** the paper should be free of all spelling and typing errors; such grammatical solecisms as fragments, comma-splices, lack of subject-verb agreement, etc. must be minimal.
Thesis: in the paper’s opening paragraphs, there must be a clear and concise thesis statement, summarizing the primary argument of the paper and projecting the primary supporting arguments.

Argument: the thesis must be supported by at least five supporting arguments, and these must be linked by logical transitions. The arguments must be related to each other by a clear logic.

Footnotes: there must be at least three discussion-styled footnotes.

Works Cited: the List of Works Cited must have at least 10 references, including commentaries, books, and journals.

Conclusion: there must be a conclusion that not only follows logically from the paper’s argumentation, but also clearly establishes the contribution the paper makes.

### Rubrics:

<table>
<thead>
<tr>
<th></th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis</strong></td>
<td>Presents the relevant background needed to contextualize the thesis. The thesis is clearly stated and its significance (relative to the subject) is concisely explained.</td>
<td>The thesis itself is clearly stated and its significance (relative to the subject) is concisely explained, but some minor background material is omitted.</td>
<td>The thesis is not clear or its significance is not persuasive.</td>
</tr>
<tr>
<td><strong>Depth and Cogency</strong></td>
<td>The paper explores deeply a well-defined topic. The argument is sufficient detailed, so that the defense of the thesis is persuasive.</td>
<td>The paper presents enough argumentation to reasonably sustain the thesis but not so that it is fully persuasive.</td>
<td>Fails to meet an adequate standard in research either because the topic is not well-defined or argumentation does not support the thesis.</td>
</tr>
<tr>
<td><strong>Citations</strong></td>
<td>The paper contains three discussion-styled footnotes, executed at appropriate points. All citations are according to accepted form.</td>
<td>The paper contains three discussion-styled footnotes, but they are not executed at appropriate points. Citations contain minor inconsistencies.</td>
<td>The paper fails to have the required discussion-footnotes or does not exhibit any consistent citation.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>The paper meets all requirements of length and format. There are infrequent, if any, errors in punctuation, grammar and usage, and none weaken the overall argument.</td>
<td>The paper meets all requirements of length and format. There are infrequent errors in punctuation, grammar and usage. Although these at times lessen clarity they do not disrupt the argument.</td>
<td>The paper fails to meet requirement of length and/or format. If the paper does meet these requirements, its argument does not cohere because mechanical errors are too frequent.</td>
</tr>
</tbody>
</table>
Major Outcome 3 (Communication/Critical Thinking): Present and defend a research topic in an oral presentation, which clearly explains a thesis and employs supporting argumentation in a logical sequence.

Assessment: Give a 10-15 minute oral presentation on an assigned or approved research topic. The oral presentation should exhibit the following qualities:

1. A clear and unifying purpose to the presentation.
2. Methods (lecture, recitation, discussion) and technologies (handouts, PowerPoint, i-video) appropriate for the presentation and of high quality.
3. Sound mechanics of effective speaking, such as eye contact, good diction, and enthusiasm.
4. Appropriate pacing and effective use of time.
5. Generates questions and discussion from the audience.

Rubrics:

<table>
<thead>
<tr>
<th></th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentation</td>
<td>The speaker explains clearly and succinctly a cogent thesis for the presentation.</td>
<td>The speaker presents a cogent thesis but its expression is not succinct.</td>
<td>The thesis lacks clarity so that it fails to produce significant audience interaction</td>
</tr>
<tr>
<td>Methods</td>
<td>The methods (lecture, recitation, discussion) and technologies (handouts, PowerPoint, i-video) are appropriate and of high quality.</td>
<td>The methods (lecture, recitation, discussion) and technologies (handouts, PowerPoint, i-video) but are of high quality do not precisely fit the topic.</td>
<td>The methods (lecture, recitation, discussion) and technologies (handouts, PowerPoint, i-video) are low in quality.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>The speaker uses sound mechanics for effective speaking that enhance the experience for the audience.</td>
<td>The speaker’s mechanics are adequate, that is they do not impede the audience’s comprehension.</td>
<td>The speaker’s mechanics are poor enough that they impede the audience’s comprehension.</td>
</tr>
</tbody>
</table>
III. Summary and Analysis of Departmental Accomplishments

Student-Centered Curriculum

The Department of Classics is committed to the well-being of all students on campus, whether they are majors or minors in one of the Department’s 3 programs, pursuing the Artium Baccalaureatus in any major, or whether they are taking courses because of an interest in the Greco-Roman world. Student evaluations and annual exit surveys mark faculty members highly, and the faculty contributes 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.

Programming and Enrollment Trends

Classics at Charleston is distinguished by the breadth and strength of its offerings compared to other peer institutions and similarly-sized programs. Courses in 2011-12 were taught in Greek, Latin, ancient History, general civilization, and Classical Archaeology – a breadth of coverage not found in any peer institution with the exception of the similarly-sized University of North Carolina – Greensboro. This is not just indicative of the health of the Department, but on a pragmatic level it provides the flexibility for students to manage schedules.

<table>
<thead>
<tr>
<th>LATN</th>
<th>Level</th>
<th>No. of Sections</th>
<th>Enrollment</th>
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</thead>
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<tr>
<td>101-102*</td>
<td>Elementary</td>
<td>11</td>
<td>209</td>
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<tr>
<td>LATN 201-202</td>
<td>Intermediate</td>
<td>7</td>
<td>131</td>
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<tr>
<td>LATN 300</td>
<td>Advanced</td>
<td>4</td>
<td>33</td>
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* Includes FYE LC/linked with CLAS

<table>
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<td>Elementary</td>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td>201-202</td>
<td>Intermediate</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>300</td>
<td>Advanced</td>
<td>2</td>
<td>4</td>
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<table>
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<th>CLAS*</th>
<th>Level</th>
<th>No. of Courses/Sections</th>
<th>Enrollment</th>
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<td>100**</td>
<td>Elementary</td>
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<tr>
<td>200</td>
<td>Intermediate</td>
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<tr>
<td>300/400</td>
<td>Advanced</td>
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<td>47</td>
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</table>

* Includes 4 courses counted for Archaeology
** Includes FYE LC/linked with Anthropology

<table>
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<tr>
<th>HIST</th>
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<tr>
<td>231; 232</td>
<td>Intermediate</td>
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<td>61</td>
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<table>
<thead>
<tr>
<th>FYSM</th>
<th>Level</th>
<th>No. of Courses</th>
<th>Enrollment</th>
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</thead>
<tbody>
<tr>
<td>113</td>
<td>Elementary</td>
<td>2</td>
<td>44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTALS</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>49</td>
<td>1,144</td>
<td></td>
</tr>
</tbody>
</table>

• In spite of the pressures from enrollments and the constraints of normative sabbatical and service demands, the Department increased slightly the number of course/sections compared to 6-year norms (2010-11 = 44; 2011-2012 = 45; 6-year average = 43). These statistics do not include the courses taught for History (HIST) or FYE (FYSM), which would add 4 sections per
annum. Average student-per-course/section also remained relatively steady: 22.3 (2008); 22.7 (2009); 20.4 (2010); 22.2 (2011). This average is higher than German and Slavic Studies and French, Francophone and Italian Studies. It is also slightly above Hispanic Studies.

• While many programs struggle to enroll students in Latin, it is the norm at the College of Charleston to offer multiple sections of Latin at every level, even the most advanced. Course enrollments at the 100-200 level often reach their capacity at 25 students. Although LCWA understands that lower enrollments in elementary language courses (15-20 students per course) have been shown to increase academic quality, this would not be possible for Classics without increasing our already heavy adjunct dependency or adding an additional faculty line. 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.

• Greek enrollments are growing so that we now offer two sections of elementary Greek. The result is that there are now 6 students enrolled at the advanced level in Greek this coming fall compared to 2 students the previous fall. It is anticipated that with the hire of a Greek historian this growth will continue.

• Courses in classical civilization remain popular, and this is the area where enrollments are increasing at the highest rate. 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, such as Archaeology, Pre-med, History, Art 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 Department typically offers 6-7 culture courses a semester, covering 100-300/400 levels. It should be noted that the number of courses enrolling 80 or more students has increased, and the demand for these courses regularly exceeds the cap: the 100 level courses often enroll 80-100 students per course. The larger enrolling 100 level courses all have a writing component. These caps, however, are staged so that enrollments decrease in intermediate and upper level courses so that the most advanced courses (400 level) enroll no more than 15.

• 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, creative activities, and peer education (See infra: Student Accomplishments and Faculty Productivity).

• Summer enrollments for 2012 (CLAS; LATN) more than doubled over 2011.

**Instructional Contributions to Other Programs and Initiatives**

As is reflected by the course offerings, the Department is a regular contributor to programs that are either cross-institutional in nature (such as the FYE and the Archaeology Program) or located in other schools (History, Anthropology, Geology, Art History, Film Studies, and Women and Gender Studies).

As a percentage of the total hours generated by LCWA, the Department accounted for the following student credit hours:
• 8.8% of the total SCH generated by LCWA
• 19.4% of the LCWA contributions to FYE
• 23.2% of the LCWA contributions to HSS

While the Department represents less than 9% of the total SCH 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, generating more LCWA credit hours for FYE than any other unit with the exception of International Studies and nearly one-fourth of LCWA credit hours for HSS.

FYE

The Department has a strong commitment to the liberal arts and sciences core of the institution, which is evident by its heavy involvement in 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. Three of the six Classics roster faculty and two adjuncts were involved in the FYE (63% of all faculty). Future commitments intend to continue current participation levels. Proposals were submitted for 2 FYSM and 2 Learning Communities for AY 2012-2013 – three 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:

• Four courses counted towards the minor in Archaeology, serving both the beginning and middle components of the minor. The Department looks forward to supporting the recently approved Archaeology major.

• Two courses were taught for History. The addition of a Greek historian to the Classics faculty predicts that offerings in history will likely increase. The relationship between Classics and History has been advantageous for both.

Interdisciplinarity, Internationalization, and High-Impact Education

Interdisciplinary Programs

With its focus upon literary, historical, and archaeological evidence of the Greco-Roman/Mediterranean world, Classics is inherently interdisciplinary, combining elements from a variety of other programs. Courses taught in 2011-2012 contributed to programs in Archaeology, Anthropology, History, Art History, Film Studies, and Women and Gender Studies. Learning Communities in 2011-2012 linked introductory Latin with Roman civilization and classical archaeology with anthropology. This coming year courses will emphasize such diverse subject areas as comic theory, history, medicine, and architecture. In addition to courses in Classics that contribute to other programs, the Department allows courses taught in
Anthropology, Art History, Geology, History, and Philosophy to count towards the major, when
the subject addresses issues dealing with the Greco-Roman/Mediterranean world. In fact, a BA
in Classics requires a student to earn credit in at least two subject areas.

Also this year Classics introduced a new 100 level course, CLAS 105 (History of the
Classical World). The Department now has a standardized approach to general education (LATN
100; GREK 100; CLAS 101, 102, 103, 104, and 105) that encompasses language, culture,
history, and archaeology. Also CLAS 105 fulfills the pre-modern general education requirement
for History.

Study Abroad Programs and Internships

The Department and its faculty work with the Office of International Education and
Programs to offer all students in Classics the opportunity to study overseas, by providing two
separate study away programs: one to Italy (Rome, Florence, and Naples [Pompeii]) and another
to Greece. The programs are designed to run in rotation, one every other summer. Both allow
students to earn up to six hours of credit through intensive in-field/on-site learning. The Italy
program is also linked to a course in Art History and is offered in conjunction with that
Department. Classics also offers archaeological internships in Greece or Turkey, and supports
applications to such programs offered through other institutions.

Tutorials: Faculty members are active directing Honors Bachelor’s Essays and offering Honors
tutorials. Their students frequently present at conferences. Our faculty exercises leadership roles
in student-directed research on campus and are invited to national conferences on the topic.

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

Co-Curricular Activities

Students interested in the Greco-Roman World lead a Classics Club, which extends the
association of our students and faculty beyond the classroom. Dr. Joann Gulizio served as
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.

Also Classics sponsors or co-sponsors lectures, by which internationally-recognized
scholars visit the campus, engage with majors and other interested students, and discuss potential
collaborations with faculty. In 2011-2012, the Department sponsored/co-sponsored the following
lectures as part of its Classical Charleston Lecture Series. These lectures are made possible by
the generous support of Theodore B. Guérard and family:

Professor Doug Clapp, Samford University, “Nothing To Fear: Rumor’s Role in Cicero’s

Professor Steven Ellis, The University of Cincinnati, “The Roman Cult of the Right:
Superstition in the (Re-)Shaping of Shop-fronts and Street Activity in the Roman World,”
January 26, 2012. *Students in the study-abroad program to Italy also met with Professor
Ellis and reviewed his dig-site in Pompeii.


Classics at Charleston is quickly becoming a recognized national venue. For example, the Department has been asked to host the annual meeting of the Classical Association of the Middle West and South in April 2018. CAMWS is the second largest organization for Classics, and it covers both the United States and Canada (over 1,500 members). The meeting will bring to our campus over 500 distinguished professors, teachers k-12, and graduate students. During the three days of the conference over 300 papers (open to the university and public) will be presented on a wide range of interests: ancient science; philosophy; history; religion; classics.

**Teaching Workload**

At its current size (6 roster; 2 adjuncts) Classics is operating at capacity, and demand is exceeding supply. Any comparison to the Delaware peer group in terms of SCH/IFTE ratios is of limited value, because there is no category for Classics but only for languages in general. Therefore Classics is being compared to the performance of Spanish, etc. Nevertheless the SCH ratio for total productivity exceeds the Delaware average.

<table>
<thead>
<tr>
<th>Type</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>Classics [3-year]</th>
<th>Delaware [3-year]</th>
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<tbody>
<tr>
<td>T/T</td>
<td>186.30</td>
<td>150.38</td>
<td>154.90</td>
<td>163.86</td>
<td>164</td>
</tr>
<tr>
<td>Non-T/T</td>
<td>312</td>
<td>195.75</td>
<td>231</td>
<td>246.25</td>
<td>273.67</td>
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<tr>
<td>Adjunct</td>
<td>265.61</td>
<td>261.33</td>
<td>313.26</td>
<td>280.06</td>
<td>204.33</td>
</tr>
<tr>
<td>Total</td>
<td>222.11</td>
<td>191.64</td>
<td>208.90</td>
<td>207.55</td>
<td>193.67</td>
</tr>
</tbody>
</table>

Beyond the Delaware comparatives to languages in general, the following table suggests that Classics faculty here teach heavier loads. UNC-Greensboro, for example, has 10 faculty members, but teaches only 23 sections. Other programs (Wayne State, Valley State, DePauw, Miami-Oxford) teach on average .8 sections fewer per faculty member.

<table>
<thead>
<tr>
<th>peer/grad</th>
<th>Institution</th>
<th>N Staff</th>
<th>total N of classes</th>
<th>N CLAS</th>
<th>N Latin</th>
<th>intro</th>
<th>inter</th>
<th>adv</th>
<th>N Greek</th>
<th>intro</th>
<th>inter</th>
<th>adv</th>
</tr>
</thead>
<tbody>
<tr>
<td>p/g</td>
<td>Baylor University</td>
<td>15</td>
<td>40</td>
<td>7</td>
<td>21</td>
<td>13</td>
<td>5</td>
<td>3</td>
<td>12</td>
<td>8</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>p/</td>
<td>C of C</td>
<td>8</td>
<td>25</td>
<td>8</td>
<td>13</td>
<td>6</td>
<td>4</td>
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<tr>
<td>/</td>
<td>Mary Washington</td>
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<td>16</td>
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<td>8</td>
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<tr>
<td>/</td>
<td>Truman State U.</td>
<td>5</td>
<td>14</td>
<td>2</td>
<td>8</td>
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<td>/g</td>
<td>Wayne State</td>
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<td>17</td>
<td>8</td>
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<td>1</td>
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<td>23</td>
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<td>p/</td>
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<td>6</td>
<td>7</td>
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<td>2</td>
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The primary strain on workloads does not concern so much class size and SCH production, but the high number of individual and new course preparations that each faculty must carry to sustain programming, which by nature is interdisciplinary. Classics offers courses in three distinct areas – courses in Latin, Ancient Greek, and courses exploring classical civilization taught in English. In all three, courses are offered at beginning, intermediate and advanced levels, creating an extraordinarily high number of unique preparations. The specializations of the faculty has been coordinated; yet, 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 the tutorials, internships, and Honors Theses conducted each year.

Such a workload is inconsistent with the health of the Department. It especially conflicts with active research agendas, which require solid blocks of concentrated time outside of the classroom. Some progress has been made over the past two years. The visiting position has been replaced with a tenure-track line, and consequently programming has become more stable and systematized. Also Classics has made a concerted effort to lower the number of preparations for its faculty on a rotating basis. This, however, has only been possible by deploying adjuncts broadly across the curriculum and increasing their workload.
Adjunct/Visiting Instruction:
During 2011-2012, adjuncts and visiting faculty in Classics taught 55.5% of its students. The College’s goal is to have at least 80% of our students taught by permanent roster faculty. At 44.5% we are barely half of the way to this goal. This amount of adjunct dependency represents the greatest instability to the Department and LCWA as a whole, and the conversion of adjunct positions to permanent lines needs a renewed initiative.

The Department is very fortunate to have high quality Ph.D. adjuncts, qualified to teach a range of courses. Both also have active research agendas, and both are needed to meet perennial demands, particularly in the areas of introductory and intermediate Latin. Also in 2010-2011 Kelly Smith, a local teacher at Ashley Hall, joined the Department to address demands caused by faculty sabbatical and service commitments, and again this last fall and spring (2011-2012) she taught a section of Latin each semester, so that the Department could keep pace with demand. Any semester she is not available one of our adjuncts has to teach five courses.

Instructional Costs
The average instructional expenditure per SCH for Classics ($174) is one dollar below its peer group ($175). Again this comparison has limited statistical value, because the number of Classics programs within the peer institutions is small – the majority has only 1-2 (or no) Classicists on staff.

Assessment Activities
During fall 2010 and spring 2011, learning outcomes and rubrics were reviewed and these were implemented at the beginning of fall 2011 (see under Program: Missions and Goals). As projected in last year’s annual report, data was collected based on these outcomes both fall 2011 and spring 2012, and this data was included in the Annual Assessment Report (attached).

In addition, the Department in conjunction with other units in LCWA developed learning outcomes and rubrics for elementary through intermediate language courses. For Classics these are as follows:

<table>
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<th>1. Students accurately comprehend texts written in Latin or Ancient Greek.</th>
<th>A common passage is used to assess student reading comprehension on the final exam in all sections of Latin and Greek 202. In order to meet expectations, students should correctly translate at least 70% of the text.</th>
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<tr>
<td>2. Students demonstrate basic writing ability in Latin or Ancient Greek by recombining learned vocabulary and structures to create simple sentences on familiar topics.</td>
<td>In order to meet the expectation, students will achieve 70% accuracy in a common writing section on the final exam of all sections of Latin and Greek 202.</td>
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</table>

The logistics of collecting this information will be determined at the beginning of fall 2012, with collection to occur at the end of the fall 2012 and spring 2013 semesters in all sections of Latin and Greek 202.

Student and Graduate Accomplishments
Classics students excel in research and creative activities, which involve training in the traditional core areas of the discipline, as well as in areas that seek to cross disciplinary
boundaries, as exemplified by their placement into graduate programs, awards received, and work published.

Graduate/Professional School Acceptances (2011-2012)
- Carlisle, Caitlin       Wake Forest (Law School)
- Cordes, Mitchel       Uniformed Services University (Medical School)
- Hoyle, Mary (Marca)   Western Michigan University (Medieval Studies)

Past Graduates (2010-2011)
- Huber, Melissa (2011) was accepted with funding (Lionel Pearson Fellowship, American Philological Society) into the Program in the History of Ancient Rome, University of Reading and with full funding into the PhD Program in Classics, Duke University.
- Phebus, Angelina (2011) was accepted into the PhD Program in Classics, UNC – Chapel Hill with full funding.
- Walden, Jeremy (2011) was accepted into the MA Program in Classics, University of Florida with full funding.
- Grantham, Laura (2010) was accepted to the MA program in Classics at the University of Arizona with full funding.
- Kiesling, Paula (2010) was accepted to the MA program in Linguistics at the University of Hawaii with full funding.

National Awards (2011-2012)
- Lewis, Laura: CAMWS Award for Outstanding Accomplishment in Classical Studies (The Classical Association of the Middle West and South)

College and Departmental Awards to Graduating Students (2011-2012)
- Cordes, Mitchel, The Harold A. Mouzon Classical Studies Award
- Egli, Dan: Robert H. Duryea Memorial Scholarship
- Barkley, Rachel: Outstanding Student, Classics

Departmental Scholarship Recipients (2011-2012)
- Hester, David: Robert H. Duryea, Jr. Memorial Scholarship
- Kemp, Amber: Johnson-Vest Scholarship in Classics
- Lewis, Daniel E.: Johnson-Vest Scholarship in Classics
- Lewis, Laura: Johnson-Vest Scholarship in Classics
- Parker, Thomas: Johnson-Vest Scholarship in Classics
- Rabun, Jessica: Harold A. Mouzon Scholarship in Classical Studies
- Stansell, Christina: Johnson-Vest Scholarship in Classics
- Tuttle, Margaret: Johnson-Vest Scholarship in Classics
- Van Arsdale, Alice: Harold A. Mouzon Scholarship in Classical Studies
- Winter, Danielle: Johnson-Vest Scholarship in Classics

Research and Creative Activities
• Van Arsdale, Alice: “Anthropomorphic Representations of Gods in Greek Art,” Bachelor’s Essay [in-progress] (Dr. Kristen Gentile, mentor)

Faculty: Composition and Productivity

Departmental Faculty and Staff:
- Gentile, Kristen: Assistant Professor of Classics
- Gulizio, Joann: Adjunct Instructor of Classics
- Hagn-Ford, Sabine: Administrative Assistant (Half-Time)
- Johnson, Tim: Professor of Classics, Department Chair
- Jones-Lewis, Molly: Visiting Assistant professor of Classics
- Morris, Frank: Research Associate of Classics and Associate Professor, Emeritus
- Newhard, James: Associate Professor 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

One sabbatical was completed during this report cycle (spring 2012): Dr. Jim 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. Another full-year sabbatical was awarded to Dr. Darryl Phillips (2012-2013) to work on a book-length reading commentary on Suetonius’ Life of Augustus.

Dr. Darryl Phillips was promoted from associate professor to professor.

Diversity

The Department of Classics (2011-12) consisted of 6 roster lines (5 regular, 1 visiting), 2 full-time adjunct lines, a part-time adjunct, a part-time administrative assistant, and 2 research associates (not salaried). Of those listed – part-time or full-time, 58% were women. Of the 8 full-time faculty members, 50% were women. A successful hire in the spring of 2012 of a tenure-track colleague in place of the visiting position will bring the level of regular roster faculty consisting of women or minorities to 38% for the 2012-13 academic year. During the hiring process, the Department made a concerted effort to advertise job openings directly to programs and job list-serves known for supporting under-represented groups.

Research and Professional Development [see also Supporting Data]

National and International Impact

The research interests of the faculty reflect the broad approaches found within a vibrant and engaged Classics program. Faculty members publish books as sole authors or collaborators; publish articles in journals, ranging from those specializing in literary topics to environmental
geology; and speak/present at national and international venues. They serve as readers for prestigious journals and serve on dissertation committees. 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, to enrich the College and larger academy. Through Classics, the College of Charleston receives global coverage.

**Highlights**

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* This total does not include the $1,000,000 grant from the NSF for the College of Charleston Center for Social Science Research.

- **Books/Articles:** Within this academic year 60% (3/5) of the permanent roster faculty either published a book or have a book under contract. 80% (4/5) either published or submitted articles.

- **International Presence:** 100% of the permanent roster faculty was involved internationally as conference speakers, on archaeological projects, or in study away programs. Dr. Noelle Zeiner-Carmichael was awarded a very competitive NEH stipend to attend an NEH summer institute at the American Academy in Rome.

- **Grants/Funding Awards:** 100% of the permanent roster faculty received competitive funding, and external exceeded internal awards. This was a goal in last year’s annual report.

- **Adjunct Research:** The adjuncts are also active researchers. Dr. Joann Gulizio continued her work on the Iklaina Archaeological Project as ceramics analyst. Dr. Kevin Pluta was selected to co-direct the publication of the Linear B tablets from Pylos. This will involve the production of three-dimensional images of the tablets, using multiple 3-D imaging techniques. These images, along with a revised and re-edited commentary, will be published as *Palace of Nestor IV*.

**Service**

The Department recognizes service to be a vital responsibility for permanent roster faculty, and its entire faculty engages in service and leadership roles. This academic year, besides fulfilling particular roles for the Department, Classics faculty served on no less than 11 college-wide committees. This translates to an average of over 2 committee assignments per faculty member. This does not include service on tenure and promotion committees. Service to the College still predominates over service to the profession, but this is starting to shift. 40% of the permanent roster faculty now holds key leadership positions in national/international organizations for Classics.
IV. Conclusion: Strengths, Weaknesses, and Revisions

Classics is 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. Strong and stable enrollments indicate 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. Some areas, however, require revision:

Inefficient Office Administration

The current sharing of an office administrator between Classics and German and Slavic Studies does not work. This has been demonstrated over a five year period in a variety of circumstances, and the point has been made repeatedly to LCWA and Academic Affairs.

- Essential tasks risk not being done, because the chair is forced to play the role of the office manager.
- The shared situation causes a high level of frustration for a competent office manager because it forces mediocrity. The office administrator cannot operate fully in either department.
- Neither department can move beyond a survival mode with its business, that is taking on long term goals and projects in the office cannot be sustained.

As a result neither chair has autonomy over their respective department. Neither has control to create and maintain an appropriate working environment. The business for both departments is constantly crossed. **Recommendation:** Convert the office administrator in Classics to a full-time position by August 2014.

Curriculum: Latin and Greek Language

**Latin 100-200:** Classics faculty members have become increasingly dissatisfied with the reading ability of students entering the 300 level Latin reading courses. **Recommendation:** This year the Department will revise goals for achievement at both the 100 and 200 levels. In general, extensive reading in Latin authors will likely be introduced earlier and in a more intensive fashion at the 200 level.

**Greek 100-400:** Due to recruiting efforts and curricular revisions at the 100 level, enrollments in Greek are increasing. The addition of a Greek historian to the faculty will continue this trend. Retention, however, is weak from the 100 to 200 level. **Recommendation:** Developing a coordinated ancient Greek program is a top priority. A previous review of the Latin program resulted in notable increases in retention, and it is anticipated that similar revisions will have a positive impact on the Greek program. An intensive format that will allow students with tight schedules to continue Greek at the 200 level will be considered.

**Archaeology Major:** Classics was prime leader in the development of the Archaeology program, and will continue this role for the new major. This year we intend to put in place a core of courses designed to meet the needs of the program, which will include working with Dr. Alvaro Ibarra (Roman archaeology) in Art History.
**Student to Teacher Ratio: Language Courses and Adjunct Dependency**

Revisions to curriculum and the various degrees of assessment will only do so much to improve student achievement in elementary Latin courses. These courses are currently over-enrolled. The caps in four sections have been pushed higher every year until they are now set at 26 students per section, and these caps are met before freshman enrollment is completed. National studies show that language acquisition is most effective with lower student to teacher ratios (15:1).

Further, as the College Strategic Plan itself argues adjunct usage needs to be decreased not increased. The use of non-permanent faculty, no matter how highly qualified they may be, destabilizes programs and detracts from the College’s academic reputation. Adjuncts must prepare to be active on the job-market every year and this, combined with heavy teaching loads, creates a strong impediment for the research and professional standing required of a college-level instructor. Specifically in Classics, Greek and Latin instructors are not readily available in the community. If our adjuncts were to leave for permanent positions, as is likely given their record, then we would immediately need to conduct national searches to replace them. This cycle of buy-cheap-and-replace for Classics will prove inefficient in the long run.

**Recommendation:** Lower the cap for elementary Latin and Greek sections to 20. This goal will require changing the composition of the faculty in stages: (1) since the College already suffers from an addiction to adjunct usage, convert the 2 current adjunct positions to permanent positions by fall 2013; (2) add a permanent line by fall 2014. If this is not done, demand will continue to exceed supply, and when this happens, programs atrophy.

**Student Academic Community**

The faculty intends to increase the academic camaraderie among its majors and minors.

**Recommendation:** Developing a sense of community always depends on a variety of factors that are not easily predicted or controlled, but the environment for such can be made more conducive. (1) This year changes in space were made to begin developing within the Department a research lab for faculty and their advanced students. Also funds were allotted to refashion Randolph Hall 301B into a functional Departmental library and seminar room. These spaces for collegial research should continue to be enhanced. (2) Revitalize the Classics Club and the Honor Society, Eta Sigma Phi. (3) Include select students in Departmental planning as appropriate.

**Involvement in the Honors College**

Current staffing levels and enrollment demands are such that participation by Classics in HONS has dwindled. This year participation was restricted to the Roundtable discussions for Honors College FYE. Classics is a cornerstone of Western Civilization and the lack of regular contributions by Classics to Honors does not serve the College or the Department.

**Recommendation:** When the current cycle of faculty leave has been completed, increase involvement in the Honors College for fall 2013. This increased involvement would be solidified by the faculty line added in 2014.

**Advisory Council:** The Department would benefit from developing an advisory council, drawing members from the community and immediate region.
V. Supporting Data

Statistics: Course Information, Student Trends, and Diversity  http://ir.cofc.edu/aadeptdata/

Faculty Productivity: Research and Professional Development [Attached]

Faculty Service Contributions [Attached]

Annual Assessment Report [Attached]

Faculty Productivity: Research and Professional Development

Books

Published
• *Horace’s Iambic Criticism*. Mnemosyne Series (Brill, 2011) xi + 300 [Tim Johnson]

Under Contract
  • *Alahan in Context: The Göksu Archaeological Project*, British Institute at Ankara Elton [Hugh Elton, James Newhard, eds.]

In-Progress
• *Suetonius’ Life of Augustus*, Oxford Greek and Latin College Commentaries [Darryl Phillips]
  • *Euchaita: The History and Archaeology of a Late Roman/Byzantine City*, proposal submitted to Cambridge University Press [Hugh Elton, John Haldon, James Newhard, eds.]

Journal Articles/ Book Chapters

Published/Forthcoming
  • “Potestas and Auctoritas: Augustus and Elections 27-17 B.C.,” in *Collection Latomus, Studies in Latin Literature and Roman History*, 16 (2012) [Darryl Phillips]
  • “The Temple of Divus Iulius and the Restoration of Legislative Assemblies under Augustus,” *Phoenix* 65:3-4 (2011) [Darryl Phillips]

Submitted
• “The Post-Menopausal Pythia: Ritual Purity through Renewed Virginity,” submitted to *Greek, Roman, and Byzantine Studies* [Kristen Gentile]
  • “Greek Perceptions of Menopause,” submitted to the *Journal of the History of Medicine and Allied Sciences* [Kristen Gentile]
  • “The Chipped and Ground Stone” in M. Cosmopoulos, *The Iklaina Archaeological Project* (Prehistory Monographs) Institute for Aegean Prehistory [James Newhard]
• “Reading the Civic Landscape of Augustan Rome,” submitted to the conference proceedings of *Urban Dreams and Realities: An Interdisciplinary Conference on the City in Ancient Cultures* [Darryl Phillips]


**Field Work/Projects**

• The Avkat Archaeological Project. Central Turkey [James Newhard, Assistant Director]

• The Iklaina Archaeological Project [Joann Gulizio]

• The Palace of Nestor (publication of the Linear B tablets from Pylos) [Kevin Pluta]

**Scholarly Presentations (Referred/Invited)**

**International**

• “Horace’s Duet with Canidia: Iambic-Lyric Responsions,” at *Re-evaluating Horace’s Epodes*, University of Manchester, UK (2012) [Tim Johnson]

• “Reading the Civic Landscape of Augustan Rome,” at *Urban Dreams and Realities: An Interdisciplinary Conference on the City in Ancient Cultures*, Edmonton Canada (October 2011) [Darryl Phillips]


**National**

• “Mortal and Immortal Birth: Hippocrates and the Homeric Hymns,” Southern Association for the History of Medicine and Science, 14th Annual Meeting, Atlanta, GA. March 2012 [Kristen Gentile]

• “Complaints of an Old Lady: Sappho, Women, and the Aging Process,” Classical Association of the Middle West and South, April 2012 [Kristen Gentile]

• “Critical Comfort: Horace on Vergil’s Quintilius,” Classical Association of the Middle West and South, Baton Rouge, LA (April 2012) [Tim Johnson]

• “Lost in Translation? *Metaphrase, Paraphrase* and the Translator’s *Ars*.” Invited lecture, University of Mary Washington (September 2011) [Noelle Zeiner-Carmichael]


**Regional:**

• “How Travel Narratives and Guidebooks Shape National Identity,” American Association of Italian Studies, Charleston SC (May 2012) [Anne Saunders]

Editorial, Review, and Referee Activities
• Editorial Board Member: Bryn Mawr Classical Review [Tim Johnson]
• Editorial Board Member: Mediterranean Studies [Darryl Phillips]
• Review Panelist, NEH Digital Humanities Implementation Grants [James Newhard]
• Outside Reader (Article) at request of Gareth Williams, ed. AJP (December 2012) [Noelle Zeiner-Carmichael]

Grants Received (External/Internal)

External
• Archaeological Institute of America, Society Incentive Grant ($500) [James Newhard]
• Princeton University ($5,000) [James Newhard]
• International Conference: Urban Dreams and Realities: An Interdisciplinary Conference on the City in Ancient Cultures, Edmonton Canada ($750) [Darryl Phillips]
• National Endowment for the Humanities ($3,900) to attend the NEH Summer Seminar Communication, Empire, and the City of Rome at the American Academy in Rome, Italy, from June 25 to July 27, 2012 [Noelle Zeiner-Carmichael]
• The National Science Foundation, “The College of Charleston Center for Social Science Research,” awarded $1,000,000.00 (September 2010 - September 2013) [Co-Investigator: James Newhard]

Internal
• LCWA Strategic Plan Initiative Grant ($2,000) to fund revision of a study abroad program to Greece [Kristen Gentile]
• LCWA Strategic Plan Initiative Grant ($1,060) to fund symposium, “History, Poetry, and War: Gildersleeve’s Past and Present” [Tim Johnson]
• Murray, LCWA Research Grant ($1,117.50) for research: index for Iambic Criticism [Tim Johnson]
• LCWA Faculty Research Grant ($1,000) to fund Avkat digital projects [James Newhard]
• LCWA Faculty Research Grant ($1,000) to attend the NEH Summer Seminar Communication, Empire, and the City of Rome at the American Academy in Rome, Italy, from June 25 to July 27, 2012 [Noelle Zeiner-Carmichael]

Other Research/Instructional Activities and Development
• Honor’s College [FYE], Undergraduate Research Roundtables [Tim Johnson; Darryl Phillips]
• Dissertation Committees: Hamish Williams, “Horace’s *Ars Poetica* and the Coherent Praeceptor Persona” (Classics University of Cape Town); Michael Ritter, “Historicizing Satire: Satire, History, and Moralizing Discourse” (Classics, University of Florida); Generosa Sangco, “Resuming Sacred Song: Horace’s Roman Odes” (Classics, University of Florida); Robert Brewer, “*Quo Ruitis, Generosa Domus*: Memory and the Elegiac Model in Ovid’s *Fasti*” (Classics, University of Florida) [Tim Johnson]
• Research/Consultation: University of North Carolina-Chapel Hill; Peterborough, Ontario CA [James Newhard]
• Book-length translation: *Sommocolonia before World War II* and *The Battle of Sommocolonia*, a translation of *La Battaglia di Sommocolonia* by Vittorio Lino Biondi and Dario Giannini (Garfagnana Editrice, 2012) [Anne Saunders]

**Faculty: Service**

**Department**
• Departmental Search Committee, Member (August 2011 - February 2012) [Kristen Gentile; James Newhard; Darryl Phillips; Noelle Zeiner-Carmichael]
• Committee on Tenure and Promotion [Tim Johnson; Noelle Zeiner-Carmichael]
• *Chrestomathy*, Editorial Board Member [Kristen Gentile]
• Classics Club, Faculty Sponsor [Joann Gulizio]
• Departmental Search Committee Chair, (August 2010 - February 2011) [Tim Johnson]
• Library Liaison [Darryl Phillips]

**College**
• Archaeology Program, Steering Committee Member [Tim Johnson; James Newhard; Darryl Phillips]
• FYE Presentation: Accepted Students Weekend (October 2011) [Kristen Gentile; Tim Johnson]
• Faculty Advisory Committee to the President, Member [Kristen Gentile]
• Undergraduate and Creative Arts Program Committee, Member [Kristen Gentile]
• Committee on Diversity, LCWA Liaison [Tim Johnson]
• Council on Undergraduate Research Workshop for Undergraduate Research in the Humanities and Social Sciences, Task Force Member [James Newhard]
• Advisory Committee Santee-Cooper GIS Laboratory, Member [James Newhard]
• President’s Commission on Diversity, Access, Equity, and Inclusion, Member [Darryl Phillips]
• Academic Affairs Priorities and Planning Committee, Member [Darryl Phillips]
• Faculty Hearing Committee, Member [Darryl Phillips]
• Search Committee: Dean of the Honors College, Member [Darryl Phillips]
• Faculty Senate, Departmental Senator, LCWA [Noelle Zeiner-Carmichael]
• Committee on Third-Year Review, Tenure and Promotion [History Department] External Member [Noelle Zeiner-Carmichael]
• Search Committee: Dean of the HSS, Member [Noelle Zeiner-Carmichael]
Community
• South Carolina Chapter of the Archaeological Institute of America, Vice President and Secretary [James Newhard]

Profession
• Classical Association of the Middle West and South, Regional Vice President [Tim Johnson]
• Managing Committee of the American School of Classical Studies in Athens Institutional Representative [James Newhard]
• Weiner Laboratory for Archaeological Sciences, American School of Classical Studies in Athens, Committee Member [James Newhard]
• Annual Meeting Program Committee, Archaeological Institute of America, Committee Member. (January 2011 - January 2014) [James Newhard]

2011-2012 Annual Assessment Report: Classics

Submitted, May 15, 2012: Timothy Johnson, Chair/Classics

Section 1: Assessment Report 2011-2012

<table>
<thead>
<tr>
<th>Assessment Plan (first two columns)</th>
<th>Assessment Report (all four columns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge. Develop an annotated bibliography and abstract that demonstrates a working knowledge of the primary resources for research in the field and assesses how they would apply to a particular question.</td>
<td>This outcome will be assessed in CLAS 401, a capstone course that is required for all majors. The course is taught each year. We would like 90% to achieve an adequate or above rating and 60% a good rating or above.</td>
</tr>
<tr>
<td>2. Writing. Compose a clear, cogent, and substantial research paper</td>
<td>This major outcome will be assessed in CLAS 401, a capstone course that is</td>
</tr>
</tbody>
</table>
(15 pages), identifying relevant secondary literature and developing a rational argument.

required for all majors. The course is taught each year. We would like 70% to achieve a good or better rating on this outcome.

25%. CLAS 401 (Fall 2011) Adequate or above: 90%; Poor: 10%

occur in a student’s final semester, the faculty will work to implement the following: ensure seniors are enrolled in the fall semester so that follow-up can occur as needed.

3. Critical Thinking /Communication. Present and defend a research topic in an oral presentation, which clearly explains a thesis and employs supporting argumentation in a logical sequence.

This outcome will be assessed in CLAS 401, a capstone course that is required for all majors. The course is taught each year. We would like 90% to achieve an adequate or above rating and 60% a good rating or above.

CLAS 401 (Spring 2012) Adequate or above: 75%; Poor: 25%. CLAS 401 (Fall 2011) Adequate or above: 100%

Since the average performance (88%) fell slightly below the desired goal, the faculty will introduce strategies for and practice in oral presentations by the beginning of the 300 level.

Section 2: Past Assessments

Since Classics consists of multiple tracks (language and cultural studies), CLAS 401 is the one course taken at the upper level by all majors. Therefore, for the past three years it has been a primary field for assessing overall student achievement. The assessment employed has been an extensive research project, requiring that a student demonstrates the ability to think critically, ask questions pertinent to the languages and cultures studied, use the research sources germane to the field, and write at a level that would recommend the student to the graduate level.

Student performance on the research project was recorded and assessed. For example:

Spring 2008
Exceptional: 33.3%
Acceptable: 50%
Unacceptable: 16.7%

Fall 2010
Exceptional: 37.5%
Acceptable: 62.5%
Unacceptable: 0

Based on this assessment, specifically the low percentage of students performing at the highest tier, the faculty worked together to implement these changes. (1) The faculty developed and employed more specific and common rubrics to measure student performance in CLAS 401. These rubrics, put in effect for the 2011-2012 academic year, are attached. The results are given in the above table. (2) The faculty developed systematic goals for each level of Classical language instruction and introduced these into the curriculum.
Section 3: General Education

a) Rationale: The mission of the Department of Classics is to promote an understanding of the ancient Greek and Roman worlds and their legacies through an investigation of the languages and cultures of these civilizations. The study of Classical language and culture is based on two human networks: Greece and Rome. As such, it is by nature and design interdisciplinary. Therefore, Classics covers a broad range of curricula interests and fulfills more specifically the following General Education Dimensions of Learning: social and cultural analysis; human history, artistic, cultural, and intellectual; understanding and using multiple cultural perspectives; foreign language study. Through these areas, Classics courses teach necessary skills in critical thinking, research, and communication.

b) Sample Classics Courses

<table>
<thead>
<tr>
<th>General Education Competency</th>
<th>Program Course</th>
<th>Assessment Measures</th>
<th>Results and Use for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (Research and Communication in Multiple Media and Languages)</td>
<td>CLAS 270 (Romans in Cinema)</td>
<td>Exams and paper</td>
<td>Students, taking this course for general education credits, use multiple media types to analyze and understand different cultural perspectives stemming from the Romans. Faculty work together to monitor student performance of this competency.</td>
</tr>
<tr>
<td>II (Analytical and Critical Reasoning)</td>
<td>CLAS 256 (Ancient Satire)</td>
<td>Exams and paper</td>
<td>Student who use this course for their general education credit are able to read great works of literature that have shaped the perspectives of other cultures. Faculty work together to create common assignments and assessments, and to monitor student progress.</td>
</tr>
<tr>
<td>III (Historical, Cultural, and Intellectual Perspectives)</td>
<td>CLAS 102 (Ancient Roman Civilization)</td>
<td>Exams and written assignment</td>
<td>Students who use this course for general education credit are able to conduct analyses of perspectives of other cultures. Faculty work together to create common assignments and assessments, and to monitor student progress.</td>
</tr>
<tr>
<td>IV (International and Intercultural Perspectives)</td>
<td>CLAS 103 (Classical Mythology)</td>
<td>Exams and written assignment</td>
<td>Students who use this course for their general education credits are able to compare and contrast how mythic systems of different cultures have interacted over time. Faculty work together to create common assignments and assessments, and to monitor student progress.</td>
</tr>
<tr>
<td>VI (Advanced Knowledge and Skills in Major Area of Study)</td>
<td>CLAS 401 (Research Seminar in Classics)</td>
<td>Research Paper</td>
<td>In this course, Classics majors demonstrate their level of knowledge and skills in Classics. Faculty work together to create common expectations, assignments, and assessments at all levels of the Classics program to monitor students before they reach the final capstone.</td>
</tr>
</tbody>
</table>
Academic Year 2011-2012
Program in the Carolina Lowcountry and the Atlantic World (CLAW)

Annual Report
Academic Year 2011-12
1. Narrative Summary
The 2011-2012 academic year was productive for the CLAW program. In the fall, the College of Charleston hosted *The Art of History: A Symposium in Honor of Peter H. Wood*, which featured two full days of presentations and discussions in honor of Peter Wood, and a keynote presentation by Dr. Peter Wood. In March CLAW sponsored a three day conference entitled *Women, Gender, and Sexuality in the Atlantic World, 1500-present*, which drew scholars from around the world and featured keynote speaker Dr. Jennifer L. Morgan. In addition to these two major events, the program also hosted a number of public lectures, book signings, and faculty seminars.

During the course of the year, CLAW continued to expand its virtual presence through digital humanities projects such as *After Slavery* and *Charleston’s Free People of Color*, as well as regular blog postings and events announcements.

2. Personnel
With the Avery Outreach Coordinator job vacant for much of the year, CLAW was forced to rely on a combination of work from numerous individuals. Claire Fund and Heather Gilbert in the Addlestone Library and Sandy Slater from the History Department made major contributions to the program and assisted with publicity, the program’s web page, and other core functions. Additionally, we were able to hire Mary Battle to work in a part-time capacity. Ms. Battle will continue working in the 2012-2013 fiscal year.

For 2012-2013, Shelia Harrell-Roye will contribute from her position as the Avery Outreach Coordinator. Ms. Harrell-Roye’s start date is August 1, 2012.

3. Administrative Philosophy in 2010-11
This year we continued to expand our web presence, grant writing, and streamlining the organization. An important component of this expansion is a close partnership with the Lowcountry Digital Library and the After Slavery Project. LCDL and CLAW also obtained a grant from the Humanities Council SC to significantly redesign the African Passages digital project. We also continued our other outreach activities and our close partnership with the Avery Research Center. In addition, John White continued to serve on the TAH advisory project.

4. Annual Conferences
*Gender and the Atlantic World*
March 9-10, 2012
This conference focused on issues of gender and sexuality in the North Atlantic. An edited volume, showcasing the best and most innovative of paper presentations will be published by the University of South Carolina Press. Jennifer L. Morgan was the keynote speaker. For more information, please see: [http://prosper.cofc.edu/~atlantic/gender/index.html](http://prosper.cofc.edu/~atlantic/gender/index.html)

*Future conferences*
Planning continues for — Literature, Liberation, and the Law, the 39th annual conference of the African Literature Association Charleston, South Carolina, March 20-24, 2013. With conveners Simon Lewis and conference committee Abdellatif Attafi, Mary P. Battle, Viviane Bekrou, Tim Carmichael, Jack Parson, Assan Sarr, John Walsh, John White (all College of Charleston), and Deborah Gammons (Charleston School of Law). For more information see: [http://claw.cofc.edu/ala/conference.html](http://claw.cofc.edu/ala/conference.html)
5. Book Series
Sarah Owens’s book derived from the 2010 conference “Women in the Ibero-Atlantic” is coming out through LSU Press. Simon Lewis and David T. Gleeson’s two collections are their way to USC Press. *Ambiguous Anniversary* (deriving from the 2008 conference) should be out in September 2013; *Civil War—Global Conflict* (deriving from the 2011 conference) is at the copy-editing stage. Michael Thompson was awarded the 2011 Hines Prize and delivered a lecture at the Longshoreman’s Union Hall in April 2012.

6. Faculty Seminars 2011-12
October 7, 2011 Simon K. Lewis presented a seminar entitled “Olive Schreiner and New World Thought.”

7. Wachovia Public Lectures
October 20-22, *The Art of History: A Symposium in Honor of Peter H. Wood*. Thursday, October 20, film screening of *Carvalho’s Journey* by Director/Producer Steve Rivo. Friday, October 21, 2011, papers in honor of Peter Wood.

8. Co-sponsored Events and Other Activities
October 22, 2011, Race and the University Lunch lecture featuring Dr. Mark Auslander.

Upcoming events
Fall 2012, Jean-Pierre Le Glaunec, lecture on Haiti.

9. Grants Awarded and Applied for
February 2012. Received grant for roughly $6,000 from the Humanities Council SC to build the *African Passages, Lowcountry Adaptations* online exhibition.

10. Planning for 2010-11 and beyond
Other future digital scholarship projects supported by CLAW:

*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.

In the Storm So Long: Race, Labor, and Citizenship in Carolina from 1670-1970 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 series of exhibitions that feature digital 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. African Passages, Lowcountry Adaptations will be a new exhibition in this series. CLAW will also work with LCDL staff to expand digital projects for After Slavery as that project continues to grow over time.

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.

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

The department of French, Francophone and Italian Studies (FFIS) continues to grow both as a department and as two different programs. Until only recently, it used to be a department of French and Francophone Studies (FFS), but now the Italian program has been sufficiently integrated into the unit to give the department its new profile. The FFS program offers a full range of language, literature and culture classes which appropriately include the cultures and literatures of the francophone world, thus recognizing the contribution of the former French colonies to what is now known as the French cultural and literary heritage. The program also offers Business language courses. Although the Italian program does not offer a major at this time, it is a thriving unit which also includes the Italian Studies component. Both the Italian and French programs offer Literature in Translation courses.

The department recognizes that culture defined broadly is an important component of a language. The FFS’s emphasis in business language is a reflection of the status and future of language study in today’s world but also recognition of the inseparable nature of culture and language which both inform not just business practices but many areas of human endeavor. For that and other reasons, the department stresses not just language competence but cultural awareness and analysis. A new cultural studies course has been introduced to complement existing courses with cultural components. The FFS continues to offer General Education language courses and participates in the First Year Experience (FYE) courses. At every level of our undertaking, the goal is to produce a reasonably well-rounded individual with linguistic competence and cultural and global awareness. Although at a different level, the Italian program also provides visible cultural context in the courses it offers.

The study of language and literature has been the “default setting” of any foreign language program and ours is no exception. While the study of literature is vigorously pursued in our program, the breath, depth and diversity of the study helps to provide a contextualization of the French and francophone legacy which enables our students to engage in a more in-depth reflection of themselves and their own culture in the context of the larger world. It is not a surprise that of late an increasing number of our students have been exploring themes and topics in the francophone world for their special projects or senior thesis. This was also the case with students in the capstone seminar course last spring. Interestingly, more students than previous now want to study in francophone countries outside France.

Faculty in our department participate in programs and activities outside the department and some are engaged in interdisciplinary collaborative initiatives and at least three are holding administrative positions outside department while remaining active in departmental activities. Our faculties participate in the First Year Experience (FYE) and in the Convocation Conservation. They serve in college-wide committees and actively participate in the governance structure of the department. As the record of faculty accomplishments indicates, our faculties engage in research and professional activities. During the period under review, two book projects have been accepted for publication, 1 already published, 3 are in progress. In addition, 9 articles of varying qualities have been published in relatively good to very good refereed journals. Numerous other articles are in progress. Faculty members presented scholarly papers in a number of local, regional, national and international conferences.
Despite its achievements, the department is aware of its challenges. One of them is the study abroad experience which is an important component of our program. Last year we had to reject the applications of about five students for a semester in La Rochelle (LR) because of lack of space. We desperately need another site in France to cater to the growing needs of students to study abroad. What makes this need more compelling is the fact that the department has made semester abroad a requirement for all French majors although minors in an increasing number want to participate in the semester abroad program. Until another site is approved, we will continue to have more students than the present facility (LR) can accommodate. The department is eagerly hoping that the administration will approach our request for a study abroad in Avignon to complement LR.

Another problem relates to smart classrooms. The department needs smart rooms for the basic and intermediate instruction because the textbooks we use are now all web-based. We also need a line to enable us to deliver the curriculum without compromising standards. Last year, a faculty member retired but was not replaced; we lost the line. Next year, another faculty member would be leaving us due to negative tenure decision. It is imperative that we hire a replacement to avoid a break in the coverage of some core courses. Despite these challenges, we have a program we can all be proud of. Last year, 15 students participated in a summer abroad in Paris and nearly 10 students did a summer program in Morocco. We are proud of the growth of the majors (56) and near explosion in the number of declared minors (90). Faculty members will continue providing our students an enriching learning experience while engaging in productive professional development initiatives. They will continue to engage in campus-wide activities and events and make visible contribution as needed.

State of French from a National Perspective:

According to the most recent MLA enrollment survey (2006 and 2009) the study of French language in America is not in decline. If anything, it is in a fairly good shape and still remains the second most taught language in the world and the third in the U.S. behind Spanish. In the entire US, the French enrollment in 2006 was 206,426, and in 2009, the enrollment was 216,419 (4.8% increase). In the State of South Carolina, the 2006 enrollment was 4565 and 4676 in 2009, representing a modest 2.43% increase. According to the same survey data, the French program at the college of Charleston has every reason to be proud of its accomplishment. A quick glance at the table below explains why.

http://www.mla.org/cgi-shl/docstudio/docs.pl?flsurvey_results

<table>
<thead>
<tr>
<th>STATE</th>
<th>INSTITUTION</th>
<th>ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.C.</td>
<td>College of Charleston</td>
<td>1101*</td>
</tr>
<tr>
<td></td>
<td>Clemson</td>
<td>609</td>
</tr>
<tr>
<td></td>
<td>USC</td>
<td>736</td>
</tr>
<tr>
<td>Georgia</td>
<td>UGA</td>
<td>894</td>
</tr>
<tr>
<td></td>
<td>Georgia Southern State University</td>
<td>711</td>
</tr>
<tr>
<td>N.C.</td>
<td>UNC Chapel Hill</td>
<td>1064</td>
</tr>
<tr>
<td>Virginia</td>
<td>University of Virginia</td>
<td>1119</td>
</tr>
</tbody>
</table>
The data above shows that the French program at the College of Charleston is clearly a leader in the undergraduate study of French language in the Southeast. Of all the 36 institutions of higher learning in SC offering French, none comes close. In 2009, the CofC enrollment represented 32.8% of the total SC enrollment in French. The MLA data is not available but our own internal data indicates that from 2009 to 2012, the French enrollment at the College of Charleston has had an appreciable increase: from 1101 (2009) to 2384*. Of the 7 institutions in the four States mentioned above, only the University of Virginia seems to be at par with the College of Charleston. Data for the peer institutions (for French) is not easily available but it is reasonable to assume that their enrollment will not be anywhere close to French enrollment at the College of Charleston.

In terms of the emerging trend, the College of Charleston appears to be ahead of the curve. We switched from the department of French to that of French and Francophone Studies. Many are now doing that. Earlier on, we included the business language in our curriculum. Others are now doing that.

Although it does not offer a major, the Italian program at the College of Charleston is not lagging behind. The Italian enrollment in the US from 2006 (80,752) to 2009 (77368) grew at a modest rate of 3%. In the States we referenced above, the CoFC Italian enrollment of 283 in 2009 not only ranked 3rd behind USC (916 in 2009) and Clemson with (307 in 209) but showed 20.9% increase over the 2006 enrollment. The University of Georgia enrollment was 680 and Chapel Hill 584 in 2009. No other institution in the four States came any closer. Again, the data indicates that the Italian program nation-wide is enjoying a relatively healthy growth. The two programs constituting the Department of French, Francophone and Italian Studies, enjoy an enviable profile in the region.

*The AY 2011-2012 CofC enrollment is 2384. Figure cited by MLA is conceivably for a semester.

**The Program**

As has been indicated above, the relative dominance in the region of the College of Charleston French program can hardly be disputed even though it is only an undergraduate program. The satisfaction index of our former students seems to correlate with the growth in the major and minor as the table below indicates.

**French Majors and Minors: The Trend**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>47</td>
<td>66</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>46</td>
<td>60</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>47</td>
<td>65</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>50</td>
<td>79</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>49</td>
<td>75</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>52</td>
<td>77</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>61</td>
<td>76</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>62</td>
<td>60</td>
</tr>
</tbody>
</table>
Average number of degree awarded (AY 2007 – 2011): **20.7**

The Italian program has two minors: minor in Italian and minor in Italian Studies. As indicated last year, the Italian minor enrollment has not exhibited any consistent pattern except that it goes up and comes down although it reached a peak of 14 in 2012. Although the enrollment in the Italian minor has either been holding steady or zigzagging somewhat, (see the Table below) enrollment in the Italian Studies minor has been trending up from 10 in 2009 to 18 in 2010 to 19 in 2011 with an all-time high of 27 in spring 2012.

**Trend in the Italian minor**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>12</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>15</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>11</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>9</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>10</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>6</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>9</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>9</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>14</td>
</tr>
</tbody>
</table>

The problem highlighted last year regarding the challenge in recruiting qualified Italian adjusts for the elementary level courses still persists. The resultant effect is that the roster faculty cannot be freed 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 of its awareness of the reality of the job market already alluded to.

**Mission Statement:**

The department seeks to ensure sufficient knowledge base to build fluency in the major and minor and to enhance the experience of non-majors/minors by providing skills that complement their chosen fields. The department aims at promoting global awareness and cultural literacy through linguistic and cultural immersion abroad, and expanding interdisciplinary collaborations by promoting opportunities to apply language skills to other kindred disciplines in response to job market and changing needs and times.
Program Goals:

To paraphrase a recent MLA report, our goal should be to develop both the linguistic and cultural competence of our students in order to create a less ethnocentric and less patronizing global citizen less ignorant of other cultures. The mission of LCWA is “to prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society.” The program goals of FFIS identifies with both the MLA goals and the LCWA mission. The department’s program goals can be summarized as essentially providing students with language skills to cope with the challenges of an increasingly changing landscape.

The Strategic Plan of the College emphasizes the study of languages “as cornerstone of the general education program [and a means of providing] “a strong foundation for globalization efforts.” The plan also calls for “providing students the global and interdisciplinary perspectives necessary to address the social, economic issues of the 21st. century.”

The elements of the LCWA’s mission and the College’s Strategic Plan are all embodied in the mission and program goals which we thrive to attain through well-defined strategies:

- Strong undergraduate student-centered language teaching that emphasizes fluency in oral and written communications
- A broadened curricular initiative that encompasses Italy, France, and the Francophone world
- Interdisciplinary collaboration and active participation in FYE
- Focus on Business language courses that interface with the International Business program
- Study Abroad opportunities for majors and minors but required of all majors
- Language and Culture taught in the target language (French)
- High-impact learning experience exemplified in Independent Study, Bachelor’s Essays, Study Abroad, and internships (when possible), and capstone seminar.
- An Assessment instrument that outlines student learning outcomes in specific behavioral terms.
- Faculty involvement in the Global Studies program

Priorities:

The strategies listed above define the program of FFIT and basically reflect our curriculum, understandably more so in the French than in the Italian program. But they are identified priorities the pursuit of which continues to strengthen our programs.

Basic Language instruction: We place high premium on the elementary and intermediate language instruction because it is at this level the foundation is laid. The major areas of focus are class size and IT infrastructure.
• The average class size for French is 19.97 although the number is higher (about 26) in the lower level Italian courses. Even with the aid of technology, a large class size antithetical to the effective study of a foreign language. The goal is to reduce the size to 20 to make for more interaction and better learning environment.

• The absence of or inadequate supply of smart or equipped classrooms drastically work against teaching and learning given that ALL the textbooks used at these levels are web-based. The request is that all teaching at the basic level of instruction be in smart classrooms.

Upper-level Curriculum Delivery: The deliberate switch from the department of French to the department of French and Francophone Studies (FFS) and eventually to the department of French, Francophone and Italian Studies (FFIS) means a change of vision and direction. The department is running short of faculty to effectively deliver the curriculum, especially at the upper-level courses. Even in the Italian program without a major, upper-level courses are not offered as needed due to limited qualified personnel.

• Recent loss of a professor and an imminent loss of another means an added pressure on a department apparently operating on a shoestring at the upper-level instruction. The problem of shortage of staff is exacerbated by the reduced teaching load of the roster faculty due to administrative functions in other units outside the department. At the very least, the department needs three faculty lines: 1 for the Italian and 2 for the French (one of which could be a visiting line).

• There is no faculty qualified to teach the 17th century French literature or the Medieval or 16th-century French literature. Professors formally teaching them retired but were not replaced.

Semester Abroad Experience: Study abroad is the cornerstone of our program. Unless and until students go to study abroad and in our case, live with host families for an extended length of time and experience cultural immersion first hand, the goal of cultural literacy and global awareness will be hard to attain. Besides, the goal of fluency that is at the core of our mission can hardly be realized in the classroom setting alone. This is why we consider semester abroad an area of high if not critical priority.

• The department now requires study abroad program for its majors. In order to credibly enforce this requirement, the department needs a second site (Avignon) for our students in France. The department is reluctant to accept a situation where students seek alternative options that may not meet our own standards of study abroad experience.

• The Semester Program in La Rochelle (LR) has effectively maxed out. Although the LR infrastructure allows for 10 students for maximum and efficient operation, the department has been sending about 12 students on the average which makes it hard to provide varied enriching opportunities outside the campus. An unsustainable situation happened last year when the department regretfully turned down the applications of about 5 qualified students. These are motivated students we had all along strongly encouraged to study abroad!

• To address the program of limited facilities in LR, the department identified a similar program in Avignon where students who could not make LR in the fall could go in winter. Based on the interest generated in the study abroad program, we determined that two programs were
warranted. A proposal has been submitted but no reaction has been received one way or the other. The department would very much request the administration to approve the program in Avignon.

**Student Learning Outcomes:**

The department measures student outcomes of the major through two basic instruments:

- Oral Proficiency Interview (OPI) which is not required of all majors
- Capstone seminar experience also required of all majors

Inserted below is a) Rubric for Program-Level Learning Outcomes for the French program and b) the department Assessment Template:

**Rubric for Program-Level 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.

**Assessment Template for the department**

<table>
<thead>
<tr>
<th>College of Charleston Assessment Template</th>
<th>Date form Completed:</th>
</tr>
</thead>
</table>

Please copy completed form into Compliance Assist. Thank You.

**Program Name and Type** Major in French, Undergraduate Degree  
**Contact information for Program Assessment Coordinator:** Shawn Morrison  
**Email:** morrisonsh  
**Phone:** 953-4266  
**Office address:** 325 Jewish Studies Center  
**Administrative Unit director** (deans, vice presidents, etc.) receiving assessment updates: Dean Cohen

**Does this program follow specialized accreditation standards (e.g., NCATE, AACSB)?** _(Yes)_ X (No)  
**Name of the accrediting organization** ________________________________________________  
**Date of last program review for the accrediting organization** ____________________________  
**Date of next program review for reaccreditation** ________________________________

**Program/Department Mission Statement:**

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

<table>
<thead>
<tr>
<th>Assessment Plan (first two columns)</th>
<th>Assessment Report (all four columns)</th>
</tr>
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</table>
| **Program Goal or Student Learning Outcome**  
What will students know and be able to do when they complete the program? Attach Curriculum Map.  
**Assessment Method and Performance Expected**  
How will the outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment? Attach Rubric.  
**Assessment Results**  
What does the data show?  
**Use of Results**  
Who reviewed the findings? What changes were made after reviewing the results? |
<p>| | | |</p>
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<tbody>
<tr>
<td><strong>1. Graduating French Majors speak at the Intermediate-High level or higher on the ACTFL scale.</strong></td>
<td>Graduating French majors take the Official OPI test, administered by ACTFL, during their senior year. Their test will be rated by the official raters through LTI, Language Testing International. They will be rated at the Intermediate-High level or above.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Graduating French majors write at the Advanced-Mid level on the ACTFL scale (or higher).</strong></td>
<td>Faculty will use the ACTFL proficiency guidelines rubric to evaluate papers from either the capstone or another 400-level paper written during the senior’s last year. They will score at the Advanced-Low level or higher.</td>
<td></td>
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<tr>
<td><strong>3. Graduating French majors demonstrate knowledge of literary and cultural texts.</strong></td>
<td>Faculty will use the ACTFL rubric to evaluate papers from either the capstone or another 400-level paper written during the senior’s last year.</td>
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<td><strong>4.</strong></td>
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<td><strong>5.</strong></td>
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</table>

*Additional Outcomes or Comments:*

**Narrative Summary: Analysis of Department/Program**
As previously indicated, the reaction of recent graduates is clearly an important indicator of strength lack thereof. Satisfaction index as contained in the supporting data from the Academic Affairs can be summarized thus:

2010

- Overall academic experience in the department…..100%
- Satisfaction with major program of study………………..100%
- Satisfaction with instruction in the major………………..98.3%

2011

- Overall academic experience in the department…..100%
- Satisfaction with major program of study………………..92%
- Satisfaction with instruction in the major………………..97.7%

**Success in Meeting Departmental Goals:**

A measure of our success in meeting our goals is the satisfaction index as stated above. By and large, our recent graduates think that their educational experience in the department as well as the instruction received in their courses was positive. Beyond that, there are other measures:

- All our majors are now required to do a semester program abroad. Non-majors are also craving to study abroad which indicates that the courses we offer appear meaningful to them and foster their curiosity to want know more.
- Every graduating major (basically all La Rochelle alumni) is required to participate in the Oral Proficiency Interview
- Every graduating senior is required to take a capstone seminar course.
- There is sustained progress in the number students declaring French as their major
- There is a strong and steady increase in the number of students declaring French as their minor
- Curses are taught in the target language and in the upper-level courses, student-student and instructor-instructor interaction is now the norm.

**New course development/Courses Streamlined:**

- C-Courses: The 1 credit hour conversation courses (C-Courses) are being revamped and an online text being developed to addneeded web-based component to the course. A faculty member is working with Greatriver, a Digital Publishing Company for this project.
- FREN 491: Topics in Contemporary French and Francophone Cultures. The new course developed to address the curricular need for cultural studies
- FREN 313/314: French 313 is added to FREN 314 as two gateway core requirements for the Minor to inject more rigors in the program.
• FREN 363 added as one of the electives for the minor/major to provide additional choices for students and this led to a reconfiguration of 300-level electives for the major/minor.

**Distance Education (DE):**

The department has been doing some kind of a hybrid model of DE. The faculty director of the La Rochelle program, for example, teaches a portion of his course face-to-face in La Rochelle, and continues on-line when he gets back to campus. The web-based textbooks currently in use provide opportunity to have students do group work online as perhaps a prelude to an eventual DE model. However, last spring, a faculty member attended a DE workshop in preparation for an online summer teaching. The jury is still out on this pilot measure. The outcome will be addressed in next year’s Annual Report.

**Interdisciplinary Collaborative Initiatives:**

• BLFR: Business Language French minor: A new minor essentially targeting international business students needing language skills to enhance their competitiveness in the job market.

• GLTR: A new minor developed in collaboration with the International Business program specifically for language students interested in basic international business and economic courses to broaden their knowledge base and hone their competitive edge.

**Enrollment Information (trend, class size, SCH, and instructional cost):**

As has been noted elsewhere, the French language and culture enjoys a healthy enrollment that far surpasses that of many other colleges and universities in the region and beyond, including of course its peer aspirated institutions. In terms of other metrics like average class size, number of students taught by faculty type, credit hour production, the department is on sound ground.

During the last 5 years (2008 to 2012), enrollment in the department held steady the first two years, went up the third year, and has been trending up since then: 1143 (2008), 1146 (2009), 1353 (2010), 1235 (2011), 1298. Over the same period, average enrollment per class has remained at 19.97 with the highest numbers recorded at the basic and intermediate instruction. The average enrollment per class compares favorably with other language units within the department. The enrollment per class is understandably a little higher in Classics (24.77) given that they offer some of core courses in English, but in the Hispanic Studies, the number is 20.67 which is not far removed from our number. In the German and Slavic Studies where some courses are also taught in English, the average enrollment per class is 16.75, quite below our average.

In terms of distribution of enrollment per faculty, our curriculum is delivered by 69.2% of our roster faculty, the highest in the school besides the Jewish Studies program. Correspondingly, our adjunct usage is the lowest in the school outside the Jewish Studies. The low adjunct utilization appears to explain in part the strength of our program since roster faculty members are as equally involved in the lower-level as in upper-level instruction.

From fall 2010 to spring 2012, the student credit hour (SCH) produced has relatively remained stable (7533 in AY 2010-2011 and 7407 in AY 2011-2012) although there is a slight drop of SCH this past year.
But overall, from 2007 to 2011, the SCH remained either steady or slightly on the increase. In terms of direct instructional expenditure, the department’s average expenditure of $167.00 per SCH is not only in line with Classics with less number of roster faculty, but also lowers than German and Slavic Studies with even lower number of roster faculty. Both the cost per SCH as well as the average cost of instruction per FTE student of $4.98 is also lower than that of Classics and German & Slavic Studies.

**Teaching Workload:**

The workload in French has not significantly changed from what it was previously. The bulk of instruction is still taught by the roster faculty (69.2%) and adjunct dependency remains relatively low at 30.8% but the loss of a line coupled with a previous loss that was not replaced means that the workload is going to be under some strain. Another factor in the faculty workload is the involvement of our faculty in assignments outside the department. This may be an area of potential challenge in the immediate future unless there are hires at least at the visiting level to address the issue. In the Italian program, workload is an issue. The average class size is usually 26 at the basic and intermediate instruction and sometimes, the roster faculty teaches additional classes in order to cover listed courses or classes created at the last minute to meet demands. A staff request has already been made to the dean. Below is additional workload information:

- **Tenured and tenure-track faculty:** The teaching load is normally 3-3 meaning 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 2-2 or 4 courses for the department; and c) a faculty member directing the semester abroad program taught 5 courses including an express course taught in the spring.

- **Instructors and senior instructors:** As is the practice on campus, the instructors and senior instructors teach 8 hours annually. In our own case however, a faculty member with an administrative duty as director of Student Learning Center normally teaches 3-2 or 5 hours annually. A senior instructor was on a 3-3 course load due to a new administrative assignment with the WGST program.

- **Adjunct faculty:** Last year as in the year before, 6 adjunct faculty members—4 in French and 2 in Italian—taught in the department. The 4 adjunct faculties in French taught a total of 18 hours for the year. Adjunct utilization in French stays at 30% but in Italian, it is 50%. This definitely underscores the importance of a change in the staffing structure especially as the program appears to be growing.
Instructional Contribution to other programs/departments:

As in the previous year, the department is heavily invested in programs outside the department.

FYE

The following faculty member participated in the First Year Seminar (FYE) last year:

- Dr. Lisa Signori taught FREN 101 with Dr. Bill O of the History department for the Learning community last fall.
- In the previous year, Dr. Morrison and Dr. John Walsh both taught the FYE

COMPLIT

- Dr. Martine Hiers developed and taught a highly demanding Com Lit course....
- Dr. Hiers is Director of the Com Lit. program

WGST

- Dr. Alison Smith is the Associate Director of the Women’s and Gender Studies Program
- Dr. Alison Smith taught WGST 200 last fall

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.

TEDU

- FREN 341: Phonetics and Advanced Language Study
- FREN 342: Advanced Grammar

(Although taught with French rubrics, above courses are required for Teacher Education certification in French and are therefore the department’s contribution to the Teacher Education program)

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 on SNAP issues
- Dr. Alison as in previous years collaborated with the Center for Student Disabilities for coordinated activities in behalf of SNAP students.
Collaboration with Faculty of other Discipline:

- **Overseas Internship**: Discussions with Dr. David Desplaces of the School of Business to explore internship links in France leveraging his contacts.

- **Global Scholars’ program**: FFS faculty were involved in language testing and mentoring Global Scholars (which on occasion includes faculty members).

- **Versailles Screening Committee**: Department participates in the screening of candidates for a teaching assignment at the University of Versailles in France. Members include Bill Olejniczak, Amy McCandless, and Trish Ward.

- **Global Trade minor**: Collaborated with Dr. Renée Mueller in developing a new minor in Global Trade specifically for language majors.

- **Convocation Conservation**: Four of our faculty members (Alison Smith, Viviane Békrou, Lisa Signori, and John Walsh) participated in this activity.

Outreach Activities and Events:

- **Sponsored Lecture**: Collaborated with the Alliance Française of Charleston to sponsor a lecture by Rohlhac Toledano, author of *Cory: Fragrance, Power and Mondy*.

- **International Poetry Evening**: Organized by Dr. Attafi and Dr. Maggiari in behalf of the department. Poems of Jacques Prévert and Léopold Sédar Senghor featured as well as a variety of other poems, dances, and songs. Attended by College faculty and students as well as community members.

- **Molière Monologue**: Department sponsored lively and highly interactive performance on Molière’s Plays by Tim Mooney. Attended by faculty, students and community members especially, of the Alliance Française.

- **Co-sponsored Lecture**: With the department of Philosophy for the visit and lecture of Dr. Robert Zaretsky on “From Edingburg to Algiers: Hume and Camus on philosophical modesty.”

- **For the Moroccan Children**: Leadership of Dr. Attafi inspired the Alliance Française of Charleston to organize a successful fundraising event to purchase supplies for poor school children in Morocco to be delivered by cofc students on summer program in Morocco.

- **Alliance Française Film Festival**: Faculty member guest speaker at the Alliance Française Film Festival “la tête en friche.”

Student Accomplishments & Scholarships:
Students Accomplishments

<table>
<thead>
<tr>
<th>Name</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Williams</td>
<td>Outstanding Student Award</td>
</tr>
<tr>
<td>Haley Zdybel</td>
<td>Outstanding Student Award</td>
</tr>
<tr>
<td>Daniel Fuerst</td>
<td>Outstanding Student Award</td>
</tr>
<tr>
<td>Alexa Borghi</td>
<td>Outstanding Student Award</td>
</tr>
<tr>
<td>Adam Dexter *</td>
<td>Department Honors Award. Completed a Bachelor’s Essay.</td>
</tr>
<tr>
<td>Daniel Fuerst</td>
<td>French Club Award</td>
</tr>
<tr>
<td>Eliza Morrison</td>
<td>Service Award</td>
</tr>
<tr>
<td>Thomas Pavia</td>
<td>Outstanding Student Award (Italian)</td>
</tr>
</tbody>
</table>

*Adam Dexter attended a national academic conference in N.Y. an presented a juried scholarly paper

*Special Award:  Language and International Business Award:  Alexi Borghi

*Intermediate Language Achievement Award:

Certificates of recognition presented to over 30 highly performing students at the French & Italian intermediate levels.

Scholarship Awards

<table>
<thead>
<tr>
<th>Name</th>
<th>Scholarship</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peri Hipps</td>
<td>Stephanie Sheffield</td>
<td>$3300.00</td>
</tr>
<tr>
<td>Maria Tsolias</td>
<td>Stephanie Sheffield</td>
<td>$3300.00</td>
</tr>
<tr>
<td>Michelle Robles</td>
<td>Beatrice Stiglitz</td>
<td>$1400.00</td>
</tr>
<tr>
<td>Alicia Petit</td>
<td>Huguenot</td>
<td>$3100.00</td>
</tr>
<tr>
<td>Sivanna Liguori</td>
<td>Kathleen Hudson Rivers</td>
<td>$1200.00</td>
</tr>
</tbody>
</table>

Diversity among Faculty:

As indicated in last year’s report, 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 2011-2012, the department had 15 women and 6 men. The 21 faculty members in the department represent seven 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.

One issue which could potentially threaten our commitment to diversity is the denial of tenure of the only black female member of the faculty. The denial itself will not undermine our commitment to diversity if we hire a qualified replacement of more or less similar profile.
Summary Analysis of Research and Professional Development:

As indicated in the executive summary, a number of our faculties are fairly active in research and professional development. Certainly newer faculties are understandably more productive research-wise. Two books were completed last year and one book (a novel) published. One of the books completed is awaiting publication by a University Press. Four other book-length projects are in progress and one nearing completion. At least 9 articles have been published some of them in reputable refereed journals. A number of other scholarly articles are in progress. There are also quite a few other writings undertaken including encyclopedia entries, etc. Two of the faculty members in the department have interest in creative writing. Faculty members attended conferences and workshops, some local, some regional, and a few national or international and basically in each case, they presented scholarly papers.

Weakness: The weakness is that with few exceptions, quite a few faculty members are not engaging in academic research that could lead to serious publications. Some attend less conferences and request less R&D money out of deference to the younger faculty who need the funds the most. But there are those who genuinely would like to be evaluated based on their teaching and service rather than on research.

Summary Analysis of Service:

Records will show that our faculties are very active in service at different levels. In fact some our faculty members stretch themselves thin in their involvement in service. Basically every colleague is involved in the departmental governance structure although some more so than the others. Most of the faculty department-related service are student-centered—recruiting for and directing the French House, directing the French Club, supervising TA’s teaching C-courses, advising students wanting to study abroad, evaluating transcripts for courses taken abroad, evaluating courses to be taken elsewhere, directing independent projects, advising students on career options, and the list goes on. At the college level, a few serve in the faculty standing committees. Despite appearance to the contrary, those who do not serve may not have been selected to serve when they apply. Preference is usually given to newer faculty. Faculty members are either organizing international conferences or sponsoring one community event or the other or hosting invited guest speakers. Some are members of one screening committee or the other. We have faculty members directing programs and engaged in service activities related to those programs and beyond. At least two faculty members periodically engage in the time-consuming Film Festival. We have faculty playing leadership role in national organizations and we have a colleague who routinely participates in Alternative Spring Break activity outside the country. Last year, this faculty member took students to Costa Rica; the previous year it was to another Latin American country.

Weakness: The only weakness I can detect is that there are one or two faculty members who are not as active in service as the others. The only other thing is that in general, few faculties in this department enjoy high visible/high profile role in the Senate although that will change as newer faculty members get tenured.
Faculty Productivity

A. Research and Professional Development

Books

- *Free and French in the Caribbean: Toussaint Louverture, Aimé Césaire and Narratives of Loyal Opposition*, will be published by Indiana University Press (IUP) in February 2013. (Dr. John Walsh)
- *La fortezza di cristallo*. Published by the Alpine Studio in Lecco (Mi) and was commissioned by the publisher. (Dr. Massimo Maggiari)

In Progress

- *Coming of Age with an Ak-47: Child Soldiers in Literature and Film*. (Dr. John Walsh)
- *Collected Works of Toussaint Louverture*. Editor and contributor with Nick Nesbit, Laurent Dubois, and Deborah Jenson. (Dr. John Walsh)
- *Harsh Spectacle: The Mafia in Italian and American Cinema*. Completed two chapters in an on-going book project. (Dr. Giovanna DeLuca)
- D.A.F. Sade: New Approaches on the Bicentennial of his Death. Editor and contributor with Kate Parker (Norbert Scippa)

Journal Articles in refereed journals

- “Vers une revitalization du film africain par les téléfilmis des cinéastes femmes amateurs » accepted for publication by Nouvelles Etudes Framcophones, 2011. (Viviane Békrou)
- Mirrors in the Text in Amélia Nothomb’s Mercure.” Accepted for publication by *Studies in 20th & 20st. Century Literature* (Lisa Signori)
- “Quilts, Coverlets, and Customs, as Depicted in Old French Texts,” has been accepted for publication by The South Carolina Modern Language Journal. (Dr. Robyn Holman)
- “Césaire Reads Louverture: The Haitian Revolution and the Problem of Departmentalization.” *Small Axe* (Marsh 2011) A peer-reviewed journal on Caribbean literature. (Dr. John Walsh)
- “ Toussaint’s Mémoire” (an earlier version of the chapter in the book) appeared in the latest volume of the *Journal of Haitian Studies (JHS 17.1)* (Dr. John Walsh)
- "Toussaint Louverture at a Crossroads: The Mémoire of the First Soldier of the Republic of Saint-Domingue". *Journal of Haitian Studies, 17* (1). (Dr. John Walsh)
- “From Western to Gangster: The Evolution of a Genre” Published last May by *Le Tribun International des Langues Vivantes*, a French journal. (Dr. Giovanna DeLuca)
- “Mediterraneanism and Ironic Postmodern Nostalgia in Sergio Rubini’s Puglia” Accepted for publication by the peer-reviewed *Journal of Italian Cinema and Media Studies* and the publication is forthcoming. (Dr. Giovanna DeLuca)
• “Seeing Anew: Children in Italian Cinema, 1944 to the Present” will appear in a forthcoming The Italian Cinema Book. (Dr. Giovanna DeLuca)
• “Sufism in Cette aveugle absence de lumière” Accepted for publication in Nouvelle Etudes Francophones, a peer reviewed journal. (Dr. Abdellatif Attafi)

Conference Presentations
• Chaired a session, “Birth of a Nation,” at the conference of the Society for French Historical Studies. Charleston, South Carolina: Spring 2011. (Dr. Robyn Holman)
• South Carolina Foreign Language Teachers Association Annual Conference, “NCATE Assessment Results: Now What?” South Carolina Foreign Language Teachers’ Association, Columbia, SC. (February 2012). (Dr. Shawn Morrison)
• The annual American Associates of Teachers of Italian (AATI) conference held in Erice, Sicily. (Dr. Giovanna DeLuca)
• The Canadian Society of Italian Studies conference in Venice. (Dr. Giovanna DeLuca)
• An invited speaker at the University of Bologna (title of the lecture: “La mafia secondo il cinema americano” and Université Paris Ouest, Nanterre La Defense (Paris). (Dr. Giovanna DeLuca)
• An invited speaker at the annual International Women’s Forum of Bologna where you gave a lecture entitled “Mafia in the Movies: Stars and Martyrs.” (Dr. Giovanna DeLuca)

Other Publications/Achievements
• “Official program reviewer for ACTFL/NCATE. (Lead Reviewer each fall and spring for 2 – 3 national program assessments for the National Council for the Accreditation of Teacher Education. (Dr. Shawn Morrison)
• Consultant for ACTFL for the Professional Teaching Assessment Project. (Spring)(Aligned ACTFL/NCATE Standards with new Rubrics for PTA) (Dr. Shawn Morrison)
• NCATE Board of Program Reviewers (Dr. Shawn Morrison)
• Committee member, College-Wide Assessment Committee (Dr. Shawn Morrison)
• Presenter at the South Carolina Foreign Language Teacher Association’s Annual Conference. “NCATE Assessment Results: Now What?” (Dr. Shawn Morrison)
• Edwidge Danticat’s Create Dangerously: The Immigrant Artist at Work, to the PMLA, (Dr. John Walsh)
• “The Artist and her Ghosts,” which includes analysis of Danticat’s debt to Albert Camus
• Essay on the Congolese novelist, Alain Mabanckou, will appear in Francophone Afropean Literatures, edited by Dominic Thomas and Nicki Hitchcott, and published by Liverpool University Press. (Dr. John Walsh)
• Essay on Toussaint’s Mémoire (an earlier version of the chapter in the book) appeared in the latest volume of the Journal of Haitian Studies (JHS 17.1) (Dr. John Walsh)
• Attended technology training sessions and done tutorials here on campus on Windows 2010, Power Point 2010, and OAKS (Dr. Allison Smith)
• Attended a language instruction workshop offered by Pearson publishing company in the Charleston area. (Dr. Allison Smith)
• Presented and introduced the film The Diving Bell and the Butterfly (Le scaphandre et le papillon) and led the question and answer session following the film. (Dr. Allison Smith)

• Served as a reviewer for the journal Frontiers: A Journal of Women Studies, a publication of Arizona State University. (Dr. Allison Smith)

• Invited Manuscript Reviewer or Referee, "Mosaic," University of Manitoba, Canada. (February 2011 - December 2012). (Dr. Lisa Signori)


• “Dubrovnik, A Medieval Crossroad” is scheduled to appear in volume 44 (2011) of the Journal of Croatian Studies. (Dr. Anna Ballinger)

• “Dubrovnik, A Medieval Crossroad” is scheduled to appear in volume 44 (2011) of the Journal of Croatian Studies. A collection of articles on George Deem for publication and are awaiting response. (Dr. Anna Ballinger)

• “Taste and Smell in the Works of Marquis de Sade." (Dr. Norbert Scippa)

• “Les Vies de Soéde”, for the Eighteenth-Century Fiction and reviewed another article, “Renouncing the Taboo Mother in Sade’s Juliette”. (Dr. Norbert Scippa)

• Contributing to the Encyclopedia of Cultural Anthropology of Africa with two entries of 1000 words each on the Berbers (now accepted) and another one on the Rif Wars of 1920 (still under review). Dr. Attafi work on the theme of immigration in Ben Jelloun’s work is on-going. (Dr. Abdellatif Attafi)

• Participated in one-week intensive Technology Workshop to learn Distance Education (Dr. Godwin Uwah)

Grants Received

• From the Global Scholas Program, College of Charleston, awarded $2,000.00 to work on an article. (May 2011 - June 2011). (Dr. Lisa Signori)

• From the Faculty R&D, College of Charleston, awarded $500.00 to work on an article. (Dr. Lisa Signori)

• From LCWA, College of Charleston, awarded $1,000.00 for summer research. (Dr. John Walsh)

• From Department R&D, College of Charleston, awarded $1500.00 for summer research. (Dr. John Walsh)

B. Service

• Department

• Member, Department Advisory Committee and Departmental Assessment Committee (Dr. Robyn Holman)

• Chair, Department’s Research and Development Committee (Dr. Robyn Holman)

• Advisor for French majors (Dr. Shawn Morrison)

• Advisor for students seeking teaching certification in foreign languages (Dr. Shawn Morrison)

• Advisor, National French Honor Society (Dr. Shawn Morrison)
• Sole writer of report on Foreign Language Education program for NCATE for the College of Charleston (Dr. Shawn Morrison)
• Coordinator, 100-Level French courses, French Department (Dr. Shawn Morrison)
• Curriculum Committee, French, Francophone & Italian Studies Department (Dr. Shawn Morrison)
• A review of a proposal from Focus Publishing making recommendations for a new intermediate level textbook in Francophone Studies (Dr. John Walsh)
• Developed a cultural studies course: Topics in Contemporary French and Francophone Cultures /FREN 491 (Dr. Godwin Uwah)
• Coordinating the intermediate French courses and assisting in the use of the web-based text. (Dr. Abdellatif Attafi)
• Co-chaired the group that worked on requiring study abroad of our majors. (Dr. Abdellatif Attafi)
• Faculty advisor for students studying in France or any other French-speaking country (Dr. Abdellatif Attafi)

• College
• Program Director, M.Ed. in Languages (Annual report to follow) (Dr. Robyn Holman)
• Member, Graduate Council (Dr. Robyn Holman)
• Member, Interdisciplinary Linguistics Minor Committee (Dr. Robyn Holman)
• Served on three faculty panels for promotion/tenure/instructor review in the Department of Hispanic Studies (included writing evaluative letters) (Fall 2011) (Dr. Robyn Holman)
• Chair, exit (=portfolio evaluation) committee for 6 graduate students (Dr. Robyn Holman)
• Advised approximately 35 graduate students (Dr. Robyn Holman)
• Supervised a graduate assistant (Dr. Robyn Holman)
• Committee Member, College-Wide Assessment Committee (Dr. Shawn Morrison)
• Department of German and Slavic Studies Member (Dr. Shawn Morrison)
• Assessment committee for SACS, Department of FFIS.
• Faculty Sponsor (Dr. Shawn Morrison)
• French Honor Society organize and facilitate initiation ceremony (Dr. Shawn Morrison)
• Senior Instructor Review (Dr. Shawn Morrison)
• Serving in the Committee on General Education Committee (Dr. John Walsh)
• Attended College wide functions like Convocation and Commencement ceremonies. (Dr. John Walsh)
• Serve in the working group chaired by Simon Lewis for hosting of the African Literature Association meeting in Charleston next year. (Dr. John Walsh)
• Offer mentoring and guidance to the Spanish adjunct (Alison Zaubi) taking over the Spanish SNAP courses College (Dr. Allison Smith)
• Coordinator of the Conversation courses (C-Courses) (Dr. John Walsh)
• Training French colleague to teach the 101-102 French SNAP courses as needed. (Dr. Allison Smith)
• ILSA Small Grants Committee (those who serve on the committee are known for “excellence in teaching” (Dr. Allison Smith)
• Women’s and Gender Studies executive committee (Dr. Allison Smith)
• Enhance expertise in the field of learning disabilities. (Dr. Allison Smith)
Informally mentor faculty in areas of pedagogy, observing classes and offering suggestions should they request that I do so. (Dr. Allison Smith)

Helped to organize a lecture co-sponsored by the English Department of a renowned Italian writer and journalist, Andréa di Robilant. (Dr. Giovanna DeLuca)

Advising International Business students with French option (Dr. Godwin Uwah)

Director of Language and International Business Program (Dr. Godwin Uwah)

Contact person/Advisor for students going to Strasbourg Business School (Dr. Godwin Uwah)

Developed Business Language Minor (BLFR) (Dr. Godwin Uwah)

Collaborated with International Business to develop Global Trade minor (Dr. Godwin Uwah)

Member, screening committee for selection of Versailles Teaching Assistants (Dr. Godwin Uwah)

Constantly reviewing and evaluating Transfer Credits for the Admissions and Registrar’s Office (Dr. Godwin Uwah)

Leadership in coordinating LCWA activities such as Selections for the Awards Ceremony (Dr. Godwin Uwah)

French Club, Student Org Advisor (Non-Professional Org), Other. Advise the activities of the French Club. (Dr. Lisa Signori)

Bachelor’s Essay Advisor. (Dr. Lisa Signori)

Comparative Literature Steering Committee, Committee Member. (Dr. Lisa Signori)

International Studies Committee, Committee Member, Member. (Dr. Lisa Signori)

Serving on the Library, Committee. (Dr. Lisa Signori)

Faculty Senate, Faculty Senate Service, Member. (Dr. Lisa Signori)

Convocation Conservation, Faculty Volunteer. (Dr. Lisa Signori)

Directing the Comparative Literature Program. (Dr. Martine Cuvillier-Hiers)

CPLT Study Abroad for summer 2011, other. (Dr. Martine Cuvillier-Hiers)

Alliance Française de Charleston, Liaison. (Prof. Bridgette Codron)

Planning of Foreign Languages Final Exam Reviews, Director FLTL. (Prof. Bridgette Codron)

Alliance Française de Charleston, Secretary-Book Club. (Prof. Bridgette Codron)

Alliance Française de Charleston, Webmaster. Wrote a web page for AF site (Prof. Bridgette Codron)

Director of the French House. (August 2007 - Present). Recruiting residents of the French house and co-organizing cultural events pertaining to the house. (Ms. Viviane Bekrou)

Serve on the Faculty Curriculum Committee (Dr. Anna Ballinger)

Serve in the department R&D committee and the Advisory Committee. (Dr. Norbert Sclippa)

Last Spring, served as a replacement advisor for students wishing to study abroad (Dr. Norbert Sclippa)

Serve as editor of “Congress Sad,” an online journal. (Dr. Norbert Sclippa)

Served as a SURF evaluator for the School of Languages, Cultures and World Affairs and the department Library liaison. (Dr. Norbert Sclippa)

Member of the department advisory committee (Dr. Abdellatif Attafi)

Community

Organized three well-attended Italian cultural events in Charleston. (Dr. Massimo Miggiari)

Co-organized a World Poetry event at the Alumni Hall with a colleague where poems from different parts of the world were read in different languages. (Dr. Massimo Miggiari)
• National/Regional
  • Organizer and host of the American Association of Italian Studies (AAIS) annual conference for the year 2012. (Dr. Giovanna DeLuca)
  • Organized “Cinema Italiano: Southern Perspectives” last year which involved securing the support of several key outside sponsors. (Dr. Giovanna DeLuca)
  • Participated in the Alternative Break projects, which took me and a group of ten students to an agriculturally sustainable organic farm in Costa Rica spring (2012). (Dr. Allison Smith)
  • Participated in the Alternative Break projects, which took me and a group of ten students to an agriculturally sustainable organic farm in Costa Rica spring (2012). (Dr. Allison Smith)
  • Igbo Interpreter for Telelanguage (paid consulting) (Godwin Uwah)
IV. Plans for the next three years:
- A fully functioning second study abroad program in France, preferably in Avignon.
- Overseas internship program for our majors and minors
- Teaching all basic and intermediate courses in fully equipped smart classroom
- Develop one additional Cultural Studies courses
- Assume regional leadership role based on our strength
- Hire a person of international stature for the Francophone African literatures and cultures
- Work with International Studies and African American Studies programs to explore creative collaborative projects
- Offer a literary and/or cultural (or hybrid) course in English for wider campus audience
- Hire two faculty members preferably on visiting lines one for Italian and one for French.

Resources Required:
- For a semester program in France (Avignon), all that is required is the approval of the program. Usually, program is basically revenue neutral unless we open it up to students from other schools.
- The hire for a professor of stature for the Francophone African literature and cultures will come from an existing line. (From a professor who’s denied tenure).
- Hiring for the Italian program and for French is about overdue. The resource required is that of two visiting lines.
- Resources for converting ordinary rooms to smart rooms should come from the IT budget. Presumably IT is aware of this problem.
- Other priorities do not require any additional resources other than ‘faculty time.”

Concluding Remarks

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

School of Languages, Cultures & World Affairs

Department of German & Slavic Studies

2011 – 2012
College of Charleston

Prepared by:
Dr. Nancy Nenno, Chair
Sabine Hagn-Ford, Office Manager

31 July 2012
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</tbody>
</table>
I. **NARRATIVE DESCRIPTION OF THE STATUS OF THE DISCIPLINE FROM A NATIONAL PERSPECTIVE (INCLUDING EMERGING ISSUES AND TRENDS)**

**GERMAN AND GERMAN STUDIES**

Despite the well-publicized closing of several German programs in universities across the nation, the discipline continues to do well, particularly in states such as South Carolina. The Modern Language Association of America continues to list German as one of the top three most-studied languages in the United States. In that organization’s publication, *Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2009*, \(^1\) it was reported that:

- between 2006 (94,264) and 2009 (96,349) there was modest (2.2%) increase in the number of students studying German (report, page 20)
- South Carolina continues its modest increase in language Course Enrollments (2.9% between 2006 and 2009) (Table 3b, p. 23)
- Undergraduate enrollments in German at four-year institutions continue to maintain the position of third among the most popular languages learned (Table 2a, p. 21)

<table>
<thead>
<tr>
<th>Undergraduate Enrollments (Four-Year Institutions)</th>
<th>Graduate Enrollments</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>515,688</td>
<td>582,336</td>
</tr>
<tr>
<td>French</td>
<td>162,705</td>
<td>199,959</td>
</tr>
<tr>
<td>German</td>
<td>75,967</td>
<td>79,671</td>
</tr>
<tr>
<td>Italian</td>
<td>51,790</td>
<td>64,344</td>
</tr>
<tr>
<td>Japanese</td>
<td>38,545</td>
<td>50,497</td>
</tr>
<tr>
<td>Chinese</td>
<td>26,914</td>
<td>41,782</td>
</tr>
<tr>
<td>ASL</td>
<td>21,613</td>
<td>33,550</td>
</tr>
<tr>
<td>Latin</td>
<td>22,695</td>
<td>30,250</td>
</tr>
<tr>
<td>Arabic</td>
<td>8,194</td>
<td>8,690</td>
</tr>
<tr>
<td>Russian</td>
<td>20,208</td>
<td>21,721</td>
</tr>
<tr>
<td>Greek, Ancient</td>
<td>14,444</td>
<td>16,265</td>
</tr>
<tr>
<td>Hebrew, Biblical</td>
<td>9,014</td>
<td>8,557</td>
</tr>
<tr>
<td>Portuguese</td>
<td>6,964</td>
<td>9,029</td>
</tr>
<tr>
<td>Hebrew, Modern</td>
<td>7,693</td>
<td>8,497</td>
</tr>
<tr>
<td>Korean</td>
<td>4,835</td>
<td>5,687</td>
</tr>
<tr>
<td>Other languages</td>
<td>19,237</td>
<td>25,845</td>
</tr>
<tr>
<td>Total</td>
<td>1,040,297</td>
<td>1,170,538</td>
</tr>
</tbody>
</table>

| % Change | NA  | 4.8 | NA | 11.6 | -67 | 15.7 |

Study abroad patterns as reported by IIE (Institute of International Education) indicate that in the 2010-11 academic year, 9458 German students studied at a US University, with the US being the 12th most favored country in which to study for Germans.\(^2\) Nationwide, according to the Report of the Modern Language Association’s *Job Information List*, the number of positions for German instructors has remained fairly steady at around 11% of all advertisements for university jobs in foreign languages published in the *JIL*.\(^3\)

---


Statewide, the College of Charleston and the Citadel represent one of the three hubs of German-language instruction in South Carolina.\(^4\)

In their 2011 paper “German as a Foreign Language. Strategy Paper for the U.S.A., 2011” by Daniel Hamilton and Michael K. Legutke,\(^5\) the authors perceptively note that there are factors beyond the control of educators in the fluctuation of enrollment patterns:

> Moreover, some challenges exist at the federal level. The U.S. government attaches importance to the education of multilingual global citizens, but this general appreciation of multilingualism does not lead to concrete measures that could counteract widespread monolingualism in the United States. The budget of the largest national foreign language program was recently cut in half; further cuts seem inevitable. One must also consider that the promotion of language teaching by the U.S. government could be described as a zero sum game. New funding for one language is usually deducted from that of another, while at the same time government grants for foreign language teaching in general are stagnating or are declining. In addition, there are also other federal government initiatives in education, for example the No-Child-Left-Behind Act, that push back the teaching of foreign languages even further. (p. 2)

South Carolina is a major trading partner of Germany\(^6/7\), which may explain, to some extent the strong interest in German at the College of Charleston.

**Russian AND Russian STUDIES**

It is a well-known fact that Russian has again been designated a critical language\(^8\) by the Department of State. This also provides students with scholarship opportunities to study in a country of the target language under the auspices of the Bureau of Education and Cultural Affairs.\(^9\)

---


\(^8\) “The U.S. Government has designated all Flagship-supported languages as “critical languages” because the national need for trained speakers in those languages exceeds the number of bilingual speakers available. These languages are also critical for U.S. national security and economic competitiveness.” Available at [http://www.thelanguageflagship.org/students-a-parents/critical-languages](http://www.thelanguageflagship.org/students-a-parents/critical-languages). Accessed 24 July 2012.

In addition, as RussNet.org notes, “within Russia itself there are myriad opportunities for Americans who know Russian. American law firms, businesses and consulting firms expand almost daily and they all need employees with a knowledge of the Russian language.”10 Some statistics offered by this website:
- Russian is the native language of some 150 million citizens of the Russian Federal Republic.
- It is one of the five official languages of the UN, and ranks with English, Chinese, Hindi, Urdu, and Spanish as a major world language.
- Russian remains the unofficial lingua franca of the former Soviet republics, an indispensable communications tool across all of the Caucasus and Central Asia.
- Russian is a major language for scientific publication, and it is an increasingly important language for business and trade as Russian institutions, both public and private, integrate with their European and American counterparts.11

Trends in education include more blended learning courses, often connecting US-based students with students at Russian universities.12 According to the most recent report on Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2009,13 nationwide enrollments in Russian have increased from 24,845 in 2006 to 26,883 in 2009, an increase of 9.2% (p. 16).

Three main centers of Russian language instruction exist in the state, with the College of Charleston being the only institution of higher education in the Low Country to offer this language.

According to the Report of the Modern Language Association’s Job Information List, the number of positions for Russian instructors has increased between 2006-07 from 2.4% of advertisements published by more than 100% to 4.8% in 2010-11.14

Study abroad patterns as reported by IIE (Institute of International Education) indicate that in the 2010-11 academic year, 4,692 Russian students studied at a US University, with the US being the 25th most favored country in which to study for Russians.15

II. PROGRAM

A. MISSION STATEMENT

The Department of German and Slavic Studies seeks to provide students with a broad range of courses, degree programs, study abroad opportunities and internships to develop proficiency and cultural literacy in German and Russian. The department’s mission is to prepare all students for success as professionals and for life-long critical engagement as global citizens through the study of language, literature, and media as an integral part of the liberal arts education.

Approved 3 May 2012

B. PROGRAM GOALS AND THEIR RELATIONSHIP TO THE COLLEGE’S STRATEGIC PLAN

The opening paragraph of the revised Strategic Plan for the College of Charleston (30 July 2010) clearly states that “The study of languages remains a cornerstone of the general education program and provides a strong foundation for globalization efforts” and that “[t]he College’s graduates are able to cross traditional academic boundaries to analyze and solve complex problems; their educational experiences have been deepened through an examination of the languages, history and cultures of the world” (Strategic Plan16, p. 2). These are core values of the Department of German and Slavic Studies as the mission statement demonstrates.

In addition, the programs in the department seek to fulfill aspects of Goal 3: Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century (SP, p. 12) by:

- providing multiple and diverse opportunities to intern and/or study abroad
- demonstrating “advanced achievement levels in language study” through mandatory proficiency testing of majors (German) and voluntary participation in the National Russian Essay Contest
- increasing cooperation with programs in International Business and International and Intercultural Studies
- encouraging the active participation of all roster faculty as mentors in the Global Scholars Program (to date, all roster faculty and one adjunct faculty member have received this designation)

C. STRATEGIES AND TACTICS IN THE COLLEGE’S STRATEGIC PLAN THE DEPARTMENT WOULD PLACE AS HIGHEST PRIORITIES

Strategy 1: Enhance the undergraduate academic core.

- This strategy, particularly the “[e]mbed[ding of] global competencies into general education and major requirements by 2013,” resonates with the goals and strategies of the Department.
- “Support foreign language initiatives that combine language skills with study of global cultures and world affairs as well as professional education, intensify introductory and intermediate language courses and expand instruction in strategic languages.”
- “Provide each student a personalized experience that integrates classroom learning with at least two of the following: research and creative activities, civic engagement, study away, internships and peer education.”

**Strategy 3:** Develop and support a highly qualified, diverse and stable base of faculty and staff
- “Increase number of roster faculty lines by 100 (by 2017) to facilitate growth of innovative academic programs, to enable modest increase in faculty research with significantly expanded opportunities for both undergraduate and graduate students to engage in research with faculty mentors and to enhance personalized attention to each student.”
- “Reduce adjunct dependency from 30 percent to below 15 percent by 2017.”
- “Make adjunct pay fair, reasonable and competitive by 2012.”

These two tactics are particularly important in the School of Languages, Cultures and World Affairs, where 40.8% of courses are taught by adjuncts. In German and Russian, this figure is slightly less, but still pedagogically unsound, at 35.2%.

**Strategy 7:** Provide appropriate, up-to-date facilities and infrastructure to support and enhance academic programs and co-curricular opportunities for students.
- “Build, renovate and maintain classrooms and studios that allow for a variety of class sizes and teaching and learning styles.”

**Strategy 8:** Engage with local, national and international constituents to leverage higher education for a stronger South Carolina.
- “Expand study abroad opportunities for students through bilateral and consortium agreements, College programs abroad and joint-degree programs with foreign universities by 2015.”
- “Expand number of international faculty teaching and conducting research at the College of Charleston through bilateral exchanges and visiting professorships by 2015.”

D. STUDENT LEARNING OUTCOMES OF THE PROGRAM
To date, only the German program within the Department, as the only program that offers a major, has developed a set of Student Learning Outcomes for the program. The instrument chosen by the German Program for assessing students’ proficiency is the international Goethe-Institute Proficiency Exams which are based on the Common European Framework of Reference for Languages (CEFR) and examines students’ proficiency in 5 major skill areas: reading comprehension, listening comprehension, writing, speaking and grammatical accuracy.

As written in the Assessment Template for the German Major, 15 May 2012, the projected outcomes for students majoring in German are as follows:

<table>
<thead>
<tr>
<th>Program Goal or Student Learning Outcome</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduating German majors read at the B1 level.</td>
<td>Graduating German majors take the Goethe test during their senior year. They read at the B1 level on the exam. They fully understand important information provided in newspaper articles, statistics and everyday descriptions, without any basic misunderstandings or gaps in basic comprehension.</td>
</tr>
<tr>
<td>2. Graduating German majors write at the B1 level</td>
<td>Graduating German majors take the Goethe test during their senior year. They write at the B1 level on the exam. They write logical private or semi-formal messages, such as letters or e-mails.</td>
</tr>
<tr>
<td>3. Graduating German majors speak at the B1 level.</td>
<td>Graduating German majors take the Goethe test during their senior year. They speak at the B1 level on the exam. They report on something, make a suggestion or agree on something in everyday situations in German.</td>
</tr>
</tbody>
</table>

**Examinations were held in 2011-2012: 29 October 2011 (B1) & 17 February 2012 (B1, C1)**
III. NARRATIVE SUMMARY AND ANALYSIS OF DEPARTMENTAL AND PROGRAM ACCOMPLISHMENTS

A. Curriculum

Unusual course offerings:

- GRMN 390.01 African Diaspora in German-Speaking Europe (Fall 2011)
- GRMN 498.01 Portrait Brochure for the German Friendly Society of Charleston (connected student and faculty with local German-American organization) (Spring 2012)
- RUSS 331.01 Business Russian (course designed to complement the program in International Business) (Fall 2011)

Commentary: Strengths of our faculty include the diversity of their interests and expertise, their willingness to work one-on-one with students on projects, and their entrepreneurial attitude towards curriculum development.

First Year Experience:

- Freshman Seminar 133: A Window Into Russia (Fall 2011 and Spring 2012)
- Learning Community 20: GRMN 101 and LTGR 250 Games Culture Play: Sports in German Culture and Beginning German (Fall 2011)

Commentary: In the area of FYE, although faculty have actively participated in training and the creation of freshman seminars and Learning Communities courses, several of the Learning Communities have had to be cancelled due to low enrollments in the two courses. We will continue to work with the director of the First Year Experience to explore more fruitful course/disciplinary links.

Distance education or hybrid course offerings:

- Distance education and hybrid courses are notoriously difficult to make effective in foreign language acquisition at the elementary and intermediate stages. The closest course we have on offer is Prof. Stephen Della Lana’s GRMN 320 Internship in Germany which runs in the summer for students seeking credit for their participation in the Cultural Vistas (formerly CDS International)—College of Charleston Summer Internship Program in Germany.

Departmental or program contributions to interdisciplinarity, internationalization/globalization, personalized education and high impact student experiences (such as research and creative activities, civic engagement, study away, internships, peer education and service learning)

- Both programs actively encourage our intermediate and advanced students to study or intern in the target culture at least once during their course of study. Some take the opportunity to do so more than once.
  - The German Program offers several bilateral programs through the Office of International Education (University of Tübingen, University of Bamberg, Management Centre Innsbruck in conjunction with the School of Business, as well as the summer internship program.
  - The Russian Program has successful mounted a May Evening Study Abroad in Russia for three years. The faculty also work actively with students to help those seeking semester- or year-long study abroad opportunities at Russian universities.
  - Personalized education in the department regularly takes the form of independent studies. In 2011-2012, the following independent courses were offered:
    - GRMN 496.01 (Fall 2011): Novels of the 20th Century
    - GRMN 498.01 (Spring 2012): Portrait Brochure
    - RUSS 390.02 (Fall 2011): Works by Mikhail Bulgakov
    - RUSS 390.03 (Fall 2011): Cinema for Russian Conversation
Changes in departmental or program enrollments

- Departmental course offerings remained steady, with only one increase in the number of courses offered in Spring 2012 in the lower division Russian program.

- Program enrollments also held to previous years’ trends, although enrollments in both German and Russian lower-division courses in Fall 2011 increased, by 16% and 14% respectively.

Departmental workload productivity

The workload in the Department is organized around the two-tiered system of roster faculty: Tenured/Tenure-Track (3 courses/semester) and Senior Instructor/Instructor (4 courses/semester). Adjuncts in both programs teach courses on an as-needed basis. Workload trends remained steady with only minimal changes in the percentages for each group. One defining factor for the German program is the need for adjuncts to carry out most instruction at the lower-division levels of language teaching in order to allow roster faculty to teach courses required for the major and the minor. The Russian program has been able to be more flexible in the assigning of Literature in Translation courses, and one adjunct regularly offers a RUSS 150 course. Nonetheless, it is still incumbent on the single roster faculty member to deliver the upper-level curriculum designed for minors in Russian Studies.

Commentary: In order to increase the number of students who are taught by roster faculty, additional lines are crucial for both programs.

Instructional Costs

No significant changes.

Summary of student/and or graduate accomplishments

- Graduates in AY 2011-12
  - 13 Majors in German: 1 summa cum laude, 3 magna cum laude, 1 cum laude
  - 6 Minors in German
  - 6 Minors in German Studies
  - 11 Minors in Russian Studies
  - 4 students graduated having earned the Global Scholar Designation

- Proficiency Exams (German)
  - In Spring 2012, 4 students took the B1 level of the Goethe-Institut exam.
  - In Spring 2012, 1 student took the C1 level of the Goethe-Institut exam.

- Current Graduates:
  - Palmer Conrad (Dec 2011) is a Brand Management Intern at Rawle Murdy, Charleston, SC.
  - Brandon Ellis (Dec 2011) is Waterfront Manager at Concordia Language Villages, Bemidji, MN.
  - Lauren Gantt (2012) accepted a position at MW Manufacturing Corp, Spartanburg, SC
  - Aubrey Luria (2012) is currently interning at MW Manufacturing Corp, Spartanburg, SC
  - Joseph Redding (2012) has started the MBA program in International Business at CofC.
  - Benjamin Simpson (2012) accepted a position at Update Legal in New York, NY.
• 10 students of German were initiated into the College of Charleston Chapter of Delta Phi Alpha (the National German Honor Society), Iota Pi on 27 March 2012.

• In Spring 2012  
  o 33 students were working towards the Major in German  
  o 30 students were working towards the Minor in German  
  o 14 students were working towards the Minor in German Studies  
  o 35 students were working towards the Minor in Russian Studies

• 8 students are participating in the College of Charleston—Cultural Vistas Summer Internship in German in Summer 2012.

• 4 students were awarded German Program scholarships for study abroad in Germany.

• 2 students of German started working during the Spring for Bibliolabs, a company on East Bay Street founded and run by College of Charleston alumni.

• Study abroad 2011-12  
  o 4 students of German are currently studying at an institution in Germany (Spring/Summer 2012).  
  o 6 students accompanied Prof. Oksana Ingle on the Russian Maymester Study Abroad program.

• 22 students of Russian participated in the National Russian Essay Contest

B. Curricular Assessment Activities
During the 2011-2012 academic year, faculty in the German Program, which has the only major in the Department, worked with Associate Dean Shawn Morrison to:
  • develop and articulate course-level learning outcomes for each of the courses in the major and minor.  
  • analyze the data from the Goethe-Institut exams administered since 2003 as the first step in the new assessment process.
The Assessment Template is attached and begins on page 12 of this report.

C. Faculty Diversity
As there has not been any allocation of additional roster lines, there has been no opportunity to pursue diversity in faculty recruitment.

D. Summary Analysis of Research and Professional Development Productivity
Department faculty, both tenured/tenure-track, senior instructors and adjuncts continue to pursue scholarly and professional development opportunities during the academic year and over the summer. Some highlights include:
  • 2 faculty members published articles in refereed and highly-respected journals  
  • 2 faculty members had articles published in other venues (as chapters in books)  
  • 3 faculty members participated in professional review activities, including editorial work  
  • 1 faculty member was invited to present to various groups on campus  
  • 3 faculty members presented at regional, national and international conferences  
  • 2 faculty members participated in professional development workshops both regionally and internationally
Commentary: One obvious weakness is that the departmental budget allocation for travel and research does not cover the expenses of scholars whose research requires travel outside of the continental U.S. This results in some faculty choosing to eschew conference attendance in order to allow junior faculty to benefit from the meager funds available.

E. Service beyond the Department
Over the academic year 2011-2012, roster faculty served the College and the community in a variety of ways.

On the level of the department and the School, the five roster faculty members served as:
- liaisons to various offices and units
- coordinators of student extra-curricular activities
- faculty advisors to clubs and honor societies
- participants in convocation and/or commencement
- proficiency exam coordinator

At the College-wide level, every single roster faculty member participated in faculty governance as members of committees, 2 in leadership positions. Six major faculty committees are represented in the Service section of the Departmental FAS report.

On a national level, one roster faculty member served a two-year term as the President of the regional branch of the National Organization.

Commentary: Clearly, one of the strengths of the faculty in the Department is a sense of responsibility to the various communities to which we belong and of duty to participate in self-governance. This might also be construed as a weakness as it often prevents faculty from pursuing other, currently more respected and valued aspects of the profession.

F. Outreach Efforts

30 Sept-1 Oct 2011 The German Program hosted the annual meeting of the South Carolina chapter of the American Association of Teachers of German (AATG).

3 November 2011 The German Program hosted “The Magic of the Miracle” with German magician, Martin Lübke, in collaboration with the Goethe-Zentrum, Atlanta.

Spring 2012 Multicultural Disability Film Series (co-organized by Dr. Morgan Koerner).

28 March 2012 Reception for German Companies and Students in INTB and GRMN.

Commentary: Faculty in the department consistently seek opportunities to collaborate with other departments or institutions in presenting public events. Their efforts are often stymied due to the fact that the department has only half-time administrative assistance, the operating budget is small, and the time commitment involved can be considerable. A full-time administrative position would alleviate much of the burden on faculty in a variety of areas, including in outreach efforts.

G. Departmental Professional Development Opportunities
These exist only insofar as such opportunities are supported as much as possible through the budgets for Travel and Research. In Summer 2011, one faculty member received funds to pursue summer research on an article.
H. Success in Meeting Goals (Departmental, School, College)
   • We have (almost) succeeded in ensuring that every graduating senior in German takes the language proficiency exam (at least the B1) during the 2 semesters prior to graduation.
   • We continue (unsuccessfully) to advocate with the administration for an additional line in German and in Russian to counteract the heavy reliance on gifted but inadequately remunerated adjunct faculty.

I. Planned Curricular Development
   • Both programs intend to continue developing courses for both General Education students as well as majors and minors that draw connections to other degree programs on campus, much as they have already done with International Business and International Studies.
   • Imperative in this effort is the allocation of additional faculty lines to these programs to continue to foster growth and bring in new ideas.

J. Curricular development or other Program Changes for 2012-2015)

What curricular development or other major changes in the program are planned for the next three years? Briefly, what resources are required to implement these?

   • The German Program is planning to revisit the requirements for the German Studies Minor. No new resources required.
**SUPPORTING DATA**

**K. Student (and recent graduate) accomplishments**

**GRADUATES IN THE DEPARTMENT OF GERMAN AND SLAVIC STUDIES, SUMMER 2011-SPRING 2012**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Major in German</th>
<th>Minor in German</th>
<th>Minor in German Studies</th>
<th>Minor in Russian Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUMMER 2011</strong></td>
<td>Youlia Milenkova</td>
<td>Emily Dyer</td>
<td>Palmer Conrad</td>
<td>Daniel Hanf</td>
</tr>
<tr>
<td><strong>DECEMBER 2011</strong></td>
<td>Palmer Conrad</td>
<td>Alex Holden</td>
<td>Brandon Ellis</td>
<td>Ashlyn Spilis</td>
</tr>
<tr>
<td></td>
<td>Brandon Ellis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aubrey Luria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPRING 2012</strong></td>
<td>Matthew Armstrong</td>
<td>Necco Ceresani</td>
<td>Cassandra Falk</td>
<td>Matthew Armstrong</td>
</tr>
<tr>
<td></td>
<td>*</td>
<td>Joshua Falter</td>
<td>Sarah Gantt</td>
<td>Genavieve Brumsted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>William Holt</td>
<td>James Martin</td>
<td>Dmitriy Gorin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Haley Horkey</td>
<td></td>
<td>Laurin Gravowsky</td>
</tr>
<tr>
<td></td>
<td>Matthew Armstrong</td>
<td></td>
<td></td>
<td>Rebecca Jankowitz</td>
</tr>
<tr>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td>Denis Kats</td>
</tr>
<tr>
<td></td>
<td>Sarah Gantt</td>
<td></td>
<td></td>
<td>Jessica Latham *</td>
</tr>
<tr>
<td></td>
<td>Amy Graichen</td>
<td></td>
<td></td>
<td>Eliza Morrison</td>
</tr>
<tr>
<td></td>
<td>James Martin</td>
<td></td>
<td></td>
<td>Bryton Sparling</td>
</tr>
<tr>
<td></td>
<td>Ethan Mauldin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Joseph Redding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Benjamin Simpson *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Christopher Thomas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mark Wiersma *</td>
<td></td>
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</tr>
</tbody>
</table>

* indicates student who also completed all requirements for the Global Scholar Designation

**Graduating Student Awards**

* Outstanding Student of German * Ethan Mauldin
* Benjamin Simpson

* Jozef Modzelewski Memorial Award * Matthew Armstrong
**Students studying abroad 2011-2012** (on both CofC-affiliated programs and independent institutions)

- Lauren Bader
  - Universität Bamberg
  - Spring 2012
- Jonathan Black
  - Goethe Institut
  - Summer 2012
- Bridgett Elstad
  - Goethe Institut
  - Summer 2012
- Chelsea Montgomery
  - Universität Bamberg
  - Spring 2012

**Students on the College of Charleston-Cultural Vistas Summer Internship Program in Germany, Summer 2012**

- Ashley Blankenship
  - Zitadelle Spandau
  - Berlin
- Logan Combee
  - Schwan Stabilo
  - Heroldsberg
- Celena Courchaine
  - Europäisches Akademie MV
  - Waren (Müritz)
- Sonja Eisl
  - Berlin Adler Football
  - Berlin
- Stuart Gilreath
  - Klinik Rechts der Isar
  - Munich
- Andrew Gossenreiter
  - Earthfaves
  - Saarbrücken
- Julie Lench
  - St. Josephs Klinik (urology)
  - Lennestadt
- Ashley Sears
  - Cityslang Records
  - Berlin

**Scholarship recipients in the German Program**

- Lauren Bader, German Major
  - Elizabeth Anne Eady Memorial Travel Scholarship
- Jonathan Black, German Major
  - Elizabeth Anne Eady Memorial Travel Scholarship
- Logan Combee, German Major
  - Deutscher Brüderliche Bund Travel Award
- Chelsea Montgomery, German Major
  - German Friendly Society Travel Award

**Students who participated in the 13th Annual National Post-Secondary Russian Essay Contest**

- Shaun Abrams
- Hannah Albenesius
- Matthew Armstrong
- Samantha Ashikari
- Sara Beekman
- Stephen Boags
- Mary Chapman
- Dmitriy Gorin
- Iryna Hunko
- Maxwell Hyska
- Rebecca Jankowitz
- Denis Kats
- Oxana Kibitkina
- Richard Meabon
- Eliza Morrison
- Vasilly Nam
- Carter Rhea
- Meghan Riddle
- Mary Roughgarden
- Anna Shulman
- David Smart
- Bryton Sparling

**All other supporting data is available through the IR reports and the FAS Departmental Annual Report**
**Program Name and Type:** German Major, Undergraduate  
**Contact information for Program Assessment Coordinator:** Shawn Morrison, Associate Dean, LCWA.  
**Email:** morrisonsh@cofc.edu  
**Phone:** 953 4266  
**Office address:** 325 Jewish Studies Center  
**Administrative Unit director** (deans, vice presidents, etc.) receiving assessment updates: Associate Dean  

**Does this program follow specialized accreditation standards** No  

**Program/Department Mission Statement:** The Department of German and Slavic Studies seeks to provide students with a broad range of courses, degree programs, study abroad opportunities and internships to develop proficiency and cultural literacy in German and Russian. The department’s mission is to prepare all students for success as professionals and for life-long critical engagement as global citizens through the study of language, literature, and media as an integral part of the liberal arts education.  

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

### Assessment Plan (first two columns) | Assessment Report (all four columns)

<table>
<thead>
<tr>
<th>Program Goal or Student Learning Outcome</th>
<th>Assessment Method and Performance Expected</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| What will students know and be able to do when they complete the program? Attach Curriculum Map. | How will the outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment? Attach Rubric. | Out of the 13 majors who graduated during the 2011-2012 school year, 3 were rated at the target level in reading, 9 were rated above the target level, and 1 did not take the exam.  
*As of 2012-2013, the exams are required of all majors.* | Faculty in the German program reviewed the findings. The data from 2008-2012 indicates that the majority of our graduating majors passed the B1 level of the Goethe-Institut's language proficiency exam in reading. Faculty will continue to monitor and experiment with implementing reading strategies at the General Education level. |

1. Graduating German majors read at the B1 level.  

Graduating German majors take the Goethe test during their senior year. They read at the B1 level on the exam. They fully understand important information provided in newspaper articles, statistics and everyday descriptions, without any basic misunderstandings or gaps in basic comprehension.  

*As of 2012-2013, the exams are required of all majors.*
<table>
<thead>
<tr>
<th></th>
<th>Graduating German majors write at the B1 level.</th>
<th>Graduating German majors take the Goethe test during their senior year. They write at the B1 level on the exam. They write logical private or semi-formal messages, such as letters or e-mails.</th>
<th>Out of the 13 majors who graduated during the 2011-2012 school year, 3 were rated at the target level in writing, 9 were rated above the target level, and 1 did not take the exam.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*As of 2012-2013, the exams are required of all majors.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td>Faculty in the German program reviewed the findings. Although the data from 2008-2012 indicates that the majority of our graduating majors passed the B1 level of the Goethe-Institut’s language proficiency exams closer analysis of the scores in writing suggest that focusing on strengthening this skill at the level of the General Education courses would enhance the skills displayed by our majors.</td>
</tr>
<tr>
<td></td>
<td>Graduating German majors speak at the B1 level.</td>
<td>Graduating German majors take the Goethe test during their senior year. They speak at the B1 level on the exam. They report on something, make a suggestion or agree on something in everyday situations in German.</td>
<td>Out of the 13 majors who graduated during the 2011-2012 school year, 3 were rated at the target level in speaking, 9 were rated above the target level, and 1 did not take the exam.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*As of 2012-2013, the exams are required of all majors.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td>Faculty in the German program reviewed the findings. Although the data from 2008-2012 indicates that the majority of our graduating majors passed the B1 level of the Goethe-Institut’s language proficiency exams in speaking. Faculty will continue to monitor and experiment with implementing speaking strategies at the General Education level.</td>
</tr>
<tr>
<td></td>
<td>Graduating German majors are at the B1 level in listening comprehension.</td>
<td>Graduating German majors take the Goethe test during their senior year. They comprehend oral texts at the B1 level on the exam. They understand the details of important information conveyed in conversations, public announcements and radio reports.</td>
<td>Out of the 13 majors who graduated during the 2011-2012 school year, 3 were rated at the target level in listening, 9 were rated above the target level, and 1 did not take the exam.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*As of 2012-2013, the exams are required of all majors.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td>Faculty in the German program reviewed the findings. Although the data from 2008-2012 indicates that the majority of our graduating majors passed the B1 level of the Goethe-Institut’s language proficiency exams in listening, closer analysis of the scores in listening suggest that focusing</td>
</tr>
</tbody>
</table>
II. The Department of German and Slavic studies has been assessing the majors in German with the Goethe exam since 2004. They have been assessing the students in Reading, Writing, Listening, and Speaking. The exam has not been required for graduation; it will be required beginning with the spring 2013 graduating class. Data from the years 2004 – 2011 shows that 72 students took the exam; 58 were at or above the expected level (81%), and 14 were below the expected level (19%).
### III. German courses that meet General Education requirements

<table>
<thead>
<tr>
<th>GERMAN Courses</th>
<th>Program Course</th>
<th>Assessment Measures</th>
<th>Results and Use for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency</strong></td>
<td><strong>Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I (Research and Communication in Multiple Media and Languages)</td>
<td>GRMN 202 Intermediate German</td>
<td>Tests and compositions</td>
<td>Students who pass the course are able to communicate at the basic level in German.</td>
</tr>
<tr>
<td>II (Analytical and Critical Reasoning)</td>
<td>GRMN 315 Advanced German Reading</td>
<td>Written analyses of texts.</td>
<td>Students who use this course for General Education credit are exposed to authentic sources in their original language. They are able to use their analytical and critical reasoning skills in German. Faculty design assignments and assessments to evaluate improvement of this competency.</td>
</tr>
<tr>
<td>III (Historical, Cultural, and Intellectual Perspectives)</td>
<td>GRMN 325 Contemporary Issues</td>
<td>Exams and presentations</td>
<td>Students who use this course for General Education credit are exposed to authentic sources in their original language on German. They are able to use their analytical and critical reasoning skills through another language. Faculty design assignments and assessments to evaluate improvement of this competency.</td>
</tr>
<tr>
<td>IV (International and Intercultural Perspectives)</td>
<td>GRMN 472 Studies in German Cinema</td>
<td>Analytical Projects</td>
<td>Students who use this course for their general education credits are able to use multiple media sources to analyze and understand cultural perspectives using German. Faculty monitor student performance of this competency.</td>
</tr>
<tr>
<td>V (Personal and Ethical Perspectives)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI (Advanced Knowledge and Skills in Major Area of Study)</td>
<td>GRMN 490 Special Topics</td>
<td>Evaluation of analytical paper and presentation.</td>
<td>Students who use this course for their general education credit are able to read great works of literature in German that have shaped the perspectives of other cultures in their original language. Faculty create assignments and assessments that monitor progress.</td>
</tr>
</tbody>
</table>
I. Narrative Description of the Status of the Discipline from a National Perspective

Preparing graduates to be competitive candidates for employment in the modern global economy is central to the mission of any responsible and relevant higher education institution. Demographic trends and their impact on the economy, particularly here in the U.S., clearly reflect the enormous value of our Department of Hispanic Studies in equipping our students for their future careers. Consequently, the strong demand for and importance of providing all levels of Spanish and Portuguese instruction will persist at colleges and universities nationwide, and the Department of Hispanic Studies, LCWA and the College of Charleston must continue to prepare and respond strategically and in accordance with proven pedagogical approaches.

According to the Pew Hispanic Center’s statistical portrait of Latinos in the U.S. based on the 2010 U.S. Census, of the 309 million residents in the U.S. at the time, approximately 51 million or 16.4% were Hispanic, or approximately one of every six persons. In the decade of 2000-2010, the Hispanic population in the U.S. increased by 15.5 million, or from 1 in 8 persons to 1 in 6. Besides passing African Americans as the largest minority group in the year 2000, the Latino population continues to grow despite the persistently weak U.S. job market that has curtailed immigration. The Pew Hispanic Center also projects that by 2015 the Hispanic population will account for approximately 29% of all U.S. residents, or nearly 1/3 of the population. Currently, Mexico is the only country of the 21 Spanish-speaking nations in the world with more Hispanic residents than the U.S.

The Selig Center for Economic Growth at the University of Georgia reports that Hispanic purchasing power in the U.S. exceeded $1 trillion in 2010, and by 2015 it is expected to advance to $1.5 trillion or approximately 11% of the nation’s total buying power. The U.S. Hispanic market currently reflects a larger GDP than the economies of all but 14 countries world-wide.

According to Market Segment Research, approximately 60% of U.S. Hispanics speak Spanish all the time, with another 33% speaking Spanish at least 50% of the time. Only 4% of U.S. Hispanics claim to never speak Spanish. Hispanics spend an average of 17.3 hours per week watching Spanish language television, 12 hours listening to Spanish language radio, 1.6 hours reading Spanish language magazines and 1.2 hours reading Spanish language newspapers; compared with 11.6 hours watching English language television, seven hours listening to English radio, 1.7 hours reading English magazines and two hours reading English newspapers.

Worldwide, there are approximately 400 million native speakers and 500 million who know how to speak Spanish. A native language in 21 countries, Spanish is also the second most natively spoken language in the world (2nd only to Mandarin Chinese), the 3rd most commonly used language on the Internet (behind English and Mandarin), and one of the six official languages of the United Nations and is an official language of the European Union and Mercosur.
Demographic trends statewide also reinforce the crucial relevance of our Hispanic Studies program at the College of Charleston: South Carolina’s Hispanic population more than doubled in the past decade, and in August 2005 a University of South Carolina study observed Hispanics in S.C. with an approximate annual purchasing potential of more than $2 billion, 80% of which is spent within the State. The Palmetto State is currently the 5th fastest growing state in the nation for Hispanic buying power, and 41% of S.C. Hispanics are homeowners.

From 2000-2007, S.C. had the second largest growth rate of Hispanics in the U.S. (45.5%), and the first in the year 2008, according to the U.S. Census Bureau. The University of South Carolina’s Consortium for Latino Immigration Studies estimates that upwards of 500,000 Hispanics may reside in S.C., or approximately 11.11% of the Palmetto State's 4.6 million people. In addition, 76% of S.C. Hispanics speak Spanish at home.

Such national and regional demographic trends are clearly reflected in not only the matriculation of students in our basic Spanish language program, but also in the record number of majors and minors: approximately 500 total in the 2011-12 academic year.

National trends also indicate that the demand for Portuguese language instruction is on the rise and due mainly to the extremely important, economic powerhouse to our south: Brazil. The International Monetary Fund, World Bank and CIA World Factbook all cite Brazil as the 6th largest economy in the world behind only the U.S., China, Japan, Germany and France. Students in the U.S. pursuing International Studies, Business, Finances, Economics and Marketing are increasingly recognizing the important advantage that knowing Portuguese affords them for their future careers.

Portuguese is the 7th most natively spoken language in the world with approximately 220 million native speakers and 240 million persons who speak Portuguese.
The aforementioned demographic and economic trends are in turn impacting significantly the related language enrollment trends at four-year colleges. According to a report published by the Modern Language Association of America in December 2010 (http://www.mla.org/pdf/2009_enrollment_survey.pdf), in the seven-year period between 2002-09, undergraduate enrollment in Spanish increased by 16.8% and in Portuguese by 42.2%.

II. Program

The mission of the Department of Hispanic Studies is to offer students and the community a broad range of courses and programs to develop language competence, a global perspective, and an understanding of the Spanish and Portuguese languages, literatures and cultures of the Hispanic and Lusophone worlds. More specifically, the department aims to:

- Ensure that students at the College of Charleston acquire sufficient knowledge of the language to build proficiency.
- Enhance the education of students who are not Spanish majors by providing them with language skills that complement their chosen major.
- Teach understanding and appreciation of Hispanic and Luso-Brazilian cultures, and provide knowledge about the literary and intellectual achievements of these worlds.
- Provide opportunities for study abroad in areas where Spanish and Portuguese are spoken.
• Play a leading role in the internationalization of the College of Charleston curriculum.

• Provide opportunities for students of Spanish to use their skills in the community in service learning and internship environments.

• Prepare majors and minors for success as professionals in career fields related to Spanish.

• Work with the School of Education to prepare Spanish language teachers both substantively and pedagogically for the South Carolina school system.

• Promote articulation between secondary schools and the College in the teaching of Spanish.

• Provide opportunities for continuing study of Spanish at the graduate level for language teachers and other professionals.

• Provide students with the opportunity to study the effects that language has in all disciplines and everyday situations through the Interdisciplinary Linguistics Minor Program.

• Provide students of LACS and LACS and European Studies concentration (within the International Studies program) an introduction to the region from an interdisciplinary perspective.

The College of Charleston’s Strategic Plan summarizes five "goals" (http://www.cofc.edu/pv_obj_cache/pv_obj_id_6A56DBB5A27E1DF65FAE689B813B264E05BD4300/filename/gatewaystogreatness.pdf), four of which are directly linked to our department’s own mission and aforementioned objectives:

• Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning.

• Develop or enhance nationally recognized undergraduate, graduate and professional programs in areas that take advantage of our history, culture and location in Charleston and contribute to the well-being of the region.

• Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century.

• Establish and promote a vibrant campus-life atmosphere dedicated to education of the whole person through integration of curricular and co-curricular or extracurricular activities.
Our service learning (Spanish 400, offered each spring) and internship courses afford students invaluable "experiential learning" opportunities in our local Charleston communities while engaging students with the growing Hispanic population, and thereby contributing to the "well-being of the region." Beyond these courses, our department’s multiple student groups (Spanish House/Casa Hispana, Spanish Club, Portuguese Club and National Collegiate Hispanic Honor Society) execute various activities that connect students in meaningful ways while complementing our academic programs. Poetry recitals, language conversation tables, films, cultural festivals, sponsored guest lectures, among other activities, help "establish and promote a vibrant campus-life atmosphere" as outlined above by the College Strategic Plan.

Finally, underlying every course taught in Hispanic Studies—from basic language through advanced courses in linguistics, literature, civilization and culture—is an intrinsically interdisciplinary approach of instilling with our students the perspectives necessary for addressing effectively the many issues they will confront regionally and globally upon graduation. From Portuguese 101 through Spanish 490, language is interwoven with related culture, history, politics, business, economics and society. Hispanic Studies has always been the quintessential, fertile ground for cultivating these global, interdisciplinary perspectives, a mission we continue to fulfill as demonstrated in the success of our graduates who not only succeed in graduate studies in the discipline, but who also secure various opportunities both in the U.S. and abroad: See http://spanish.cofc.edu/alumni-corner/index.php for some examples.

Program student learning outcomes are an important indicator of our graduates’ preparation and the effectiveness of our programs. In refining our ongoing assessment of student learning outcomes in accordance with a more standardized, institutional approach in the spring of 2012, the Department of Hispanic Studies has articulated the following program goals:

1) Graduating Spanish majors will speak at the intermediate-high level or higher on the ACTFL (American Council on the Teaching of Foreign Languages) scale (see http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf);
2) Graduating Spanish majors will write at the advanced low level of the aforementioned ACTFL scale;
3) Students will recognize the main periods, movements, authors and genres of Hispanic literature and interpret the same;
4) Students identify and explain linguistic characteristics of Spanish and demonstrate knowledge and apply the main concepts of phonology, morphology and semantics and syntax.

Related assessment tools were applied systematically at the conclusion of the spring 2012 semester, and the corresponding data was sent as a separate, detailed report in May 2012 to the Associate Dean of the School of Languages, Cultures and World Affairs. The Department of Hispanic Studies plans to compare these results with subsequent years to gauge the reliability and consistency of the data and determine if certain program adjustments should be made. However, the immediate results of the recent assessment of program student learning outcomes were the following:

1) LCWA will continue to explore the possibility of requiring all majors to study abroad;
2) Hispanic Studies in conjunction with LCWA will determine which of the ACTFL Oral Proficiency Interview test-takers had a study abroad experience prior to the testing;
3) Hispanic Studies will discuss and consider the possibility of adjusting certain pre-requisite rules to optimize student preparation, although additional years of assessment data are necessary to make this definitive determination.

III. Narrative Summary and Analysis of Departmental or Program Accomplishments

The Department of Hispanic Studies continued to offer a dynamic program via a large corps of very experienced, diverse and highly qualified faculty members during the 2011-12 academic year: 16 adjunct professors and 26 roster faculty, 42 total, representing 12 different countries, excluding the U.S. As outlined ahead, we consistently and actively engaged students both inside and beyond the classroom, we generously collaborated with other departments and programs through the offering of FYE Seminar and Learning Communities, Honors, LACS, Linguistics, M.Ed. and SNAP courses, and we directed College of Charleston study abroad programs, among numerous other important academic-related activities and accomplishments throughout the 2011-12 academic year. And this was all done while our department matched History as the department with the lowest instructional costs at the College (not necessarily a "point of pride," but a reality). The Department of Hispanic Studies and its faculty are ambitious, innovative and we continued to demonstrate initiative and flexibility with our programs and remarkably diverse curriculum while maintaining the ultimate goal of adequately preparing our students for the modern global community.

As noted earlier, the offering of two courses, an internship (Spanish 390, Dr. Verlinden) and a service learning class (Spanish 400, Dr. Rodríguez-Sabater) during the fall and spring semesters respectively, exemplified the "experiential learning" referred to in one of the goals of the College’s Strategic Plan. Both courses engaged students with our local Hispanic community through various medical, legal, educational and tourist contexts.

In addition to several FYE Learning Communities in both Portuguese and Spanish courses (taught by Professors Colomina-Garrigós, Luci Moreira and Jose Moreira), our department also offered an FYE seminar entitled "The History of Latinos/as in the U.S." by Dr. Breidenbach in both the fall and spring semesters.

Further reflecting our responsiveness to curricular flexibility and the academic interests of our Spanish majors and minors, Hispanic Studies offered three special topic courses (Spanish 490) during the 2011-12 academic year: Creative Writing in Spanish, Postmodernity and Globalization in Contemporary Spanish American Fiction and Contemporary Spanish Fiction taught by Drs. Carrillo-Arciniega, Colomina-Garrigós and Fraser respectively. All three courses served to present students with unique angles and skill-sets within the discipline that are not normally addressed in depth within the regular Spanish major/minor curriculum.

In the fall of 2011, and thanks to the related initiative of Dr. Félix Vásquez, the College approved our new Business for Language Minor in Spanish, a program that was established to diversify our department's curriculum and 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. The program was officially launched in the spring of 2012.

Finally, HISP also continued its generous contributions to other programs: Latin American and Caribbean Studies (LACS 101, Verlinden, Fall 2011; Owens, Spring 2012), the Honors Program (HONS 381, Latin American Film & Literature, Owens, Fall 2011), the Linguistics Program (LING 125, Breidenbach, Fall 2011 and Spring 2012); and the M.Ed. program (Span 603, Rodríguez-Sabater, Fall 2011; Span 690, Martínez-Gibson, Spring 2012; Span 682, Weyers, Spring 2012), SNAP basic Spanish language courses (Zaubi, Fall 2011 & Spring 2012).

**Enrollment**

**Statistics for overall HISP student enrollment**

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<tbody>
<tr>
<td>Portuguese</td>
<td>81*</td>
<td>75*</td>
<td>66*</td>
<td>60*</td>
<td>77*</td>
<td>72*</td>
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<tr>
<td>Spanish</td>
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<td>2512</td>
<td>2879</td>
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**Course Sections Offered**

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<tbody>
<tr>
<td>Portuguese (lower)</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portuguese (upper)</td>
<td>2*</td>
<td>1*</td>
<td>1*</td>
<td>2*</td>
<td>1*</td>
<td>1*</td>
<td>2*</td>
<td>1*</td>
<td>1*</td>
<td>1*</td>
<td></td>
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<tr>
<td>Spanish (lower)</td>
<td>83</td>
<td>82</td>
<td>94</td>
<td>87</td>
<td>99</td>
<td>90</td>
<td>89</td>
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<tr>
<td>Spanish (upper)</td>
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<td>40</td>
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<td>43</td>
<td>34</td>
<td>40</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>42</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 representing 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, in AY 2011-12 our department regularly over-enrolled the majority of our language classes, not just the lower (101-202) levels. However, in August 2011, the Chair of Hispanic Studies conducted a nation-wide survey to determine course caps for elementary and intermediate Spanish language courses. The results were insightful: of the 10 colleges and universities in S.C. that provided feedback, the College of Charleston had the highest course cap in the state with 26 students per basic Spanish language class. The lowest was Furman University with 18. The average cap for all S.C. colleges and universities was 20, which meant that the College of Charleston exceeded substantially the statewide average. For the 129 colleges and universities outside of S.C. that responded to the survey, the average cap per class was 23.91 for elementary language classes and 23.07 for intermediate. Again, the College of Charleston’s cap of 26 exceeded both averages. As a result of this survey and additional justifications, the Dean of LCWA approved the lowering of the cap to 24 for all basic language courses effective fall 2012 semester. This is a positive step, although in light of the extremely low SCH expense for courses in Hispanic Studies (see section on "Instructional Costs" below), we do hope to decrease this cap further so that the College of Charleston can eventually boast what the Strategic Plan aims for this institution: "the Southeast’s leading public liberal arts and sciences university." Furman is doing this with caps of 18 students per basic language course, and we should strive for at least the same.

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 do so in its own advanced courses. If we use ADFL’s "optimal number" of 15 as the prescribed cap for these courses, however, we find that generally HISP has still not succeeded, despite saving the College substantially on "instructional costs" as noted below in the section with the same name. For example, during AY 2011-12, all Spanish 313 (Spanish Composition) courses were offered with an average of 18 students enrolled per class, with some swelling to 20, particularly during the spring 2012 term, which is five students per class above ADFL’s recommendation of 15. For the civilization and culture classes during the fall of 2011, a 25 cap was permitted for each section, which is 10 above ADFL’s recommended cap. However, starting in the spring of 2012, all civilization and culture courses were capped at 22 as a small step toward improving student learning experiences and outcomes in those classes.

HISP will make further incremental steps in preparation for the spring 2013 semester to optimize the instructional effectiveness as articulated by such leading professional organizations as ADFL and ACTFL. Hopefully the College of Charleston 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 students. It is therefore imperative that our thriving HISP programs—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 with lower caps to accommodate our students.
Statistics for Spanish Majors and Minors

College of Charleston

Programs in Spanish

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<tbody>
<tr>
<td>Spanish Majors</td>
<td>133</td>
<td>144</td>
<td>127</td>
<td>123</td>
<td>134</td>
</tr>
<tr>
<td>Spanish Minors</td>
<td>150</td>
<td>225</td>
<td>220</td>
<td>315</td>
<td>368</td>
</tr>
</tbody>
</table>

As the number of our majors has remained relatively steady over the past five years, our Spanish minors have grown by 145% from the spring of 2008 to the spring of 2012. Such program growth demands increased resources to maintain the integrity of the program, yet HISP continues to operate on an infrastructure--both in terms of faculty and financial support--that is based on the 2007-08 AY program.

Although there are several potential factors contributing to this impressive surge in minors, the most predominant is that students are acutely aware of the national and regional trends noted in this report’s introduction, and they recognize Hispanic Studies as an invaluable complement to any career. Another factor is that our HISP faculty members do an exemplary job communicating the proven benefits of the discipline to students in the basic language program. It is also reasonable to anticipate that the growth of the Spanish minor will likely impact our department’s number of majors within the next two years as some minors will inevitably convert to the Spanish major. Such statistics reflect the critical role that Hispanic Studies has in supporting the international education goals of the College of Charleston’s strategic plan, and our department takes this responsibility very seriously despite not receiving the desperately needed support to respond to our program growth.

Departmental Workload Productivity

Over the past 15-20 years, the College of Charleston’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 heavy reliance on adjunct faculty. The College administration has repeatedly asked why tenured and tenure-track HISP faculty generally do not teach basic language courses, suggesting 1) that these same professors prefer to teach only upper-level classes and 2) the College considers important the instruction of lower-level courses by tenured and tenure-track roster faculty. However, the current allocation of faculty lines in our department effectively complicates the assignment of tenured and tenure-track faculty to 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 for students. This coupled with the fact that 38% of our faculty members are adjunct professors—the majority cannot 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 by many of us to teach the basic language courses. In addition, and because of program growth and related needs, many of our tenured and tenure-track faculty shoulder three course preparations per semester. And because these three preparations are for upper-level courses—which require significantly more time than the basic language classes—HISP tenured and tenure-track faculty are taxed for time, especially when factoring in demands for research and service.

As mentioned in last year’s annual report, the only feasible way to increase opportunities for tenured and tenure-track HISP faculty to teach basic language courses, and thereby alleviate course preparations, is to replace several of our adjunct positions with permanent lines, preferably tenure-track. Doing so would not only address the upper-level course burden on faculty and assist HISP with the urgent demands of an impressively growing program, but it would 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 62% 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 successful Portuguese language program that, as indicated by the statistics in the previous "Enrollment" section, is successful in larger part because of the dedication of Dr. Luci Moreira, Associate Professor, and Mr. Jose Moreira, Adjunct Professor. However, it is a flawed approach to expect one permanent faculty member to build and sustain a program, despite one’s efforts. Portuguese continues to find itself at an important juncture within the overall mission of international education at the College, especially in light of Brazil’s strong economic presence in this hemisphere. As previously noted, Portuguese language and its cultures will continue to be of great interest and importance for years to come, especially in a business/economic context. Therefore assisting our current faculty members’ efforts to develop further our Portuguese program is an important next step that would be assisted with a joint departmental appointment: HISP/Business, for example, or HISP/Political Science. Such an appointment would also alleviate some of the workload for Dr. Moreira.

**Instructional Costs**

For FY 2010-11, the Delaware Cost Data shows that for "Hispanic Studies" the expense of $175 per student-credit-hour was the average for our peer institutions. At the College of Charleston for that same year, the per student-credit-hour cost for Hispanic Studies was $129, or $46 less than our peers. In fact, of all the departments at the College of Charleston, Hispanic Studies is tied with History for the lowest per student-credit-hour instructional cost. In FY 2009-10, Hispanic Studies was the sole department at the College of Charleston with the lowest per SCH expenditure at $122. Not only does Hispanic Studies continue to offer the most economical
program at the College of Charleston, but our department’s inordinately low per-SCH expenses
coupled with tremendous HISP program growth and unsustainable roster faculty workload
justify additional investment in tenure-track faculty for our exceptional program, namely in the
form of three additional lines as mentioned previously.

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 noted previously in "Enrollment."
However, and despite our low SCH costs, HISP has been very conscientious in monitoring
student enrollment and adjusting schedules accordingly to ensure classes are near enrollment
capacities. This includes merging and cancelling courses that are grossly under-enrolled, which
was indeed done in AY 2011-12. Such efforts have clearly had a positive impact on the
cost-effectiveness of our programs, but this low cost has come at the expense of pedagogically
unsound capacity limits for the majority of our courses offered. Yet we will take the necessary
incremental steps to assist the College with meeting the goals of its strategic plan.

Another factor contributing to the low SCH price in Hispanic Studies, and as noted previously, is
our over-reliance on adjunct faculty who constituted approximately 38% of our department’s
professors in 2011-12; but taught 51% of our department’s classes. No other department in
LCWA relies on adjunct faculty as much as Hispanic Studies, yet we house the largest LCWA
program.

There are numerous problems with over-reliance on adjunct faculty, and it has nothing to do with
the exceptional quality of instruction and qualifications of the adjunct faculty currently employed
by HISP. 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, many adjunct
professors are constantly searching for alternate job opportunities that provide greater security.
In the past two years, for example, a total of eight HISP adjunct faculty members (approx. 50%
of our adjunct corps) departed the College for other opportunities. One of the departing adjunct
professors submitted his/her resignation 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. And given the growth of our
program, this employment model hampers greatly the College's overall strategic plan.

Student Accomplishments

Robert Butler (Spanish 2011) was awarded a Goizueta Foundation Scholars Endowment for his
graduate studies (M.Ed. in Languages at CofC) in the School of Education, Health and Human
Performance.

Spanish minor Levi Vonk was a finalist for a Truman Scholarship in the spring of 2012, and he
was also awarded a staff position with the Student Action for Farmworkers program:
http://www.saf-unite.org/content/about-us
In the spring of 2011, Meredith G. Clark (Spanish 2002) defended her Ph.D. in Spanish at the University of Texas-Austin.

In the fall of 2011, Spanish Major Stacy Calhoun received an international scholarship from the Benjamin Gilman Foundation to study abroad in Costa Rica and Panama.

Dylan Kornegay (Spanish 2011) was recipient of the ExCel "Community Impact Award" on April 4, 2012.

Justin Lyons (Spanish major) and Catherine Marshall (Spanish minor), were recipients of the Student Action for Farmworkers Summer Internship for 2012: http://www.saf-unite.org/content/fields-internship

Emily Williams (Spanish 2012), was recipient of a six month "Sowing Seeds for change Fellowship" (helping with health care issues): http://www.saf-unite.org/content/sowing-seeds-change-fellowship

Faculty Diversity

In many respects, the Hispanic Studies faculty in 2011-12 exemplified diversity: 25 females and 18 males, and 12 different countries of origin. Our department has enjoyed much success in recruiting and hiring a diverse faculty.

Faculty Research and Professional Development Activity

Books

Raúl Carrillo-Arciniega

Novel


Benjamin R. Fraser

Scholarly


Scholarly

Scholarly


**Scholarly**


**Textbook**


**Luci L. Moreira**

**Textbook**


**Articles in Refereed Journals**

**Emily S. Beck**


**María Colomina-Garrigós**

Colomina-Garrigós, María (2011). "Paratextualidad y metaficción como discurso contestatario a la lógica capitalista en Mano de obra de Diamela Eltit" and was published in Confluencia 27.1: 2-15.

**Raúl Carrillo-Arciniega**

Benjamin R. Fraser


Carmen Grace

Luci L. Moreira


Sarah E. Owens


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

Benjamin R. Fraser


**Critical book introduction**

Fraser, B. R. (2011). "Introducción crítica.". In Ed. B. Fraser., *La urbanización decimonónica de Madrid: textos de Mariano José de Larra y Ramón de Mesonero Romanos*. (Doral, FL: Stockcero), xiii-xxxix.

**Elizabeth A. Martínez-Gibson**


**Sarah E. Owens**


**Silvia Rodríguez-Sabater**


**Andrew M. Sobiesuo**

*Encyclopedia Entries*


Other Editorial/Review Activities

Emily S. Beck
Invited Manuscript Reviewer or Referee, Renaissance Quarterly. (September 2011 - December 2015).

Invited Manuscript Reviewer or Referee, Bulletin of Spanish Studies. (November 2010 - December 2015).

Lola D. Colomina-Garrigós
Invited Manuscript Reviewer or Referee, Letras Hispanas: Revista de Literatura y Cultura. (May 2012 - June 2012).

Invited Manuscript Reviewer or Referee, Revista Canadiense de Estudios Hispánicos. (March 2012 - April 2012).

Robert Cameron
Invited Manuscript Reviewer or Referee, Hispania. (March 2012).

Mark P. Del Mastro
Juror, Miríada Hispánica, University of Virginia-Valencia. (January 2010 - December 2012).

Editorial Board Member, "Juan de la Cuesta Monographs," Juan de la Cuesta Monographs. (March 2009 - December 2012).

Invited Manuscript Reviewer or Referee, Hispania. (October 2011).

Founding Co-Director, Decimonónica. (August 2003 - September 2011).

Benjamin R. Fraser
Editor, Arizona Journal of Hispanic Cultural Studies. (January 2012 - December 2012).


**Sarah E. Owens**


**Silvia Rodríguez-Sabater**

Journal Reviewer for *Critical Inquiry in Language Studies* (2 manuscripts)

**Andrew M. Sobiesuo**

Editorial Board Member, *Journal of Dagaare Studies*, University of Hingkong. (1999 - Present).

**Joseph R. Weyers**


**Papers and Posters Presented at Conferences**

**Conference Papers**

**Antonio Aiello**

"Virgilio Piñera a la sombra de los clásicos: un precursor de la literatura postmoderna" at the conference "Theory and Practice of Cuban Theater. Celebrating Virgilio" at the University of Miami, January 12-15, 2012.
Emily Beck


Raúl Carrillo-Arciniega


María Colomina-Garrigós

"Contestatory Discourses to the Logics of Capitalism and to Globalized Cultural Production from the Southern Cone" and "Prácticas de resistencia discursiva y editorial en la producción crítico-literaria y artística de Nelly Richard y Diamela Eltit. July 17, 2012, 54th International Congress of Americanists, Vienna, Austria.

Raúl Carrillo-Arciniega

"Del hoyo funki hasta su alarido onológico, una poética ‘naca’ del rock nacional mexicano en el TRI y Rockdrigo", 65th Kentucky Foreign Language Conference, April 19-21, 2012.

Carmen Grace


Sarah E. Owens


Carl Wise

"Interpretive History and Popular Legend in Lope de Vega’s La inocente sangre" 65th Kentucky Foreign Language Conference, April 19-21, 2012.

Félix Vásquez


Marianne Verlinden


Invited Lectures/Readings

Mark P. Del Mastro

3-in-1 Day Celebration, "Archer M. Huntington and Sigma Delta Pi", Huntington Beach State Park, Murrells Inlet. (March 2012).


Benjamín Fraser


Silvia Rodríguez-Sabater

Foreign language accent. Guest speaker to LALE 690 Variation in American English class (Prof. Elizabeth Martínez-Gibson). College of Charleston, April 9, 2012.

Intercultural competence service learning experiences. Guest speaker to ANTH 205 Language and Culture classes (Prof. Moore Quinn). College of Charleston, April 3, 2012.


Elizabeth A. Martínez-Gibson

Elizabeth A. Martínez-Gibson, European Studies Capstone, "Linguistic Landscape," College of Charleston. (March 2012).
Andrew M. Sobiesuo

Other

Mark P. Del Mastro
Sigma Delta Pi Informative Session, Organizer and Presenter, 94th Annual AATSP (American Association of Teachers of Spanish and Portuguese) Conference, San Juan, Puerto Rico (July 2012).

Michael A. Gómez
MidWest MLA Conference, "Galdos's Take on the Molyneux Problem: Blindness in Marianela", Saint Louis, MO. (November 2011).

Luci L. Moreira

Félix S. Vásquez

Conferences and Workshops Attended/Panels Chaired/Other Professional Activity

Karen E. Berg
Attended Workshop, SCOLT, Atlanta, Georgia. (March 23, 2012).
Description: Participation, Collaboration, and Cooperation, A How to Guide by Cari Jiménez


Attended Workshop, "Pre-semester workshop," Department of Hispanic Studies, Charleston, SC. (August 18, 2011).

**Carla M. Breidenbach**

Attended Workshop, "The History of Latinos in the US." (May 2, 2011 - December 18, 2011).

**Elizabeth A. Martínez-Gibson**


Attended Workshop, ""VoiceThreads and Blogging"," LCWA Lab, Charleston, SC. (August 19, 2011).

**Silvia Rodríguez-Sabater**


Assessing speaking: putting the pieces together by Glenn Fulcher. Webinar organized by the Language Acquisition Resource Center (LARC) at San Diego State University and Center for Advanced Language Proficiency Education and Research (CALPER) at Penn State University. April 19, 2012.


Beyond accountability: using formative assessment to improve teaching by Carl Falsgraf. Webinar organized by the Language Acquisition Resource Center (LARC) at San Diego State University and Center for Advanced Language Proficiency Education and Research (CALPER) at Penn State University. October 27, 2011.

Marianne J. Verlinden


Attended Seminar, "Santa Maria, a historical novel of California, by Fausto Avendaño," Hispanic Studies, Charleston, SC. (October 28, 2011).


Attended Seminar, "Pre-Columbian Writing Systems, Cecilia Brain," Hispanic Studies, Charleston, SC. (September 20, 2011).

Attended Workshop, "Pre-semester Departmental Basic Language Workshop, by Robert Cameron," Hispanic Studies, Charleston, SC. (August 18, 2011).

Service

Department

Emily S. Beck

Search Committee for 1 Academic Search, Committee Member. (August 2011 - June 2012).
Policies and Procedures Committee, Committee Member. (September 2010 - June 2012).

Sigma Delta Pi, National Hispanic Honor Society, Committee Member. (September 2010 - June 2012).

Ms. Karen E. Berg

Carla M. Breidenbach
Study Abroad Advisor. (August 2007 - Present).

María D. Colomina-Garrigós
Library Liaison. (May 2010 - May 2013).

Latin American & Caribbean Studies, Committee Member. (August 2003 - August 2011).

Mark P. Del Mastro
Website Maintainer. (July 2010 - present).
Create and maintain content of departmental webpages.

Co-Advisor, Sigma Delta Pi, National Collegiate Hispanic Honor Society, (August 2011 - present).

HISP Policies and Procedures Committee, Committee Member, Member. (September 2010 - December 2011).

Michael A. Gómez
Study Abroad Advisor. (September 2006 - Present).

Carmen M. Grace
Elizabeth A. Martínez-Gibson
Search Committee, Committee Chair. (August 2011 - March 2012).

Policies and Procedures, Committee Chair. (September 2010 - February 2012).


Claudia M. Moran
Committee Chair, Spanish House/Casa Hispana. (August 2007 - Present).

Sarah E. Owens
Committee on Study Abroad Directorship, Chair (Fall 2011)
Visiting Assistant Professor Search Committee, Chair (Spring 2011).

Silvia Rodríguez-Sabater
Departmental Senator (August 2011-May 2012)
Member of the Civilization and Culture Curriculum Committee (August 2011-May 2012)
Spanish House Advisor (August 2011-May 2012)
Sigma Delta Pi committee member and graduate advisor (August 2011-May 2012)

Félix S. Vásquez
Study Abroad Program in Santiago, Chile, Program Director. (August 2011 - December 2011).

Marianne J. Verlinden
Policies and Procedures Committee, Committee Member. (August 2010 - April 2012).

FLTL, End-of-Semester Review Session for SPAN 101, Instructor. (December 2011).
Ad hoc Committee on Study Abroad Directorship, Committee Member. (August 2011 - October 2011).

**College**

**Nadia D. Avendaño**
Latin American & Caribbean studies steering Committee, Committee Member, Member. (September 2003 - Present).

**Emily S. Beck**
Parking Committee, Committee Member. (August 2011 - May 2012).

**Karen E. Berg**
Honor Board, College Representative. (August 2010 - August 2011).

**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).

**Raúl Carrillo-Arciniega**
Student Affairs and Athletics Committee

**Mark P. Del Mastro**
Spanish House/Casa Hispana, Committee Member, Member. (July 2010 - August 2011).
Elizabeth A. Martínez-Gibson
Faculty Senate, Faculty Senate Service, Other Officer. (August 2010 - May 2013).
Senator At-Large

Tenure and Promotion Committee, Committee Member. (August 2011 - May 2012).

Interdisciplinary Linguistics Minor Program, Director, Other. (August 2000 - May 2012).

Luci L. Moreira
Advisor / Portuguese Club, Student Org Advisor (Non-Professional Org), Other. (October 2000 - December 2012).

First Year Experience Committee, Chair of the Committee. (August 2011 - August 2012).

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).

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).

Executive Board Member of Women’s and Gender Studies (WGS) (2011-present)

Silvia Rodríguez-Sabater
Chair of the Committee on Graduate and Continuing Education (August 2011-May 2012)

Member of the Learning Spaces Task Force (August 2011-May 2012)
Evaluation panel member of three M.Ed. Student Portfolios.

**Marianne J. Verlinden**

Center for International Education, Study Abroad Advisor for Affiliate Programs, Other. (August 2011 - April 2012).

Faculty Senate, School of LCWA Representative At Large. (August 2010 - April 2012).

**Joseph R. Weyers**

Department of Classics, Tenure and Promotion Panel Outside Reviewer, Member.

Served as extra-departmental member of Stephen DellLana'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**

**Nadia D. Avendaño**

Global Scholars Mentor. (August 2010 - May 2012).

**Carla M. Breidenbach**

BLOOM, Other. (April 2008 - Present).


Guardian Ad Litem for South Carolina, Other. (January 2011 - January 2013).

**Mark P. Del Mastro**

Elizabeth A. Martínez-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).

Medical University of South Carolina, Volunteer Interpreter. (January 2006 - Present).

Silvia Rodríguez-Sabater

Volunteer Interpreter at MUSC CARES Physical Therapy Clinic

Pro-Bono Translator of a women’s soccer contract (Catalan to English), and of web contents (Spanish to English) of law firm Barceló Abogados, Barcelona, Spain

Andrew M. Sobiesuo

Foundation for Rural Education and Empowerment and Development, Co-Founder, Board Member. (January 2002 - December 2011).

Marianne J. Verlinden


Profession

Mark P. Del Mastro

Sigma Delta Pi, Executive Director, Other. (September 1997 - August 2013).

Order of Don Quijote Selection Committee, Committee Chair, Member. (September 2010 - July 2013).

ACHS Standards and Definitions Committee, Member. (September 2009 - June 2012).

Mario Vargas Llosa Award Committee, Committee Chair, Member. (January 2011 - May 2012).
Luci L. Moreira


Middlebury College, Director of Portuguese Summer School at Middlebury College. (September 2007 - September 2013).

AATSP, National President of the Phi Lambda Beta, Portuguese Honor Society. (September 1998 - December 2012).

AATSP - American Association of Teachers of Spanish and Portuguese, National President - Portuguese Honor Society, President/Elect/Past. (August 1998 - December 2012).

Sarah E. Owens

Society for the Study of Early Modern Women, Committee Member, Board Member. (March 2010 - December 2013).

Andrew M. Sobiesuo

Institute for Study Abroad (ISA), Program Reviewer. (October 2011).

Honors and Awards

Emily S. Beck

AP Spanish Literature Reader, Educational Testing Services (ETS), Teacher - Scholar, (June 2012).


Elizabeth A. Martínez-Gibson

ExCel Awardee, Multicultural Center, Service, School. (March 2012).

Library Liaison, Library, Service, Department. (September 2011).

Andrew M. Sobiesuo
Travel Grant, School of Languages, Cultures and World Affairs, $1,900.00. (2012).

Consulting

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

College Funds

Carla M. Breidenbach

Breidenbach, Carla M, "Faculty Research and Development Grant," Sponsored by Faculty R&D, College of Charleston, awarded $1,000.00. (January 2011 - December 2012).

Breidenbach, Carla M, "Murray Grant," Sponsored by Murray Grant, College of Charleston, awarded $3,000.00. (May 2011 - August 2011).

María D. Colomina-Garrigós

Colomina-Garrigos, Maria D., "Research & Development Grant," Sponsored by Faculty R&D, College of Charleston, awarded $2,000.00. (January 2012 - May 2012).

Colomina-Garrigos, Maria D., "Murray Grant," Sponsored by Faculty R&D, College of Charleston, awarded $1,000.00. (January 2012 - May 2012).

Silvia Rodríguez-Sabater

Innovative Teaching Grant ($1500) for the project "Writing in Spanish as a Second Language: (Self)-assessment with Linguafolio." College of Charleston.

Marianne J. Verlinden

Verlinden, Marianne J., Sponsored by School of Languages, Cultures and World Affairs. Curricular Development. Worked on developing a new course for Spanish minors, linked to internship experiences in the Greater Charleston area, College of Charleston, awarded $2,000.00. (June 2011 - August 2011).
The broad scope of faculty productivity in the realms of research, professional development and service is impressive and reflects HISP professors’ tireless dedication, which is one of our department’s numerous strengths. Because the annual report guidelines request that a related "weakness" be identified, there is but one in this author’s view: despite the many service responsibilities that we must fulfill each semester, increased demands for research and professional development for ALL roster faculty in recent years has complicated the ability to complete those service tasks. Unfortunately, the option that we are repeatedly presented is not feasible: undertake less service. Much important and necessary college business can only be accomplished through collective and sustained engagement with service, and therefore if faculty members simply "disengage" as has been suggested for the benefit of scholarly activity, then the necessary business will either not get done or fall on the shoulders of a few. In the Department of Hispanic Studies where nearly 40% of our faculty are adjuncts who are not expected or required to do service, we simply do not have enough roster faculty to collaborate efficiently. The weakness, therefore and for other reasons already explained previously, is the lack of more roster faculty lines to assist the current permanent faculty with fulfilling the regular and necessary service obligations that we face yearly.

Outreach Activities

As previously noted, our department’s service learning and internship classes connect students with the larger Charleston Hispanic community, and these experiential learning courses continue to be huge points of pride for our department and the College.

Our Spanish Club also reaches out to the larger Hispanic community through its regular participation with such activities as volunteering for the Latin American Festival at Wannamaker County Park.

Our Nu Zeta Chapter of the National Collegiate Hispanic Honor Society co-sponsors with The Citadel an annual statewide S.C. Spanish Teacher of the Year program (www.scspanishteacheroftheyear.org) that recognizes each November the three most outstanding teachers of Spanish from public and private K-12 schools across the Palmetto State.

Several faculty members serve the Hispanic community through various interpreting activities within both legal and medical (MUSC) contexts.

Annual Report for the Interdisciplinary Linguistics Minor Program 2011-2012

Current Enrollments:

Presently, there are more than twenty-six declared minors. This is a 27% increase from last year. The students in the Minor have varied majors: Anthropology, Communications, Computer Science, English, French, German, International Business, International Studies, Microbiology, Physics, Political Science, Psychology and Spanish.

The capstone course, LING 125: An Introduction to Language and Linguistics was taught in fall 2011 and spring 2012. A total of 48 students completed the course over the year. There is a cap
of 20 students per section, however overrides were provided in the fall. Due to faculty teaching duties in their respective departments, we have only been able to offer one section per semester.

**Curriculum Issues:**

The Linguistics Committee met at the beginning of fall 2011 to discuss yearly business (curricula issues, book orders and courses) and activities (Linguistics Discussion Series, World Cultures Fair, Major Minor Fair and speakers).

As Director of the Linguistics Minor Program, I reviewed and/or approved numerous Linguistics courses from other universities or for study abroad transfer credits. These requests are increasing each year. In addition, I have fielded questions and met with incoming freshmen that were interested in Linguistics as a major. Since we do not currently have a major, I advised them to consider those majors that include courses for the Linguistics Minor.

There were two changes to the curriculum this year. ENGL 309 and LING 490 were approved at the November 2011 Faculty Senate Meeting. ENGL 309: English Grammar and History of the Language has been added to the list of options for students. Based on the contents covered in this course, it may fulfill the requirement for any of the three areas: Language and Society, Structured Linguistics or History of the Language. LING 490: Special Topics may also serve to fulfill the requirements in any of the three areas. The area it fulfills will be contingent on the topic. This course was created to allow for more advanced studies in Linguistics and for cross listings with advanced courses of different disciplines listed for the minor.

In fall 2012, Dr. Carla Breidenbach will teach a new special topics course in Spanish on Spanish Sociolinguistics and Pop Culture.

A number of new books and videos were ordered this past year upon the request of the faculty.

**Activities:**

In October 2011, Dr. Moore Quinn’s class presented their project of working with the Gullah Community. The event was an evening of presentations by the Gullah Community, African dancing and the film “Stay in de boat” created by students under the supervision of Dr. Moore Quinn. It was also featured at the Charles Pinckney National Heritage Site as part of its African American Film Series in February, and a discussion followed, led by Dr. Moore Quinn, Elder Carlie Towne, and student filmmaker Zane Tharp. The film was nominated for the African American Heritage Project Award.

In January, 2012, Dr. Carol M. Toris collaborated on a lexical analysis of written narratives that was presented by one of her colleagues. A psychology student was involved in the research. Citation: Swickert, R., Toris, C., and Wright, B. (2012, January). Written narratives and posttraumatic growth: The role of insight and negative affect in a mixed age sample. Poster presented at the 30th Annual Meeting of The Society for Personality and Social Psychology, San Diego, CA.

On February 15, 2012, Dr. Misha Becker from the University of North Carolina-Chapel Hill gave a talk on Inanimacy and Language Acquisition. This event was sponsored by the School of
LCWA and the Department of Mathematics. Dr. Garrett Mitchener was instrumental in bringing Dr. Becker and organizing her visit. The lecture was well attended by students and faculty of different disciplines.

On March 21st Dr. Silvia Rodríguez-Sabater gave a talk on her current research *L2 student perceptions of intercultural competence in a service learning Spanish course* for the Linguistics Discussion Series. In addition, Dr. Rodríguez-Sabater was asked to present this talk to Dr. Moore Quinn’s Language and Culture classes.

On March 22nd, Dr. Martínez-Gibson presented her research on *Linguistic Landscape* to students in the European Studies capstone course.

On March 29, 2012, the Linguistics Program participated in the World Cultures Fair. Dr. Carla Breidenbach organized a Linguistics Trivia game. Those with correct responses were included in a drawing for an I-Tunes card. Dr. Elizabeth Martínez-Gibson baked cupcakes decorated with the IPA. These attractions drew a crowd and interest in the Program.

During the week of April 2-5, renowned linguistic anthropologist Shirley Brice Heath was on campus and presented her current research *Words at Work and Play*, a follow up on her longitudinal study of over thirty years. Dr. Christine Finnan coordinated the visit, ensuring that Dr. Heath spoke in several College of Charleston classes, visited the Avery Center, and engaged with teachers and administrators in local schools. Dr. Brice Heath gave formal talks at the Academic Magnet School on Monday, April 2nd and the College of Charleston on Wednesday, April 4th. Drs. Moore Quinn (Anthropology) and Mary Blake Jones (Teacher Education), Zane Tharp (Anthropology student) and Shateara Hall (Middle Grades Education student) and two elementary school teachers served on a panel discussion during the presentation. This event was sponsored and organized by the School of Education, Health and Human Performance and supported by the Department of Anthropology and Sociology.

Dr. Carol M. Toris will be presenting a paper entitled "The Evasive Speech Register" in May at a symposium on speech registers at the University of Helsinki. The research involves an experiment examining linguistic tactics employed by evasive speakers.

**Student Accomplishments:**

Zane Tharp was involved in the making of the film "Stay in de Boat" and he was Master of Ceremonies for its presentation at the College in February. In addition, Zane served on the discussion panel for Shirley Brice Heath’s talk.
Conclusion

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

Moving forward, some of our department’s primary goals for AY 2012-13 are the following:

1) Continue to raise national visibility of Hispanic Studies via publicity and collaborative efforts with LCWA Dean's Office
2) Continue to build relationships with alumni, continue fund-raising efforts in coordination with LCWA Dean and Development Officer
3) Increase overall number of Spanish majors
4) Increase undergraduate student participation in academic conferences
5) Successfully hire two tenure-track faculty members
6) Substitute the current SPAN civilization and culture courses with a more flexible topics course (a curricular change approved at the departmental level in the spring of 2012)
7) Secure additional tenure-track faculty lines for HISP for numerous reasons already explained in this report
**Addendum**

Assessment Report, Spring 2012

<table>
<thead>
<tr>
<th>College of Charleston Assessment Template</th>
<th>Date form Completed: 5/17/12</th>
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</thead>
</table>

*Please copy completed form into Compliance Assist. Thank You.*

**Program Name and Type**  Spanish Major, Undergraduate.

**Contact information for Program Assessment Coordinator:** Shawn Morrison, Associate Dean, LCWA  
**Email:** morrisonsh@cofc.edu  
**Phone:** 953-4266  
**Office address:** 325 Jewish Studies Center

**Administrative Unit director** (deans, vice presidents, etc.) receiving assessment updates:

---

**Does this program follow specialized accreditation standards (e.g., NCATE, AACSB)?**  \(\text{(Yes)}\) X \(\text{(No)}\)

**Name of the accrediting organization** __________________________

**Date of last program review for the accrediting organization** __________________

**Date of next program review for reaccreditation** __________________

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**Program/Department Mission Statement:** The Department of Hispanic Studies 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 and Portuguese languages, literatures and cultures of the Hispanic and Lusophone worlds.

**Unit or School Mission:** The School of Languages, Cultures and World Affairs prepares students to become knowledgeable, engaged citizens in an increasingly interconnected global society.
<table>
<thead>
<tr>
<th>Program Goal or Student Learning Outcome</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the program? Attach Curriculum Map.</td>
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<th>Assessment Method and Performance Expected</th>
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<td>How will the outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment? Attach Rubric.</td>
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<tr>
<th>Assessment Results</th>
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<td>What does the data show?</td>
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<th>Use of Results</th>
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<tr>
<td>Who reviewed the findings? What changes were made after reviewing the results?</td>
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| 1. Graduating Spanish Majors speak at the Intermediate-High level or higher on the ACTFL scale. |
| Graduating Spanish majors take the Official OPI test, administered by ACTFL, during their senior year. Their test will be rated by the official raters through LTI, Language Testing International. They are rated at the Intermediate-High level or above. They handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, and particular interests. |

| In the fall of 2011, 6 students took the OPI test, in the spring of 2012, 15 completed the test. The target level of performance is "intermediate-high." In the fall of 2011, 5/6 or 83% performed at or above the target level; in the spring of 2012, 12/15 or 80% performed at or above the target level. For the entire 2011-12 academic year, 81% of students who completed the OPI met or exceeded the target level of outcomes. |

<p>| The Associate Dean of LCWA and Chair of Hispanic Studies reviewed the findings, and although they found the results to be a very positive validation of the program's effectiveness with oral/aural proficiency, they also concluded that the School should continue to explore the possibility of requiring all majors to study abroad. There also will an effort in the future to determine which of the OPI test-takers did indeed have a study abroad experience. Such information could help determine if a study abroad |</p>
<table>
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<tr>
<th>Requirement</th>
<th>Details</th>
<th>Results</th>
<th>Notes</th>
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<tr>
<td>2. Students recognize the main periods, movements, authors and genres of Hispanic Literature, and interpret literature.</td>
<td>Students answer final exam questions in a 400-level literature class. They demonstrate knowledge of literary and cultural 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 found in the cultural texts.</td>
<td>Of the 9 students tested, 8 students or 89% met or exceeded the standard.</td>
<td>The professor of the Spanish 451 course in question and the department chair reviewed the findings, and it was agreed that although these results were an excellent validation of the effectiveness of our program, more data in subsequent years must be gathered in order to arrive at more accurate conclusions.</td>
</tr>
<tr>
<td>3. Students write at the advanced low ACTFL level of writing.</td>
<td>Students answer final exam essay question in a 400-level literature class. They write at the Advanced-Low level on the ACTFL scale. They write narratives, descriptions and summaries of a factual nature in major time frames with some</td>
<td>Of the 9 students tested, 8 students or 89% met or exceeded the standard.</td>
<td>The professor of the Spanish 451 course in question and the department chair reviewed the findings, and it was agreed that although these results were an excellent validation of the effectiveness of our program, more data in subsequent years must be gathered in order to arrive at more accurate conclusions.</td>
</tr>
</tbody>
</table>
4. Students identify and explain linguistic characteristics of Spanish, as well as demonstrate knowledge and apply the main concepts of phonology, morphology, semantics and syntax.

Students take a final exam in Spanish 381, Introduction to Spanish Linguistics. They identify phonemes and allophones of Spanish. They understand the rules of the sound system of Spanish. They identify morphemes in Spanish and describe how they are put together to form words. They recognize the meaning of new words by using morphological clues. They describe syntactic patterns of Spanish, such as

Students scoring at least 80% on the final were deemed to have achieved "meets expectations." 4 students exceed expectations; 13 meet expectations; and 12 do not meet expectations. In sum, 41% did not meet expectations, which is rather high. Overall, this year’s students in SPAN 381 appeared to present an exception to prior year’s students, the professor of 381 and the chair of Hispanic Studies reviewed the findings. One option that will be considered is that perhaps SPAN 344 should be a prerequisite for 381, since analysis of linguistic features requires a sophisticated working knowledge of how the language functions. Another possibility is that perhaps the professor’s expectations for student learning...
| formation of simple sentences and questions, and contrast them with those of their native languages. They recognize key cohesive devices used in connected discourse. They understand the inferred meaning of words and sentences as well as high-frequency idiomatic expressions. They understand and identify semantic differences between their native language and Spanish, explain the rules that govern the formation of words and sentences such as those pertaining to the verbal system, agreement, use of pronouns, prepositions and postpositions, word order, and interrogatives in terms of regularities and irregularities. They exemplify these rules with Spanish examples. | which is known to happen. Since about 40% or more of them entered SPAN 381 with the minimum pre-requisites, that is, SPAN 313-314. In this case outcomes need to be adjusted. A few more years of data will need to be gathered before a more conclusive determination can be made in this regard. | Additional Outcomes or Comments: |
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 – and replaced for next year with a tenure track appointment. This year the INTL faculty was joined by visiting instructor Ali Demirdas, a University of South Carolina Political Science Ph.D. candidate who specializes in the Middle East and adjunct Kimberly Cozart, a College of Charleston graduate with a M.A. in Political Development from the London School of Economics who specializes in Latin America.

SECOND YEAR OF THE MAJOR NARRATIVE

The first year’s spectacular growth of the INTL major- 90 majors, slowed in the second year with the addition of 61 new majors, for a total of 151 majors by the end of spring 2012 semester. Two INTL majors graduated in fall 2011 and thirteen graduated in spring 2012. By mid-July 2012, twenty-six students have declared the major and so, by fall 2012 we should start the year with a larger group than we ended with in the spring. This greatly exceeds the projections made in the CHE proposal which predicted a total of 24 majors by the end of spring 2012. The number of INST minors has also increased by 200% over the last two years, exceeding sixty-five by the end of spring 2012 semester. While some recruiting was done – letters were sent to all students taking INTL 100 who earned a “B” or better inviting them to declare the major or minor – we were not as aggressive as in the previous year. We had not anticipated having to offer the INTL 495 Capstone course or INTL 300 Methods course until our third year, but the
numbers required that we do so and both were offered in spring 2012. By fall 2013 we expect to offer both every semester in order to accommodate the large number we expect to graduate in 2014.

A great challenge that was identified last year with the influx of so many majors – that of how to create a sense of student community in the program given that the majority of classes INTL students take are offered outside the program is a continuing concern. This year we were able to revive the College chapter of the International Studies Honor Society – Sigma Iota Rho – and induct a small number of our students who will hopefully begin to address this concern. This was achieved thanks to the efforts of our new administrative assistant, Lauren Saulino. Faculty have various ideas -- including better use of our building and events for INTL majors – that will be explored and implemented in 2012-2013. More difficult has been getting faculty outside of INTL – who are integral to the curriculum of the program – to participate to a greater degree in developing the major curriculum and particularly in advising majors in their regional areas. The problem is endemic to multidisciplinary programs and can only really be addressed at the college wide level.

This academic year we were particularly successful in faculty recruitment. The joint INTL/ECON position that had been filled by a visiting professor for the last two years was filled with a tenure track assistant professor. INTL and ECON worked quite cooperatively to fill the position with a highly qualified candidate acceptable to both programs – Beatriz Maldonado, from the University of Oklahoma who specializes in Latin American economy. The position for a “senior” faculty member in INTL which was not filled last year was changed to an assistant professor tenure track position and successfully filled this year. Kathleen Foody, a Religious Studies Ph.D. with a specialization in the Middle East will help the program more adequately address that region. Candidates from Religious Studies and Anthropology were interviewed with the assistance of both of those departments on campus. With the filling of these positions, INTL has five roster faculty which, while not solving the problems of advising and adequate course offerings, helps greatly. No less important was the recruitment of a full time administrative assistant for INTL. A great choice was made in hiring Lauren Saulino – who is also administrative assistant for Asian Studies, Latin American and Caribbean Studies, and African American Studies. Lauren was instrumental in reviving the International Studies Honor Society here and is helping us get a handle on student audits which do not work very well for us in Degree Works. She is also developing internship opportunities for INTL students.

In spring 2012, International Studies hosted the Young Leaders Dialogue with America Forum, a project of the US State Department and Institute of International Education which brings together US students and students from East/Central Europe (graduate students). Ali Demirdas presented on the issue of tolerance in Turkey and Malte Pehl and Lauren Saulino moderated sessions, Doug Friedman coordinated the visit for the College.

The INTL program has been very supportive of both the First Year Experience and the
Honors Program. In fall 2011, Doug Friedman offered a Learning Community with Lola Colomina-Garrigos in Hispanic Studies that paired LACS 101 with SPAN 190. In Spring 2012, Malte Pehl offered a Learning Community with Kevin Keenan in Political Science which paired INTL 101 with POLS 104. Jesus Sandoval Hernandez taught a First Year Seminar – The Economics of Globalization - in both fall 2011 and spring 2012 semesters. INTL supports the Honors Program through offering an Honors version of our INTL 101 Introduction to International Studies course. This course was offered in both fall and spring semesters by Lisa Samuel. In addition, Lisa Samuel sits on the Honors Advisory Committee. Throughout the year, INTL worked with the Honors program to develop the International Scholars Program. This new program which starts in fall 2012 is a unique program in which specially selected Honors students major in International Studies and one additional major. They receive special mentoring, a “May Away” study abroad experience, and share a residence hall their first academic year. In this way INTL has developed a permanent relationship with the Honors Program.

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

Assessment

Assessment efforts for the INTL major have been problematic. INTL is a multidisciplinary major and all guidance regarding assessment fails to address the unique issues attendant upon that. INTL has very few “common” courses for majors -- the introduction course – which is not appropriate for evaluation since the majority of students taking it are not and will not be INTL majors and the capstone course, which we can and have employed as an assessment tool. All other courses (except the 1 credit Methods course) are departmental courses which make up the bulk of the major (except for various intro courses like ASST 101, LACS 101, etc.). We have suggested using the study abroad experience (which is required of all majors) as a means of assessment – assessing both the knowledge gained and the transformative effect of the experience, but apparently that has been judged as too subjective. We will work with the assessment office to devise assessment tools appropriate to a multidisciplinary major. Thanks should go to Malte Pehl who offered the INTL capstone course for the
first time this spring and constructed the assessment for the course.

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

INTL majors follow a common set of requirements for 13 hours of the major. The other 21 or 22 consist of their concentration. At the end of spring 2012, 72 students were in the Europe concentration; 37 in the Latin America and the Caribbean concentration; 27 in the Asia concentration; 11 in the Africa concentration and 4 in the International Comparative Literature concentration. In academic year 2011-2012, a total of 15 students graduated with the INTL degree. INTL majors are, on the whole, quite good students – in spring 2012, the average INTL major’s GPA was 3.3. We have yet to start systematically collecting information on our graduates, but will start doing so in fall 2012.

Phillip Hendrix, Josephine Kapicka, and Zachary O’Brien were given the INTL Outstanding Student Awards for 2011/2012.

Faculty Professional Development

Friedman


Pehl

Article, entitled “The Study of Politics in Germany: A Bibliometric Analysis of Subfields and Methods” accepted and published electronically (hard copy will be published in 2012) in peer reviewed journal, European Political Science

Submitted ms. entitled “Lawbreakers and Lawmakers …” to the peer reviewed journal Democratization which, while rejected has led to its significant revision and is being readied for submission to the peer reviewed journal Asian Survey.


Project entitled “Unequal Representation of Citizens under Germany’s Mixed Member Electoral System” to be developed into a paper to be presented at a future International Studies Association conference.

Reviewed a ms. for the Asian Journal of Political Science.


College of Charleston Faculty Research and Development Grant for summer 2012 to support research on India.

Exploring the possibility of producing a textbook on International Studies with Kendall Hunt publishers.

Editorial consultant/reviewer for the Heidelberg Papers in South Asian and Comparative Politics (ISSN: 1617-5069; http://hpsacp.uni-hd.de), a working paper series of the South Asia Institute of the University of Heidelberg, Germany.

Samuel


Under Consideration For review with CQ Press and Palgrave MacMillan, Book Manuscript entitled Beyond the Pale: Non-Traditional Methods in International Relations. Co-edited with Christopher M. Brown.


Work In Progress Article Manuscript tentatively entitled “Asymmetrical Justice: The WTO and Small Developing States.” For submission to peer-reviewed *Journal of Global Ethics*.

2012 Murray Fund Faculty Research and Development Grant in support of Summer research, and for a stipend in lieu of Summer teaching, for Research & Writing Project tentatively entitled A Different Justice: Small Developing States and the Multilateral Trading Regime.


2011 College of Charleston Faculty Research and Development Starter Grant to conduct archival research in Summer in Trinidad, W.I., for Book Project tentatively entitled Trade, Justice, and the Politics of Difference: Small Developing States in the WTO.

2011 Murray Fund Faculty Research and Development Grant in support of Summer research, and for a stipend in lieu of Summer teaching, for Book Project tentatively entitled Trade, Justice, and the Politics of Difference: Small Developing States in the WTO.

*Sandoval-Hernandez*

Submitted three papers to academic journals: “Household Saving Behavior: Empirical Evidence Based on Mexican Households Surveys” “The Impact of Pension Reforms on Mexican Household Saving: A Propensity Score Matching Approach,” and a coauthored work with Xingwang Qian and Jinzhuo Zhao “Corruption Distance and Foreign Direct Investment” (In the working paper version the title was “The Gravity of Corruption on FDI”).
Coauthored paper with Xingwang Qian and Jinzhuo Zhao “Corruption Distance and Foreign Direct Investment” (In the working paper version the title was “The Gravity of Corruption on FDI”). Presented at the 7th Annual Conference Asia-Pacific Economic Association (APEA), June 24-25, 2011, in Basan, South Korea

Faculty Service

Friedman

Director of International Studies LCWA
Director of Latin American and Caribbean Studies LCWA
Chair – International Studies Advisory/Steering Committee
Co-Chair ECON/INTL joint position Committee - LCWA.
Chair INTL “senior” position Search Committee - LCWA.
Chair INTL Assistant Professor position Search Committee - LCWA.
Member Third Year Evaluation Panel Asian Studies
Chair INTL Third Year Evaluation Panel
International Scholars Program Advisory & Search Committee
Assessment and Institutional Effectiveness Committee
Member College Curriculum Committee
Treasurer, LASA Cuba Section
South Carolina Advisory Committee – US Global Leadership Coalition
Co-coordinator, Washington Model OAS
Vice-President, Institute for Diplomatic Dialogue in the Americas (IDDA)
Liaison with Young Leaders Dialogue with America Forum
Created and maintain the Washington Model OAS web page hosted by the College.
Advise over 80 INTL and LACS majors and over 70 INTL and LACS minors.

Pehl

International Studies Steering Committee
ECON/INTL joint position Committee – LCWA
INTL “senior” position Search Committee - LCWA.
INTL Assistant Professor position Search Committee - LCWA
Developed Honors version of INTL 100
Honor Board
International Scholars Program Advisory & Search Committee
Asian Studies program Steering Committee on a formal and informal basis
Small Grants Committee for Innovative Teaching and Learning in the Liberal Arts and Sciences
Model United Nations
Lecture on crime and politics in India as part of the Honors Faculty Lecture Series.
Lecture in Contemporary German Issues (GRMN 325) on The rise of right wing extremism and xenophobia in post-1990 German politics and society
Advising INTL Asia and Europe Concentration majors
Moderator – Young Leaders Dialogue with America Forum
Samuel

International Studies Steering Committee
Honors College Advisory Committee
International Scholars Program Advisory & Search Committee
ECON/INTL joint position Committee - LCWA
INTL “senior” position Search Committee - LCWA.
INTL Assistant Professor position Search Committee - LCWA
Developed Honors version of INTL 100
Search Committee for Dean – Honors College
Convener of panel, 2012 International Studies Association Annual Convention Panel
“Rethinking Research Design in International Relations.”
Chair of panel, International Studies Association Annual Convention, 1-4 April, 2012.
Chair of panel, Northeastern Political Science Association Annual Meeting, 17-19 November, 2011.
Founding Member, Global South Caucus, International Studies Association
Mentor for student delegations at the College’s Model United Nations
Library Liaison Committee.

First Year Experience

Friedman

Learning Community, Fall 2012 “Spanish in Spanish America” LACS 101 and SPAN 190

Pehl

Learning Community, Spring 2012 “Discover the World: Regional Contexts and Global Issues”
INTL 101 and POLS 104

Sandoval-Hernandez

First Year Seminar – The Economics of Globalization – fall 2011; spring 2012
### International Studies Faculty Courses Fall 2011

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Total # of students = 398
Average Class size = 28.4
INTL average class size = 31.4

### International Studies Faculty Courses Spring 2012

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Total # of students = 259
Average Class size = 21.4
INTL average class size = 26.1
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International Studies Curriculum Courses – Spring 2012 – All Concentrations - All Disciplines

ANTH 327.01 Peoples and Customs of the Caribbean
ARTH 210.01 African Art
ARTH 225.01 Medieval Art
ARTH 243.01 History of the Art of Japan
ARTH 290.01 ST: Ancient Greece and Rome in TV
ARTH 290.02 ST: Art of Islam
ARTH 360.01 History of Gothic Art
ARTH 375.01 Italian Hight Ren. and Late Ren. Art
ARTH 389.01 Nineteenth Century European Art
ASST 101.01 Introduction to Asian Studies
CLAS 103.01 Classical Mythology
CPLT 200.01 Introduction to Comparative Literature
CPLT 400.01 Comparative Literature Capstone
ECON 310.01 International Economics
ECON 330.01 Comparative Economic Systems
ENGL 201.01 British Literature to 1800
ENGL 201.02 British Literature to 1800
ENGL 201.03 British Literature to 1800
ENGL 202.01 British Literature since 1800
ENGL 202.02 British Literature since 1800
ENGL 207.01 Survey of American Literature to the Present
ENGL 207.02 Survey of American Literature to the Present
ENGL 207.03 Survey of American Literature to the Present
ENGL 313.01 African American Literature
ENGL 317.01 The Seventeenth Century
ENGL 320.01 Literature for Adolescents
ENGL 341.01 Literature of the American South
ENGL 351.01 Studies in American Film
ENGL 353.01 African Women Writers
ENGL 360.01 "Future Perfect Human"
ENGL 390.01 Studies in Film
EUST 400.01 European Studies Capstone
FREN 326.01 A Survey of Francophone Civilization
FREN 327.01 Survey of French Civilization
FREN 452.01 Literature of the Maghreb
FREN 482.01 French and Francophone Women Writers
HIST 232.01 Ancient Rome
HIST 244.01 History of Germany 1866 to the Present
HIST 246.01 Imperial Russia to 1917
HIST 250.01 ST: Atlantic Slave Trade
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POLS 339-CU  Latin American Social and Political Movements
POLS 366.01  Model African Union
POLS 366.02  Model OAS
POLS 379.01  ST: International Relations of the Middle East
RELS 115.01  Religion and Society in India and Tibet
RELS 205.01  Sacred Texts of the East
RELS 230.01  The Christian Tradition
RELS 230.02  The Christian Tradition
RELS 248.01  Religions of China and Japan
RELS 360.01  Myth, Ritual and Symbol
SPAN 320.01  Introduction to Hispanic Literature
SPAN 320.02  Introduction to Hispanic Literature
SPAN 320.03  Introduction to Hispanic Literature
SPAN 322.01  Civilization and Culture of Spain I
SPAN 322.02  Civilization and Culture of Spain I
SPAN 323.01  Civilization and Culture of Spain II
SPAN 326.01  Latin American Civilization and Culture I
SPAN 327.01  Latin American Civilization and Culture II
SPAN 327.02  Latin American Civilization and Culture II
SPAN 361.01  Survey of Spanish Literature I
SPAN 362.01  Survey of Spanish Literature II
SPAN 362.02  Survey of Spanish Literature II
SPAN 372.01  Survey of Spanish American Literature II
SPAN 447.01  Spanish Dialectology
SPAN 451.01  18th and 19th Century Spanish Literature
SPAN 455.01  Contemporary Spanish American Fiction
SPAN 473.01  Golden Age
THTR 289.02  ST: South African Theatre
THTR 311.01  Theater History and Literature after 1750
THTR 311.02  Theater History and Literature after 1750
THTR 316.01  African American Theatre
WGST 300.01  Gender and Globalization

INTL Graduates

Fall – 2
Chernor Bah
Milena Mihailovic

Spring – 13
Cathleen Callison
Elizabeth Con
Rebecca Creech
Matthew Crowder
Elliot Dickerson
Corey Dorne
Tatiana Grunberg
Philip Hendrix
Khileen Herry
Josephine Kapicka
Martha LaForce
Zachary O’Brien
Alexandra Sabo
THE YASCHIK/ARNOLD JEWISH STUDIES PROGRAM
2011-2012 ANNUAL REPORT
submitted by Martin Perlmutter, Director
August 27, 2012

I. BIG HIGHLIGHTS
A. Professor, author, and activist Elie Wiesel was on campus for two large events at Sottile Theatre on Sunday, September 25, 2011. He spoke to a student panel at Family Weekend and at a community kickoff of A Time to Build. Both events were full. The events were sponsored by a supplemental grant to the Zucker/Goldberg Center for Holocaust Education by the Zucker Family.

B. Jewish Studies graduated its first class of (three) Jewish Studies majors at the College of Charleston. The newly approved major was a result of years of hard work. It is the only Jewish Studies major in South Carolina, and one of only a handful in the region.

C. Jewish Studies received its largest single gift in its history—a $2 million from Gina and Sam Shapiro. The gift was to support Jewish student life and financial scholarship awards. Other major 2011-2012 gifts to Jewish Studies include $100,000 from Allan and Carol Mysel for faculty/staff development, $36,000 from Risa and David Milbauer for Jewish student life, $50,000 from Don and Bobbi Bernstein for general operational support, and $50,000 from the Raymond and Florence Stern family for a memorial scholarship.

D. The College of Charleston was awarded a Schusterman Professor of Israel Studies for the 2012-2013 academic year. This is a nationally competitive program from one of the major Jewish foundations in the United States.

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

F. Jewish Studies received a sequel grant from the Legacy Heritage Fund of the Association for Jewish Studies to focus on Jews and social justice. It became the theme of our Kronsberg Lecture and our Sunday morning presentations.

G. Marty and Julie Klaper established the Klaper Annual Summer Fellowship to provide major funding ($5,000) for an academically able Jewish Studies major or minor. It is designed to fund a transformative summer learning experience, while advancing Jewish life and values, broadly conceived.

H. Jewish Studies was awarded a tenure-track position in Hebrew for the first time in its history. The position will be filled in 2012-2013 and begin in August 2013, upon Tsiipi Wagner’s retirement from the College.
II. ONGOING HIGHLIGHTS

A. Jewish Student Life

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

Recruiting students to the College of Charleston remains a high priority of the Jewish Studies Program. We have secured funding from the Henry and Sylvia Yaschik Foundation to hire a recruitment Specialist to focus on attracting more Jewish students to the College of Charleston. We think there are 800 Jewish undergraduates currently enrolled at the College of Charleston.

B. Community Outreach

Jewish Studies continues a very active community-wide presence, with films, lectures, classes and, brown bags, etc. designed to be attractive and of interest to the larger community. There are some big events that we do. Chanukah in the Square has become the largest annual Jewish celebration in South Carolina. A World of Jewish Culture has become a popular fixture at Piccolo Spoleto, expanded this year to include a serious showing of European Films. And our Three Rabbi Panel is a unifying program for the Charleston Jewish Community, attracting hundreds of persons to the event each semester.

C. Academic Life

Academics has done very well. Josh Shanes was awarded tenure and a promotion, without a dissenting vote. Adam Mendelsohn passed his third-year review, with excellent reports on his progress at the College of Charleston. Jewish Studies courses continue to be well-subscribed and popular with our students. We currently have about 30 minors in Jewish Studies.

III. FACULTY REPORTS

Joshua Shanes received the Gerald Westheimer Career Development Fellowship from the Leo Baeck Institute to conduct primary research on his second book, The Jewish Club: The First Jewish Parliamentary Party. Shanes was granted tenure at the end of the year and was awarded a sabbatical to continue work on this project. His first book, Diaspora Nationalism and Jewish Identity in Habsburg Galicia, was published in August by Cambridge University Press.

In 2011-12, Adam Mendelsohn guest-edited a special issue of the journal American Jewish History devoted to the Civil War, and published two articles on Jewish military contracting during the conflict. He was invited to speak about his work at Yale University, UNC-Chapel Hill, Creighton University, and Fairfield University.
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 2011/2012, the thirty-four courses in the LACS curriculum were taught by twenty-four faculty representing eight 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 2011, three sections of LACS 101 were offered enrolling 97 students. In addition, an Express II INTL 290 course – Social Movements in Comparative Perspective was sponsored by LACS. Humberto Miranda (more below) assisted teaching this course, an interdisciplinary and multi-regional introduction to social movements. In Spring 2012, two sections of LACS 101 were offered with an enrollment of 56 students. In addition, one section of LACS 200 ST: Latin American Economies was offered. (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 requires study abroad and three years of foreign language) supports and further internationalization efforts of the College and LCWA. Through POLS 366, 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 LACS program supported the First Year Experience in fall 2011, offering a Learning Community by Doug Friedman and Lola Colomina-Garrigos in Hispanic Studies that paired LACS 101 with SPAN 190.

The LACS Program and Faculty participated in the development of and supports the
International Studies major which has a Concentration in Latin America and the Caribbean. In fact, the dilemma that the LACS program has to face is that the recent greater attraction of the INTL Concentrations relative to the LACS major has led to a decline in LACS majors. As interest in taking a major with a Latin American and Caribbean focus has grown – the combined number in

the LACS major and INTL LACS concentration at the end of spring 2012 was 49 (12 + 37) – the balance has decidedly shifted towards the INTL LACS concentration. The LACS faculty addressed this issue in its meeting this year and will more fully examine it during the coming year. The consensus at this year’s meeting was that the two majors needed to be explicitly differentiated with the advantages and disadvantages of both made clear to prospective students.

LACS had two significant visitors in the Fall of 2011. Humberto Miranda, our in-country program director for the Cuba Semester Program, visited for over two months – from October to December to assist in the INTL 290 course on Social Movements and help recruit students for the spring semester in Cuba. The course was quite successful with a registration of 35 and we recruited more than twice the number of students for the Cuba program compared to last year. Given US relations with Cuba, it took almost three years to get Miranda a visa to visit the US, but this year compared with last year we were able to get the extended visa which made the course a success. In November we sponsored the visit of Concepcion Nieves, the Director of the Instituto de Filosofia, our partner for twelve years in conducting the Cuba program. Dr. Nieves gave a presentation to the College about the dramatic changes that are occurring presently in Cuba. She spoke of the “new Cuban model of Socialism” to a packed audience – with Humberto Miranda translating.

In addition to the service they engage in College wide and in their respective departments, LACS faculty meet twice 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.

Assessment

Assessment efforts for the LACS major have been problematic. LACS is a multidisciplinary major and all guidance regarding assessment fails to address the unique issues attendant upon that. LACS has very few “common” courses for majors -- the introduction course – which is not appropriate for evaluation since the majority of students taking it are not and will not be LACS majors and the capstone course, which we can employee as an assessment tool. All other courses, except for the LACS courses offered in our study abroad programs (LACS 103, 104, 105, 106) and special topics courses are departmental courses which make up the bulk of the major. We have suggested using the study abroad experience (which is required of all majors) as a means of assessment – assessing both the knowledge gained and the transformative effect of the experience, but apparently that has been judged as too subjective. We will work with the assessment office to devise assessment tools appropriate to a multidisciplinary major.
LACS Students and Graduates

In 2011/2012 there were 14 LACS majors and 24 LACS minors. Six students graduated with degrees in Latin American and Caribbean Studies in 2011/2012.

Khileen Herry, Candice Thompson, and Laurie Harrison were given the LACS Outstanding Student Awards for 2011/2012.

Andrew Dunham (2008) completed a Master’s degree in Latin American Studies at New York University

Collin Laverty (2006) completed a Master’s degree in Latin American Studies at the University of San Diego.

Nakashia Dunner (2007) completed her first State Department post in Caracas, Venezuela this year

Kimberly Cozart (2006) who received her MA from the London School of Economics and Political Science taught part-time for Latin American and Caribbean Studies International Studies at the College this year and will start Ph.D. work at the City University of New York Graduate Center in Political Science- Latin America this coming fall.
<table>
<thead>
<tr>
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Total # of students = 404
Average Class size = 23.7
LACS average class size = 32.3

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<td>30</td>
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<td>INTL 390.01</td>
<td>Small States on the World Stage</td>
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<td>POLS 333.01</td>
<td>Politics of Contemporary Brazil</td>
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<td>34</td>
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<td>POLS 366.02</td>
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<td>SPAN 447.01</td>
<td>Spanish Dialectology</td>
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<td>15</td>
<td>BREIDENBACH</td>
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Total # of students = 320
Average Class size = 18.8
LACS average class size = 21.6
LACS Graduates - 6

**Fall**
Laure Francis Harrison
Margaret Stoudenmire

**Spring**
Khileen Herry
Winema Sanders
Candice Thompson
Emily Williams

**LACS Faculty**

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<tr>
<th>Name</th>
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<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>
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<td>Maria Colomina-Garrigos</td>
<td>Hispanic Studies</td>
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<td>Herbert Espinoza</td>
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<td>Hollis France</td>
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<td>Douglas Friedman</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>Sarah Owens</td>
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<td>John Rashford</td>
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<td>Raul Carrillo-Arciniega</td>
<td>Hispanic Studies</td>
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<tr>
<td>Lisa Samuel</td>
<td>International Studies</td>
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<tr>
<td>Andrew Sobiesuo</td>
<td>CIE/Hispanic Studies</td>
<td>LCWA</td>
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<tr>
<td>Felix Vasquez</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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<tr>
<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>
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<tr>
<td>Alvaro Ibarra</td>
<td>Art History</td>
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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 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. ESOL track students desiring to obtain the South Carolina State ESOL endorsement may use EDFS 704 Practicum, 100 hours, as their field experience. The “capstone” experience for all of candidates consists of the submission of a standards-based teaching portfolio. All students pass through an exit interview with three committee members.

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 Spanish content courses. The School of Education schedules the Educational Foundations (EDFS) classes which include the ESOL courses, Technology Education, and Research Methods. The instructional staff represents a variety of cultures and backgrounds. Seasoned professors as well as junior faculty are encouraged to become involved in the teaching of their specialties. 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 home departments.
OVERVIEW OF THE 2011-2012 ACADEMIC YEAR:

During the academic year 2011-2012 (summer II / fall 2011, spring / maymester / summer I 2012) 32 degree seeking students took one or more courses in the program. There were seven graduates: Chrystal Hepler (Spanish) summer 11 2011; Savannah Williams (ESOL) fall 2011; Thomas Tippit (Spanish) fall 2011; Abigail Brower (ESOL) fall 2011; Teri Silky (ESOL) fall 2011; Shemika Davis (ESOL) spring 2012; Cara Stout (Spanish) spring 2012. Five students are planning to complete the program at the end of summer II, 2012.

Student accomplishments and honors: Three students held assistantships this past year. Emily Schacht served as the LALE program’s part-time graduate assistant, Celeste Devera worked in the Registrar’s Office, and Robert Butler worked for the REACH program. Robert was also awarded a Foundation scholarship. For the fall of 2012, The Graduate Scholars award has been given to two M.Ed. students, Maria Wersinger-Gallego and Daniel Gary. Maria will also receive the South Carolina Graduate award. Emma Marquina Castillo, a M.Ed. student and adjunct instructor in the Department of Hispanic Studies, was chosen to participate in the week long faculty/staff technology workshop this summer.

Drs. Shawn Morrison, Silvia Rodriguez-Sabater, Robyn Holman, and Mrs. 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.

The following list gives a complete inventory of the courses offered this year and the participation of our students in them.

**LALE enrollment in courses**
(*total enrollments may be higher*)

**FALL 11**

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<tr>
<td>LALE 603 Second Language Acquisition</td>
<td>Rodriguez (roster)</td>
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<td>EDFS 687 Technology Education</td>
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<td>EDFS 672 Linguistic and Cultural Diversity</td>
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<td>(hybrid)</td>
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<td>EDFS 635 Research Methods</td>
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**SPRING 12**

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<td>SPAN 682 Oral Proficiency</td>
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<td>9</td>
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<tr>
<td>LALE 690 Special Topics: Varieties of</td>
<td>Martinez (roster)</td>
<td>6</td>
</tr>
<tr>
<td>American English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFS 673 Assessment (hybrid)</td>
<td>Cozart (roster)</td>
<td>11</td>
</tr>
<tr>
<td>EDFS 687 Technology Education</td>
<td>Perkins (roster)</td>
<td>1</td>
</tr>
</tbody>
</table>
A major program change took place this year. Due to a lack of interest, the French track of the M.Ed. in Languages had to be cancelled. There had been no students enrolled for the past two years.

ASSESSMENT:

A CHE report of the M.Ed. program, originally required in preparation for the upcoming NCATE review, was begun in the fall of 2008 (see excerpt below). Data based on the six learning outcomes (assessments) needed for the report has now been collected for four years. An explanation of the use of the outcomes (assessments) in meeting program standards and the use of results to improve candidate and program performance follow the list.

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 Assessment</th>
<th>When the Assessment Is Administered</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>Name of Assessment</td>
<td>Type or Form of Assessment</td>
<td>When the Assessment Is Administered</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>4 [Assessment of internship or other field-based experiences]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 a.) <strong>Assessment of candidate effect on student learning or on creation of supportive learning environments for student learning</strong> OR b.) <strong>(Assessment of candidate effect on professional environment – Non-Advanced-Preparation-of-Teachers)</strong></td>
<td>1. 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>6 <strong>Assessment of Cultural Competency</strong></td>
<td>a) Specific coursework included in portfolio (exs. LALE 690 Pragmatics, 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>7 <strong>Assessment of the effective use of resources.</strong></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>8 <strong>Assessment of professional role, collaboration and partnerships</strong></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, 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 STUDENTS’ PORTFOLIO EVIDENCE**: (summer II/ fall, 2011, spring 2012)
2 = meets standard, 3 = exceeds standard

<table>
<thead>
<tr>
<th>Assessment 1: Content Knowledge</th>
<th>Candidate 33 (AL)</th>
<th>Candidate 34 (CH)</th>
<th>Candidate 35 (SW)</th>
<th>Candidate 36 (TT)</th>
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<tbody>
<tr>
<td>ACTFL stand. 1</td>
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<td>TESOL stand. 1</td>
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<table>
<thead>
<tr>
<th>Assessment 3: Plans/Implements Teaching</th>
<th>Candidate 33 (AL)</th>
<th>Candidate 34 (CH)</th>
<th>Candidate 35 (SW)</th>
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<tbody>
<tr>
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<td>Narrative of field exp</td>
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<table>
<thead>
<tr>
<th>Assessment 5a: Supportive Learning Environment</th>
<th>Candidate 33 (AL)</th>
<th>Candidate 34 (CH)</th>
<th>Candidate 35 (SW)</th>
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<td>Narrative of teacher competency</td>
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<tr>
<td>Assessment</td>
<td>Candidate 37 (AB)</td>
<td>Candidate 38 (TS)</td>
<td>Candidate 39 (SD)</td>
<td>Candidate 40 (CS)</td>
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<td>Assessment 8</td>
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<td></td>
<td>Dispositions form</td>
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</tbody>
</table>

**BRIEF ANALYSIS OF DATA:**
Portfolio data show that all 7 graduates (#’s 34-40) met or exceeded the requirements in all assessment categories and are therefore competent in the fields of content knowledge, professional knowledge, skills, and dispositions, and student learning.

USE OF DATA TO-improve program:

The program admissions policy will be slightly revised and fewer non- and pre-teachers will be admitted, as these students have more difficulty meeting the standards. Faculty teaching in the program will ensure that students have a practical as well as theoretical understanding of the standards.