The School of Languages, Cultures, and World Affairs
2013 Annual Report

Submitted by
David Cohen, Dean

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

Introduction

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

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

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

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

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

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

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

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

**Organization: Majors, Minors and Programs**

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

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

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

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

And the following interdisciplinary minors:
German studies  International studies  LACS  
Russian studies  African studies  Classics  
Italian studies  African American studies  Linguistics  
Japanese studies  Russian studies  Archaeology  
British studies  Jewish studies  Asian studies  
European studies  Business Language in French

Faculty Workload (Department/School Plans for Change/Improvement)

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

Overall credit hours taught in the school (like those across the College itself) decreased slightly over the year before. While there was growth of credit hour production in German/Slavic (+68), International & Intercultural Studies (+190), Hispanic Studies (+41), other programs and departments slightly decreased their credit hour production. [Note: for the first time the student credit hour production for LACS (+291) was reported separately from International and Intercultural studies.] (See: http://ir.cofc.edu/aadeptdata Faculty Teaching Across Disciplines)

While there was some reduction in adjunct usage two years ago, we are now once again seeing an increase in that faculty instruction school-wide. Too many courses are taught by part time and temporary adjunct faculty. While 44.2% of the credit hours in LCWA are taught by adjuncts, this rate is 26.3% in HSS, 32.3% in SSM, 41.6% in Arts, 42.6% in Education (exclusive of the professional development courses), and 26.7% in Business. The school employs a number of full time adjuncts, several of whom are paid much more than the going rate for a full time adjunct. It remains a high priority for the school to convert adjunct instruction in all areas including areas such as German, Spanish, Russian, and Asian studies. (See: http://ir.cofc.edu/aadeptdata. Teaching Statistics by Faculty Type)

Instructional Costs (Internal and external comparisons)  
Our comparisons to our Delaware peers continue to be positive -- altogether too positive in a sense. The average cost for a credit hour of instruction for peers is $180 in modern languages and area/cultural studies. Generally our costs are far lower. Our costs in the areas that generate the most credit hours like Hispanic studies are extremely low ($129). In fact, only International/Intercultural Studies ($312) reports a higher credit hour cost. These cumulative numbers for the entire school compared to peers presents an unusual and unsatisfactory picture. While peers cost $180 per credit hour, the LCWA expense is $157. When you multiply out the difference per credit hour times the number of credit hours produced by the school, we “cost” approximately $400,000 less than peers. If we had this money, we could have 5 to 6 more faculty positions, substantially reducing adjunct dependency. (See http://ir.cofc.edu/aadeptdata. Cost Comparisons by Discipline)
Research and Professional Development (Publications, presentations, student involvement)

Additional scholarly productivity, particularly as evidenced by peer-reviewed publication, is a high priority for the school. We continue to look for ways to develop additional support for junior faculty through scheduling, developing research funding, limiting summer school teaching, etc. We continue to advocate for a mini-sabbatical program for untenured faculty. And we are most disserved by current budgeting practice. As LCWA has received new lines, it has not received additional R and D funds to support faculty scholarship. In fact, LCWA has $558 per roster faculty member while HSS has $695 (R and D budgets from each school divided by number of roster lines). This is a difference of $137 per faculty member or $7672 overall. That said, we celebrate the remarkable research and professional development accomplishments of our colleagues including these highlights:

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

- Antonio Aiello wrote an article, “Virgilio Pinera a la sombra de los clasicos: una dramaturgia precursora del teatro posmoderno” which appeared in *Celebrando a Virgilio Pinera*, (Plaza Editorial, 2013).
- John Walsh wrote *Free and French in the Caribbean: Toussaint Louverture, Aimé Césaire and Narratives of Loyal Opposition*, which will be published by Indiana University Press in February 2013.
- Giovanna DeLuca has completed two chapters in an on-going book project, *Harsh Spectacle: The Mafia in Italian and American Cinema*.
- Massimo Maggiari gave an invited presentation on Aurora Consurgens: evento poetico musicale at Centrol Studi Eleusi, at Sarzana, Italy on December 16, 2012.
- Shawn Morrison presented a paper, “Bringing our Teacher Candidates’ Language Proficiency to the Advanced-Low Level,” at the South Carolina Foreign Languages Association (2012).
- Malte Pehl is a member of the Advisory Board for Conflict Barometer 2012, Heidelberg Institute for International Conflict Research/University of Heidelberg.
• Kathleen Foody authored the article, “Review: Islam and Dissent in Postrevolutionary Iran,” Contemporary Islam 6, no.2 (2012), 223-225.
• Dolly Raad was granted a place in the program for Language Instruction/Arabic Instruction at the STARTTALK Program at New York University, School of Continuing and Professional Studies, June 10-21, 2013.
• Leena Karambelkar attended the Annual Conference for Less Commonly Taught Languages in Chicago, April 2013.
• Joshua Shanes recently completed a sabbatical, during which he was a visiting scholar at the University of Chicago. He is completing an article entitled “The ‘bloody election’ in Drohobycz: Violence, Politics and Memory of the 1911 Austrian Elections,” which he will be presenting at the 2013 conference of the Association of Jewish Studies in Boston.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A World of Jewish Culture has become a popular fixture at Piccolo Spoleto, with a concert by Charleston violinist Yuriy Bekker featured as part of the festival’s spotlight Concert Series.

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

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

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

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

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

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

**Additional Instructional Contributions**

**Honors Program**

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

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

First-Year Experience

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

Interdisciplinary Courses/Courses in Other Schools

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

- Classics faculty taught courses that contributed to the programs in Archaeology, Anthropology, History, Art History, Film Studies, and Women & Gender Studies.
- The Linguistics Minor Program currently has 31 declared minors. This is a 163% increase from last year. Students in the Minor have majors in Anthropology, Computer Science, English, German, Psychology and Spanish.
- The French, Francophone, and Italian Studies Department regularly offers BLFR (Business Language French Minor) a new minor essentially targeting international business students needing language skills to enhance their competitiveness in the job market.
- The new Global Trade minor from the School of Business specifically targets language students interested in basic international business and economic courses.
- Martine Hiers served as Director of the Comparative Literature program.
- Alison Smith served as Associate Director of the Women’s and Gender Studies program.
- Shawn Morrison taught EDFS 458, Teaching Strategies in Content Areas. (fall 2012)
- Robyn Holman taught FREN 341: Phonetics and Advanced Language Study and FREN 342: Advanced Grammar. Although taught with French rubrics, these courses are required for Teacher Education certification in French.
- Alison Smith taught two sections of SNAP courses in French and also counseled faculty of other languages on SNAP issues.
- Robyn Holman heads the interdisciplinary M.Ed. in Education program. Dr. Holman and Dr. Morrison served on the Student Exit committee for the M.Ed. program.
- Godwin Uwah is working with Renee Mueller (School of Business) on a site in Nice that will be an alternative to Strasbourg for international business students with French minors.
- The British Studies program now has two bilateral partnerships with British universities: University of Nottingham and the University of Hertfordshire.
- The German program offers several bilateral programs through the Office of International Education (University of Tubingen, University of Bamberg, Management Centre Innsbruck) in conjunction with the School of Business, as well as the summer internship program.
- Marianne Verlinden taught LACS 101 in Fall 2012; Lola Colomina taught the same course in Spring 2013.
- Carla Breidenbach taught LING 125 in Fall 2012 and spring 2013.
- Silvia Rodriguez-Sabater taught SPAN 603 in spring 2013. She also taught LALE 601 in fall 2012.
- Devon Hanahan and Alison Zaubi offered select basic Spanish language courses in Fall 2012 and spring 2013 for the SNAP program.
- Faculty in International Studies contributed to the curriculum of a number of programs and departments as they fulfilled their obligation to the International Studies curriculum. INTL faculty taught International Studies, Religious Studies, Economics, Asian Studies, and Latin American & Caribbean Studies courses.
- LACS, along with Hispanic Studies, operates three semester study abroad programs in Latin America – Chile, Argentina and Cuba.

International/Global Initiatives
The entire report reflects the LCWA commitment to global perspectives.

Other High Impact Practices

Students: Study Abroad Programs. The school is committed to increasing the number of students who study abroad. According to the Institute for International Education, the College of Charleston currently ranks 10th among all masters level universities in the number of our students who study abroad. (See: http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad/Leading) The school currently supports semester-long College of Charleston programs in Argentina; Chile; Cuba; La Rochelle, France; and Trujillo, Spain. The school continues to supplement study abroad funding provided by the College. Students majoring or minorin in LCWA programs received $27,800 scholarships. It remains a priority of LCWA to see scholarship funding expanded as the College implements its strategic plan with scholarship funding as a core initiative. Currently both the International Studies major and the French/ Francophone Studies major require study abroad.

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

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

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

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

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

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

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

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

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

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

LACS supports student participation in the Washington Model OAS (WMOAS) – a student simulation of the General Assembly of the Organization of American States in which over 300 university students -- at least one third of them from Latin American universities -- interact for a week at OAS headquarters in Washington DC. LACS is particularly active in this program as its director is a co-coordinator of the WMOAS and vice president of the Institute for Diplomatic Dialogue in the Americas (IDDA), the non-profit organization that sponsors the WMOAS. In spring 2013, the college sent a delegation of students to the Model in Washington for the 29th consecutive year.

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

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

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

The annual Model African Union class (POLS 366) that culminates in participation in the Model AU meeting in Washington, DC gives students a remarkable opportunity for engaged learning. Working in delegations of up to six, students hone research skills as they develop deep knowledge of specific African countries. They also acquire skills in parliamentary procedure. While in Washington, D.C., participants interact with a wide range of students from other colleges and universities. They also visit the embassies of the African countries they are representing in the Model AU, and have a chance to explore Washington, D.C.
Naomi Gale, Schusterman Professor of Israel Studies for the 2012-2013 academic year, recently departed Charleston after a successful year-long visit. Naomi was a valuable addition to the Jewish Studies faculty, and was treasured by the community at-large. A highlight of her visit was her team-teaching a course on Middle Eastern Cultures with Professor Abuhakema.

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

Faculty Diversity

The School of Languages, Cultures, and World Affairs has the highest percentage of non-white faculty of any of the schools at the College. Of the 64 LCWA faculty on staff in 2012/13, 23 (35.9%) claim some racial background other than white. This compares to the 19.9% college-wide who claim a background other than white. Thus, without LCWA, the college could only attest to a ratio of 17.7% of faculty who claim some racial background other than white. (See http://ir.cofc.edu/aadeptdata, Faculty Diversity)

Recruitment Efforts

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

Retention and Development Activities

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

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

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

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

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

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

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

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

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

Kathleen Foody will explore ethnographically and textually the annual Doha Conference on Interfaith Dialogue in Qatar. She will explore how the conference and its participants attempt to redefine Islam, as well as religion broadly, as a response to global religious violence. Minimally this will led to multiple journal publications and perhaps will result in a full monograph.
• Hollis France (PolSci) continued research begun last summer in Wowetta, North Rupununi, Guyana. Research involved a case study of the Wowetta Women’s Cassava Income Generating Enterprise.
• Silvia Rodriguez-Sabater examined the cultural information in introductory L2 college Spanish textbooks.
• Stephen Della Lana attended “European Summer Course” in Otzenhausen Germany. He was able to speak with participants from all over the European Union and gain insight into the economic & monetary union. He will integrate this research and knowledge into the Business German course.
• Piotr Gibas conducted the 4th Charleston Chinese Speech Contest & Performance, which promoted the Chinese language program and gave extracurricular opportunities for CofC students.
• Chris Day (PolSci) was able to invite to the college four expert scholars in interdisciplinary fields of African Studies and Peace & Conflict Studies. This workshop was public, the guest scholars were available to students and faculty. Exposure to these scholars and workshop offers the potential for increased recruitment of African Studies minors & Africa concentrations within the International Studies program.
• Noelle Zeiner-Carmichael used the funding for copyright permissions required for inclusion of maps and images in her book “Roman Letters: an Anthology.”
• Joe Weyers conducted a comparative study of forms of address used in written commercial & non-commercial advertising in US businesses that have a presence in Mexico. This will culminate a third study dealing with the language of advertising. His research will serve as a point of departure for a project designed for SPAN 448 Sociolinguistics studies next semester.
• E. Moore Quinn (Sociology) collected “textual memories” from her project’s newest members. She will include the findings in spring 2013 coursework. She will offer brown bag presentations and participate in related cultural programs. Publication of her findings will make contributions to ethnic studies. There is also the potential for future articles and books.
• Jim Newhard & Noelle Zeiner-Carmichael will host a Modeling Connectivity colloquium which will bring three scholars to campus. This event will illustrate multidisciplinary & synthetic skills necessary to understand cultures. It will address the local & community interests. And it will augment the cultural component of our curriculum and be an example by which LCWA extends its effects across the campus into other disciplines.
• Leena Karambelkar was able to attend the 2013 annual conference of the National Council of Less Commonly Taught Languages. Knowledge gained will strengthen the existing expertise & programs in language translation and interpretation with the ultimate goal to develop a minor or concentration.
• Massimo Maggiari hosted an International Poetry Night to promote cultural literacy and literature studies in foreign languages.
• Conseula Francis planned a tip to maximize the pedagogical effectiveness of study abroad in Barbados. The goal is to have a firmly established, regularly offered and staffed signature study abroad offering for African American Studies.
Assessment Activities

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

Student Accomplishments

Undergraduate/Graduate Research

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

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

**Distinguished Scholarship**

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

**Awards and Distinctions**

- Shaina Anderson (2013) was accepted with funding for the Classics Program (M.A.) at Texas Tech, where she will begin graduate studies with a view to earning a Ph.D. in Classics.
- Marca Hoyle (2012) was accepted into the Ph.D. in Medieval Studies at Western Michigan University.
- Melissa Huber (2011) was accepted with funding (Lionel Pearson Fellowship, American Philological Society) into the program in the History of Ancient Rome, University of Reading and with full funding to the Ph.D. Program in Classics, Duke University.
- Angelina Phebus (2011) was accepted with full funding to the Ph.D. Program in Classics, UNC – Chapel Hill.
- Jeremy Walden (2011) was accepted with full funding to the M.A. Program in Classics, University of Florida.
• Lauren Bader (2013) will be attending Brandeis University in the Fall to pursue a Masters degree in Anthropology.
• Seth Bostrom (2013) has been chosen as one of the 75 students selected to participate in the Congress-Bundestag program for Young Professionals.
• Martin Dawson (2013) received a Fulbright Teaching Assistantship in Salzburg, Austria, for 2013-14.
• Levi Vonk received the Rotary Global Scholarship to begin a Master’s in Anthropology of Development and Social Transformation at the University of Sussex in Brighton, England.
• Stephanie Ferrell, Spanish major (May 2013), was accepted to New York University’s Steinhardt School of Culture, Education, and Human Development to pursue her M.A. in speech Language Pathology in Communicative Disorders.
• The Asian Studies program has seen three students receive the nationally competitive Critical Languages Scholarship provided by the US Department of State to study abroad in the home country of their language of choice. In 2012 Daniel Hodge (Chinese, Shanghai) won the scholarship and in 2013 Madeline Edwards (Jordan, Arabic) and Elizabeth Burdette (India, Hindi) received this prestigious award.
• Kim Arnold was recognized at the AAST award ceremony in 2012 for her service to improve the campus and the broader community with respect to issues around racial equality and social justice. She has been accepted into the Master of Public Health program at Drexel University.
• Andrew Dunham (2008) completed a Master’s degree in Latin American Studies at New York University and is currently Law Clerk at Zhang and Associates.
• Collin Laverty (2006) completed a Master’s degree in Latin American Studies at the University of San Diego last year. He is currently founder and president of Cuba Educational Travel.
• Nakashia Dunner (2007) is currently at the US State Department doing consular work in Tijuana, Mexico.
• Kimberly Cozart (2006) who received her MA from the London School of Economics and Political Science and taught part-time for Latin American and Caribbean Studies and International Studies at the College in 2011-12, completed her first year of Ph.D. work at the City University of New York Graduate Center in Political Science-Latin America.
• Former M.Ed. Spanish track students Erin Gilreath and Chrystal Hepler were nominated for the Sigma Delta Pi (Spanish Honor Society) teaching award, with Erin being selected as the winner.
• Current M.Ed. students Celeste De Vera and Daniel Gary received the Graduate Scholars award for the 2012/13 academic year.
• M.Ed. student Robert Butler was the recipient of the Goizueta Foundation Endowment Fund Scholarship during both the 2011/12 and 2013 school years.
• Editha Harper, a fall 2012 ESOL track graduate, was hired as an adjunct professor of ESOL at USC Columbia.
• Samantha Denning (2013) (French & International Studies) graduated as a Global Scholar. She studied abroad in both France and Senegal, and interned with a micro-finance organization. She has received an appointment through the French government to teach English in Nantes, France starting in the fall. She hopes to
pursue graduate studies in international affairs.

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

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

Recent graduates appear to be having success finding employment and/or going on to graduate school. The Senior Exit Survey for the Class of 2012 shows that 88% of LCWA students are employed or in graduate school. (See: College of Charleston Senior Exit Survey Class of 2012) When this Senior Exit Survey is broken down by major -- Spanish majors who responded to the survey lead the way with 97% of respondents employed or planning to attend graduate school after commencement. Of the French majors who responded, 83% say that they have taken jobs that are appropriate to their degree and level of training. 80% of German majors who participated in the Survey report that the jobs they have taken are moderately or highly related to their major. International Studies, French & Francophone, German, Classical Studies majors all report that 100% have found employment in the state of South Carolina.

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

**External Relations and School Advancement Activities**

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

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

**Conclusion**
Department chairs and program directors have a number of concerns about their programs and the school generally. These quotes are taken directly from their annual reports:

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

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

“The current sharing of an office administrator between Classics and German and Slavic Studies does not work. This has been demonstrated over a five-year period in a variety of circumstances, and the point has been made repeatedly to LCWA and Academic Affairs. This year, our office administrator resigned after less than two years in the position. She cited the shared position as the one and only reason for her resignation. The search for a replacement was successful, but the quick turn over is only one example of the inefficiency of the split-position… Neither department can move beyond a survival mode with its business… As a result neither chair has autonomy over their respective department. Neither has control to create and maintain an appropriate working environment. The business for both departments is constantly crossed. Recommendation: convert the office administrator in Classics to a full-time position by August 2014.” (Classics, page 20)

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

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

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

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

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

“Faculty in the department consistently seek opportunities to collaborate with other departments or institutions in presenting public events… Their efforts are often stymied due to the fact that the department has only half-time administrative assistance, the operating budget is small, and the time commitment involved can be considerable. A full-time administrative position would alleviate much of the burden on faculty in a variety of areas, including in outreach efforts.” (German/Slavic studies, page 16)

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

“While the program has made great strides in its first three years, several significant problems persist. First, as was pointed out for two years now, current College policy is to equate
a concentration with a minor regarding the sharing of courses. Our major is essentially made up of concentrations so a student cannot share courses between this major and any minor – this is not the case with majors that do not have concentrations. This creates a disincentive for our majors to pick up a minor – particularly a language minor (which we are trying to encourage).

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

“As the program grows, we find ourselves in desperate need of (1) permanent space and (2) increase in the operating budget to cover increasing costs in faculty development. Next academic year we will have two full-time faculty members and a director. The $5000 operating budget is insufficient to meet their needs.” (African American studies, page 4)

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

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

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

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

“It’s always a struggle to staff sufficient courses to allow students to meet the requirements for the African Studies Minor. Academic Affairs could support our efforts by figuring out a way to compensate home departments for allowing African Studies faculty to teach AFST courses outside the department. Making a designated African Studies hire (possibly within the International Studies set-up) would alleviate this problem somewhat. In particular, we require sufficient staffing to be able to offer the AFST 100 course EVERY semester, it is difficult to entice faculty from other departments to teach this introductory course since they already have teaching loads often including intro courses for their home departments.” (African studies, page 4)

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

Report on Operational Goals 2007-2008

Primary Goals:

- Enhance faculty incentive and research grant programs
  The school has put in place a policy to award individual faculty research and development grants twice a year designated to support new and ongoing scholarly and creative activities for individual faculty members of the school. This fund is intended to promote professional research goals, such as: travel to support research, the purchase of research materials (books, databases, supplies, equipment, etc.), summer courses, institutes, workshops (e.g. OPI training), subsidies for publication, and courses to learn an additional foreign language that will enhance your current research or to pursue new areas of research. These grants are not primarily intended for delivering a paper at scholarly conferences. Approximately $25,000 annually is awarded for this purpose. Funding is in place to continue this program for a number of years but it is not endowed funding.

- Increase the number of roster faculty within the school
  The school has added new permanent positions in Hebrew (1), Arabic (2), Chinese (2), Spanish (1), International Studies (4.5); Classics (2); Italian (1); Jewish studies (1) and African American studies (2). In addition two faculty positions have been transferred to LCWA. Private funding now supports 1.5 additional positions in Jewish studies. Implement external proficiency testing for language majors
All majors in Spanish, French, and German take externally administered proficiency tests. At this time there are plans to extend this testing to language minors and others requiring advanced language study. There is no required achievement level(s) for student performance but consideration to this additional requirement will take place in the future.

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

**Secondary Goals:**

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

- Signature LCWA courses will be created for incoming CofC first year students
  No progress
- The School will develop a plan for systemically furthering the cultural components of the curriculum within LCWA courses. Course offerings that examine values and traditions both past and present, and the ways in which the past informs the present will be introduced.
  No progress
- Language tracks will be developed or enhanced as need and school partnership opportunities exist to tailor language acquisition to specific business, science/technology and government requirements
  No progress
- Existing expertise and programs in language translation and interpretation will be strengthened and developed to a minor or concentration
  No progress. The Masters degree in legal interpreting has been eliminated.
- Additional internationally-oriented internships and service learning opportunities will be designed for the needs of the students and implemented
  Only Hispanic Studies has developed internship courses.
- A brand-based marketing effort will be initiated to define the distinctiveness of LCWA for others at the College and to project it across the region, the state and the nation
  LCWA has revised its web pages and produced several general brochures that attempt to brand the school but much more work in this area needs to be done.
- Summer immersion language programs will be created and focused on high school students
  No progress

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

**Challenges/Opportunities**

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

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

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

**Continuing to build commitment within the School**

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

**Strengthening identity within the College and externally**

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

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

**Silos and incentives for interdisciplinary work**

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

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

**Too many adjuncts in languages**

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

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

**Marrying culture into language and world affairs**

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

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

**Managing joint appointments**

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

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

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

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

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

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

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

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

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

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

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

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

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

*Wish us luck!*

Respectfully submitted,

David Cohen
Dean
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African American Studies
2012-13 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. While 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. The recent verdict in the George Zimmerman murder trial and the ensuing comments on America's racial history and future, from a variety of sources, including President Obama, demonstrate the continued need for rigorous study of African American history and culture.

II. Program
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.

African American Studies is a dynamic interdisciplinary field of inquiry that requires students to master a diverse set of intellectual tools and understandings derived from a host of disciplines in the humanities and social sciences. In many ways it is a model major for the College's core purpose of pursuing and sharing "knowledge through study, inquiry and creation in order to empower the individual and enrich society."

Through curricular and extracurricular efforts, we are working toward several strategies/tactics included in the College's Strategic Plan, including enhancing academic programs linked to the history and traditions of Charleston and the Lowcountry, and developing partnerships with area schools and institutions, such as the Charleston County Public Library and the Preservation Society of Charleston.

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1 Departments will complete the entire report. Programs are asked to report on instructional, outreach and other activities as appropriate.
The proposed major (which goes before CAAP in September) has the following Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will learn how African American Studies began, how the discipline has grown, and what constitute the major ideas/questions in the discipline.</td>
</tr>
<tr>
<td>2. Students will apply concepts, terms, and theories from social science to the analysis of African American life and culture.</td>
</tr>
<tr>
<td>3. Students will be able to identify major writers/movements in the African American literary tradition, and major figures events in African American history.</td>
</tr>
<tr>
<td>4. Students will design and implement a research project that synthesizes knowledge gained in the major.</td>
</tr>
<tr>
<td>5. Students will engage constructively with the community around issues of race.</td>
</tr>
</tbody>
</table>

III. Narrative Summary and Analysis of Departmental or Program Accomplishments

The African American Studies program is currently strong in English and history because of the number of faculty teaching in those disciplines. With the addition of Anthony Greene we are developing strength in sociology. We currently offer no courses in African American art or music, but hope to hire someone to fill this curricular gap.

The African American Studies program supports the College’s goal of interdisciplinarity by working closely with the departments of English, History, Education, and Sociology/Anthropology, and Women’s & Gender Studies Program, as well as others. We also support other programs and units with course offerings. In Summer 2012 offered 4 courses for the SPECTRA program; in Summer 2013, we offered 2.
The program also makes an effort to engage and connect the students with the Charleston community through such high impact programmatic offerings as a weekly book discussion group and a newly instated “Bridge Builder” series which features networking opportunities with successful Black professionals in the Lowcountry. Students are given the opportunity to pursue internships for credit with the Avery Research Center and the Preservation Society of Charleston. In summer 2014 the AAST program will revive a study abroad program to Barbados during the Maymester term.

Half of the 15 affiliate faculty in African American Studies are African or African American. Half are women. We advertise our open positions with the National Council of Black Studies and on various diversity websites and listservs.

The African American Studies program actively collaborates with other campus departments and organizations such as Women’s & Gender Studies, Sociology & Anthropology, and History to organize and co-sponsor campus-wide events and lectures. The AAST program also works closely with the Avery Research Center in planning and hosting its annual conference.

The AAST program provides educational opportunities for the community through its bimonthly book discussion on African American history and culture. These book discussions originated from a grant by the National Council of Black Studies in the 2011-2012 fiscal year and were continued into the current fiscal year. The discussions are held in the John L. Dart library, the first library in Charleston which served the African American population.

Mel Boyd ('13) was chosen as a featured student for the College of Charleston’s YouTube channel.

Kim Arnold served as President of the AAST Student Executive Board and was a consistent champion of the African American Studies program during her four years at the College. She was recognized at the AAST award ceremony in 2012 for her service to improve the campus and the broader community with respect to issues around racial equality and social justice. We congratulate her on her acceptance into the Master of Public Health program at Drexel University.

African American Studies has one full-time faculty member, Anthony Greene, and a director, Conseula Francis. Since Conseula is an associate professor in the English department, her professional development activities are "counted" with English/HSS (as is true of the other 13 affiliate faculty members and their home departments). Anthony just completed his first year at CofC and is making adequate professional progress. Despite it being his first year at CofC, Anthony has taken the lead in planning our study abroad program to Barbados and in developing the AAST curriculum. The AAST program supports the professional development of Conseula and Anthony through our institutional membership in the National Council of Black Studies.
As the program grows, we find ourselves in desperate need of (1) permanent 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 $5000 operating budget is insufficient to meet their needs.

Changes in departmental or program enrollments (AAST courses):

Fall:

![Bar chart showing enrollments by year and subject area (AAST)]
Spring:
### African American Studies Faculty Courses Fall 2012

<table>
<thead>
<tr>
<th>Course #</th>
<th>CRN</th>
<th>Credit Hours</th>
<th>Title</th>
<th>Faculty</th>
<th>Enrolled</th>
<th>Max</th>
<th>Change in enrollment from previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAST 200.01</td>
<td>10001</td>
<td>3</td>
<td>Introduction to African American Studies</td>
<td>GREENE</td>
<td>40*</td>
<td>40</td>
<td>-8</td>
</tr>
<tr>
<td>ENGL 216.01</td>
<td>11067</td>
<td>3</td>
<td>Intro to African American Literature</td>
<td>FRAZIER</td>
<td>24</td>
<td>25</td>
<td>-5</td>
</tr>
<tr>
<td>HIST 216.01</td>
<td>11463</td>
<td>3</td>
<td>African American History to 1865</td>
<td>POWERS</td>
<td>28</td>
<td>30</td>
<td>+1</td>
</tr>
<tr>
<td>AAST 300.02</td>
<td>13732</td>
<td>3</td>
<td>History of Black Power in the 20th c</td>
<td>CHASE</td>
<td>13**</td>
<td>20</td>
<td>Not offered in Fall ’11</td>
</tr>
<tr>
<td>AAST 300.03</td>
<td>14103</td>
<td>3</td>
<td>Race-Ethnic Relations</td>
<td>GREENE</td>
<td>19</td>
<td>20</td>
<td>Not offered in Fall ’11</td>
</tr>
<tr>
<td>ENGL 359.01</td>
<td>15334</td>
<td>3</td>
<td>Contemporary American Poetry</td>
<td>EICHELBERGER</td>
<td>21</td>
<td>30</td>
<td>Not offered in Fall ’11</td>
</tr>
<tr>
<td>ENGL 364.01</td>
<td>15337</td>
<td>3</td>
<td>Black Women Writers</td>
<td>FRANCIS</td>
<td>23</td>
<td>30</td>
<td>Not offered in Fall ’11</td>
</tr>
<tr>
<td>HIST 272.01</td>
<td>15403</td>
<td>3</td>
<td>Pre-Colonial Africa</td>
<td>SARR</td>
<td>29</td>
<td>30</td>
<td>Not offered in Fall ’11</td>
</tr>
<tr>
<td>HONS 381.01</td>
<td>15546</td>
<td>3</td>
<td>History of the Civil Rights Movement</td>
<td>HALE</td>
<td>13</td>
<td>15</td>
<td>Not offered in Fall ’11</td>
</tr>
<tr>
<td>RELS 298.02</td>
<td>14248</td>
<td>3</td>
<td>Islam in America</td>
<td>HLADKY</td>
<td>25</td>
<td>25</td>
<td>Not offered in Fall ’11</td>
</tr>
<tr>
<td>THTR 316.01</td>
<td>12051</td>
<td>3</td>
<td>African American Theater</td>
<td>VANDERVORT-COBB</td>
<td>25</td>
<td>25</td>
<td>+1</td>
</tr>
</tbody>
</table>

*we lost our AAST adjunct professor at the start of the Fall 2012 term and subsequently had to cancel one section of AAST 200 (in Fall 2011, two sections of this course were taught with 24 students enrolled in each)

** we lost our AAST adjunct professor at the start of the Fall 2012 term and subsequently had to cancel one section of AAST 300 (in Fall 2011, four special topics AAST 300 courses were offered with a total of 101 students enrolled compared to just two courses with a total of 32 in Fall 2012)

Total # students in courses counting for the AAST minor: 260

Total # of students in AAST designated courses: 72

# of courses taught by professors: all courses listed above, with the exception of AAST 300.02 which was taught by the Public Historian of the Avery Research Center.

Average Class size (all courses) = approximately 24

Average Class size (AAST courses) = 24+

+compare to historic average class size of 27 from Fall 2008-Fall 2012
<table>
<thead>
<tr>
<th>Course #</th>
<th>CRN</th>
<th>Credit Hours</th>
<th>Title</th>
<th>Faculty</th>
<th>Enrolled</th>
<th>Max</th>
<th>Change in enrollment from previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAST 200.01</td>
<td>3</td>
<td>3</td>
<td>Introduction to African American Studies</td>
<td>GREENE</td>
<td>26</td>
<td>25</td>
<td>-22*</td>
</tr>
<tr>
<td>ENGL 313.01</td>
<td>3</td>
<td>3</td>
<td>African American Literature</td>
<td>FRANCIS</td>
<td>29</td>
<td>30</td>
<td>+4</td>
</tr>
<tr>
<td>HIST 217.01</td>
<td>3</td>
<td>3</td>
<td>African American History since 1865</td>
<td>POWERS</td>
<td>28</td>
<td>30</td>
<td>+8</td>
</tr>
<tr>
<td>AAST 300.01</td>
<td>3</td>
<td>3</td>
<td>Race-Ethnic Relations</td>
<td>GREENE</td>
<td>19</td>
<td>25</td>
<td>Not offered in Spring ’12</td>
</tr>
<tr>
<td>AAST 300.02</td>
<td>3</td>
<td>3</td>
<td>Black Images in the Media</td>
<td>GREENE</td>
<td>24</td>
<td>25</td>
<td>Not offered in Spring ’12</td>
</tr>
<tr>
<td>AAST 300.03</td>
<td>3</td>
<td>3</td>
<td>African American Communities**</td>
<td>STRMIC-PAWL</td>
<td>3</td>
<td>5</td>
<td>Not offered in Spring ’12</td>
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<tr>
<td>AAST 300.04</td>
<td>3</td>
<td>3</td>
<td>African American Communities**</td>
<td>STRMIC-PAWL</td>
<td>3</td>
<td>5</td>
<td>Not offered in Spring ’12</td>
</tr>
<tr>
<td>AAST 300.05</td>
<td>3</td>
<td>3</td>
<td>African American Society &amp; Culture**</td>
<td>WILLIAMS-LESSANE</td>
<td>1</td>
<td>5</td>
<td>Not offered in Spring ’12</td>
</tr>
<tr>
<td>AAST 300.06</td>
<td>3</td>
<td>3</td>
<td>History of Education**</td>
<td>HALE</td>
<td>2</td>
<td>7</td>
<td>Not offered in Spring ’12</td>
</tr>
<tr>
<td>AAST 300.08</td>
<td>3</td>
<td>3</td>
<td>Exploring Social Inequality**</td>
<td>STRMIC-PAWL</td>
<td>4</td>
<td>5</td>
<td>Not offered in Spring ’12</td>
</tr>
<tr>
<td>GEOG 219.01</td>
<td>3</td>
<td>3</td>
<td>Reading the Lowcountry Landscape</td>
<td>LONG</td>
<td>8</td>
<td>20</td>
<td>-4</td>
</tr>
<tr>
<td>HIST 211.01</td>
<td>3</td>
<td>3</td>
<td>American Urban History</td>
<td>HOPKINS</td>
<td>29</td>
<td>30</td>
<td>-1</td>
</tr>
<tr>
<td>HIST 273.01</td>
<td>3</td>
<td>3</td>
<td>Modern Africa</td>
<td>CARMICHAEL</td>
<td>24</td>
<td>30</td>
<td>-7</td>
</tr>
<tr>
<td>RELS 298.01</td>
<td>3</td>
<td>3</td>
<td>Exploring the Holy City: Religion in Charleston &amp; the Lowcountry</td>
<td>HLADKY</td>
<td>13</td>
<td>12</td>
<td>Not offered in Spring ’12</td>
</tr>
<tr>
<td>THTR 316.01</td>
<td>3</td>
<td>3</td>
<td>African American Theater</td>
<td>VANDERVORT-COBB</td>
<td>21</td>
<td>25</td>
<td>-2</td>
</tr>
</tbody>
</table>

*course offerings dropped from two sections to one from Spring 2012 to Spring 2013 due to loss of adjunct faculty member in Fall 2012
**cross-listed course; enrollment capped to half of the seats available

Total # students in courses counting for the AAST minor: 234
Total # of students in AAST designated courses: 82
# of courses taught by professors: All courses offered were taught by tenure track faculty with the exception of AAST 300 sections 03, 04, 07 and 08 which were taught by a one-year Visiting Assistant Professor from the Department of Sociology & Anthropology.
Average Class size (all courses) = approximately 16
Average Class size (AAST courses) = approximately 10
+compare to historic average class size of approximately 25 from Spring 2009-Spring 2012

- Numbers of minors and graduates:
  - Minors: 21 (as of Spring 2013)
  - Graduates: 35 (from 1998-2013)
I. NARRATIVE DESCRIPTION OF THE STATUS OF THE DISCIPLINE FROM A NATIONAL PERSPECTIVE (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. COLLEGE OF CHARLESTON AFRICAN STUDIES 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. African Studies' highest priorities from the College's strategic plan
   Sense of place—given the Africanness of Charleston.

C. 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

D. Student learning outcomes of the program
   Students will demonstrate their knowledge, awareness, ability, critical sensitivity, habits of attention etc. Described above by successfully completing their courses, and by (among other things) signing up for study abroad courses in Africa, joining the Peace Corps, volunteering for NGO work, etc.
III. NARRATIVE SUMMARY AND ANALYSIS OF DEPARTMENTAL OR PROGRAM ACCOMPLISHMENTS

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 inevitably to high impact, personalized education. This year Marion Mendy offered AFST 202: Special Topics: Women in Contemporary Africa and Simon Lewis offered an HONS 381 course, specifically designated as interdisciplinary on South African literature, politics and culture. The annual Model African Union class (POLS 266) 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. Because many of those taking African Studies courses are now concentrators within the International Studies major rather than African Studies minors, we have a number of students eager to find study-abroad opportunities in Africa. This summer, in addition to the Morocco courses, we have students independently placed in Ghana, Uganda and the Gambia.

A. Changes in departmental or program enrollments

<graphs>

B. Brief narrative summary of the curricular assessment activities

We are currently working with Shawn Morrison, LCWA’s assessment guru to devise an appropriate plan. The deadline for the submission of this plan is September 2013.

C. Faculty diversity

The African Studies program has no control over recruitment. As of the end of spring 2013, the program had 15 faculty affiliates in the Schools of Humanities and Social Sciences and Languages, Cultures and World Affairs. The core of our regular teaching group is white and male (Carmichael [History], Day [Political Science], Lewis [English]). Abdellatif Attafi (French
Department) is Moroccan. We have recently lost or are in the process of losing Viviane Bekrou (Ivory Coast—unsuccessful tenure review in French Department), Assan Sarr (Gambia—leave of absence from History Department), and Marion Mendy (Gambia—pursuing PhD full-time). Given these teachers’ connections to West Africa in particular, these losses are significant. We have also lost John Walsh (another white male, but one who extended our coverage of the African diaspora to the francophone Caribbean).

**List of Affiliated Faculty**

Dr. Simon Lewis (English, Director)
Dr. Ghazi Abuhakema (Asian Studies)
Dr. Abdellatif Attafi (French and Francophone Studies)
Dr. Tim Carmichael (History)
Dr. Chris Day (Political Science)
Mr. George Fam (Arabic)
Dr Larry Lepionka (Art History)
Ms. Marion Mendy (adjunct to AFST)*
Dr. Mutindi Ndunda (Education) **
Dr. Jack Parson (Political Science, Emeritus)
Dr. Peter Piccione (History)
Dr. Assan Sarr (History)*
Dr. Andrew Sobiesuo (Hispanic Studies)
Dr. Godwin Uwah (French and Francophone Studies)
Dr. John Walsh III (French and Francophone Studies)*

*leaving at end of 2012-13 AY  
**on sabbatical throughout 2012-13 AY

**D. Summary analysis of faculty research and professional development**

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** hosted the 2013 African Literature Association conference in Charleston (March 20-24);

**Assan Sarr** is the faculty supervisor for Madison Edwards’ SURF summer research grant in the Gambia.

Remoteness from the continent, the high cost of travel to the continent and logistical, bureaucratic complications in traveling to or hosting scholars from the continent represent significant challenges. The difficulty of studying Africa, however, tends to create a strong sense of solidarity and fosters interdisciplinarity.
E. Service beyond the department and outreach efforts
Faculty are engaged members of the College and wider community: **Tim Carmichael** provided expert testimony in seven asylum cases in Department of Homeland Security cases, **Chris Day** made a presentation on the Lord’s Resistance Army in Northern Uganda for the Unitarian Church’s Forum series in September 2012). **Simon Lewis**, aided by a massive and wonderful team of volunteers, hosted the African Literature Association conference in March 2013, which included significant contributions by local African American artistic, cultural, and political luminaries. The conference was held March 20-24, 2013, and was widely regarded as one of the best organized and most successful conferences this professional organization had experienced in its nearly 40-year history. With over 400 participants in attendance, the coordination and organization of the conference was no small task but was expertly handled by a small but committed team of CofC employee-volunteers from across campus (the Addlestone Library, the Avery Research Center, African Studies, CLAW) as well as with on-site assistance from student volunteers.

Conference quick facts:
- 4-day conference
- 11 internationally-acclaimed keynote speakers and musicians
- 17 exhibitors and 365 panel participants from more than 20 countries in North and South. America, Africa and Asia
- 106 panel discussions
- 20 student volunteers

Simon Lewis was also significantly involved in the planning, organizing, and promoting of the Jubilee Project. This project was first announced on-campus April 20, 2012 with the first advertised event taking place on New Year’s Eve, 2012 (Watch Night). The Jubilee Project is a joint effort which relies on contributions from diverse organizations, academic institutions, religious affiliations and regional locations in offering related events and programs (for example, an exhibition of African art at South Carolina State University). Dr. Simon Lewis was instrumental in organizing and advertising these various events and in collaborating with all involved parties. For full details on all Jubilee Project event offerings, visit: [http://jubileeprojectsc.wordpress.com/](http://jubileeprojectsc.wordpress.com/).

F. Professional development opportunities for faculty
The African Studies program has facilitated some travel to conferences, research sites, etc. Whenever controversy crops up faculty are more than willing to share teaching ideas and resources via e-mail. Our face-to-face meetings throughout the term are always collegial and constructive.

G. Success in meeting departmental, school, and college goals
It’s always a struggle to staff sufficient courses to allow students to meet the requirements for the African Studies Minor. Academic Affairs could support our efforts by figuring out a way to compensate home departments for allowing African Studies faculty to teach AFST courses outside the department. Making a designated African Studies hire (possibly within the
International Studies set-up) would alleviate this problem somewhat. In particular, we require sufficient staffing to be able to offer the AFST 100 course EVERY semester, it is difficult to entice faculty from other departments to teach this introductory course since they already have teaching loads often including intro courses for their home departments.

H. Curricular development and other major changes planned 2013-2016
We will be revisiting the list of courses that can count towards the minor and looking to add some new ones and/or revise existing descriptions (e.g., AFST 220, AFST 302, FREN 452, FREN 320, HIST 230, HIST 270, ARTH 210, FREN 326, FREN 361, POLI 339).

Staffing limitations restrict our ambitions. In fall 2013 we must rely on the help of an adjunct instructor from the French and Francophone Studies department to teach the AFST 100 course. Ideally we should be adding a (West) African language to the College’s list of language tuition. Tim Carmichael will be teaching a pilot-course in elementary Swahili in fall 2013. We are trying to line up the Beninois film-maker Idrissou Mora-Kpai to teach a special topics course in African Cinema in fall 2013, too. It would be great to be able to take full advantage of Mora-Kpai’s presence in Charleston and hire him in a full-time capacity.

We expect to return to school in the fall with a full extra- and co-curricular program in place, including a writing workshop, a study-abroad feedback session, a film screening, etc. Establishing a calendar of events should allow us to maintain a higher profile on the campus and in the community.

We continue to foster connections with the Avery Center and the CLAW program, and outside the College, with the International African American Museum, the Gullah Geechee Cultural Heritage Corridor, and African-American and Afro-Caribbean institutions. Both the Avery Center the CLAW program host annual conferences which are almost always of interest to faculty and students. We would like to collaborate in more direct ways with those in the School of Education, Health and Human Performance and the School of Business (e.g., mutindi ndunda and David Desplaces) who have established discipline-specific programs with African partners. 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 for anyone doing business in and with Africa.
IV. SUPPORTING DATA

I. Teaching Data: (data compiled by running Cognos reports for term in question)

Course Offerings Applicable to AFST Minor (Fall 2012):

<table>
<thead>
<tr>
<th>Courses</th>
<th>Title</th>
<th>Enrollment</th>
<th>Max</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFST 101</td>
<td>Intro to African Studies</td>
<td>Cancelled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 272</td>
<td>Pre-Colonial Africa</td>
<td>29</td>
<td>30</td>
<td>Sarr</td>
</tr>
<tr>
<td>Electives:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFST 202</td>
<td>ST in African Studies</td>
<td>Not offered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 352</td>
<td>Major African Writers</td>
<td>14</td>
<td>30</td>
<td>Lewis</td>
</tr>
<tr>
<td>POLI 342</td>
<td>Politics of Africa</td>
<td>27</td>
<td>35</td>
<td>Day</td>
</tr>
</tbody>
</table>

- Average class size for courses counting towards AFST minor in fall 2012 = 23
- Average class size for AFST courses only: 0, no classes offered

Course Offerings Applicable to AFST Minor (Spring 2013):

<table>
<thead>
<tr>
<th>Courses</th>
<th>Title</th>
<th>Enrollment</th>
<th>Max</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFST 101</td>
<td>Intro to African Studies</td>
<td>36</td>
<td>35</td>
<td>Lewis</td>
</tr>
<tr>
<td>HIST 273</td>
<td>Modern Africa</td>
<td>24</td>
<td>30</td>
<td>Carmichael</td>
</tr>
<tr>
<td>Electives:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFST 202</td>
<td>ST: Women in Contemp. Africa</td>
<td>21</td>
<td>35</td>
<td>Mendy</td>
</tr>
<tr>
<td>ARTH 210</td>
<td>African Art</td>
<td>18</td>
<td>25</td>
<td>Lepionka</td>
</tr>
<tr>
<td>HIST 270</td>
<td>ST: Survey of Ancient Egypt, Nubia &amp; Kush</td>
<td>24</td>
<td>30</td>
<td>Piccione</td>
</tr>
<tr>
<td>HONS 381.03</td>
<td>South African Lit and Politics</td>
<td>11</td>
<td>12</td>
<td>Lewis</td>
</tr>
<tr>
<td>POLI 266</td>
<td>International Diplomacy</td>
<td>10</td>
<td>0</td>
<td>Day</td>
</tr>
</tbody>
</table>

- Total Average class size for courses counting towards AFST minor in spring 2013 = 21
- Average class size for AFST courses only: 28.5

At the end of the 2012-2013 academic year the AFST minor had nine students and the International Studies major with an area of concentration in African Studies had 17 students.

J. Student (and recent graduate) accomplishments

In spring 2013 the AFST minor graduated three students (Kaitlin Fitzgerald, POLI; Amber Joyner, HIST; Haley Thomas, POLI) and the International Studies: Africa concentration major graduated three students (Anna Cantrell, Samantha Denning and Patrick Giblin. In the summer 2013 term three African Studies minors completed overseas internship/research experiences, one for credit and two for non-credit. Eden Katz traveled to Ghana with the Project OKURASE Village Health Outreach program. She is the second consecutive AFST minor to do so (Clifton Edwards completed an internship/independent study in summer 2012) and will be completing research for credit in an independent study course being
supervised by Simon Lewis (INTL 400). Madison Edwards received a SURF grant to conduct four weeks of research in Gambia and Senegal, Africa. Madison will research connections between the Lowcountry and West Africa and the Atlantic slave trade with help from her faculty advisor, Dr. Assan Sarr (borrowed from the History Dept. blog). Brennan Baylis traveled to Uganda with the Palmetto Medical Initiative where she is helping provide treatment for various medical conditions as well as organizing and hosting health events focused on preventative health education. All three students are keeping blogs to record their experiences and learning outcomes during their time overseas.

From the College of Charleston’s 2013 Graduation Class profile:

Samantha Denning (French, International Studies) graduated as a Global Scholar. She studied abroad in both France and Senegal, and while in Senegal she interned with a micro-finance organization. On campus she was active with the Center for Civic Engagement, as part of the Volunteer Corps and was an alternative spring break participant. She has received an appointment through the French government to teach English in the Nantes, France starting in the fall. She hopes to pursue graduate studies in international affairs.

Kaitlin Fitzgerald (Political Science) accepted a position with the Farms-to-Schools Program based in Charleston, SC.

Amber Joyner (History) received the HSS Scholars Award in History (2013). She plans to apply for a PhD program in African history with a focus on the late colonial period for Lusophone Africa. While at CofC she participated in the Model African Union in Washington, DC (POLI 266.01 with Chris Day) and was researching Mozambican history since her sophomore year.

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

K. Faculty Productivity in and Support of Research and Professional Development
Since most of this data will appear in individual faculty members’ home departments’ reports, the following list includes only a few highlights:

Tim Carmichael
Book chapter:

Presentations:

Professional Service:
Book Reviews Editor, Northeast African Studies

Simon Lewis
Edited book:

Articles:


Edited journal:

John Walsh
Book:

L. Service and Outreach Contributions beyond the Department
Tim Carmichael (HIST) served as Ethiopian country specialist for Amnesty International-USA, and testified as Expert Witness in seven political asylum cases in Department of Homeland Security courts.

Chris Day taught the summer Maymester AFST 101 course with 12 students (max enrollment: 30). He also served as faculty advisor for the newly re-launched Amnesty International student organization on campus.

Simon Lewis (ENGL) worked on both the Jubilee Project and in organizing the 39th annual African Literature Association conference in 2012-2013.

M. Honors/Awards external to the unit received by faculty or program during review year
Simon Lewis received the College of Charleston’s Distinguished Research Award.
Annual Report 2012-2013

Interdisciplinary Archaeology Minor program

[Participating departments: Art History, Biology, Chemistry, Classics, Geology, Historic Preservation and Community Planning, History, and Sociology/Anthropology]

Program Director: Dr. Barbara E. Borg, Sociology and Anthropology

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. Archeology 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 (now has 2 archaeologists with a new hire in Spring 2013) focuses on archaeology of the Mediterranean world, the History department (1 archaeologist) makes significant contributions in Egyptology, and Art History also has one 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 geoarcheology 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 state and federal 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 this global orientation, 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 presented a proposal for an Archaeology Cognate Major to the CHE for final approval. The Archaeology Cognate Major was approved by the CHE in Spring 2013, was prepared for printing in the 2013 -14 Undergraduate Catalog in early

1 Society for American Archaeology, “The Path to Becoming an Archaeologist”, pamphlet.
Summer 2013, and the new major will be implemented beginning in Fall 2013. Our program was notified in June 2013 that students could now begin declaring the new Archaeology cognate major. As of 7/5/13 six students had declared the Archaeology Cognate Major. There are currently 18 Archaeology minors on the official list, run on 7/5/13. This drop, I believe, represents May 2013 graduation (as a certain number of students drop a minor so they can graduate), as well as students preparing to switch from an Archaeology minor to the major. They may have dropped the minor but just not added the new major yet. The Archaeology Minor, which averaged about 43 minors last year in 2011-12, will still be retained as an option for students.

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. The new Archaeology cognate major, beginning in Fall 2013, will simply further amplify the Archaeology program’s place within the College of Charleston mission.

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. The new Archaeology cognate major will further develop this trajectory.

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 (and future cognate major) 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

<p>| Faculty Teaching in the Department | Highest Teaching in | Department | Teaching in |</p>
<table>
<thead>
<tr>
<th>2011-13 Archaeology Minor Program</th>
<th>Degree Earned</th>
<th>Field (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Borg Associate Professor</td>
<td>Ph.D.</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Maureen Hays (on leave as Professor interim dean)</td>
<td>Ph.D.</td>
<td>Anthropology</td>
</tr>
<tr>
<td>DeeDee Joyce Senior Instructor</td>
<td>Ph.D.</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Tessa Garton Professor</td>
<td>Ph.D.</td>
<td>Art History</td>
</tr>
<tr>
<td>Alvaro Ibarra Assistant Professor</td>
<td>Ph.D.</td>
<td>Art History</td>
</tr>
<tr>
<td>W. Jaap Hillenius Professor</td>
<td>Ph.D.</td>
<td>Biology</td>
</tr>
<tr>
<td>Wendy Corey Assistant Professor</td>
<td>Ph.D.</td>
<td>Chemistry/Biochemistry</td>
</tr>
<tr>
<td>James Deavor Professor</td>
<td>Ph.D.</td>
<td>Chemistry/Biochemistry</td>
</tr>
<tr>
<td>Frank Kinard Professor</td>
<td>Ph.D.</td>
<td>Chemistry/Biochemistry</td>
</tr>
<tr>
<td>James Newhard Associate Professor</td>
<td>Ph.D.</td>
<td>Classics</td>
</tr>
<tr>
<td>Adem Ali Assistant Professor</td>
<td>Ph.D.</td>
<td>Geology</td>
</tr>
<tr>
<td>Erin Beutel Associate Professor</td>
<td>Ph.D.</td>
<td>Geology</td>
</tr>
<tr>
<td>Scott Harris Assistant Professor</td>
<td>Ph.D.</td>
<td>Geology</td>
</tr>
<tr>
<td>Norm Levine Associate Professor</td>
<td>Ph.D.</td>
<td>Geology</td>
</tr>
<tr>
<td>Ralph Muldrow Associate Professor</td>
<td>M.Arch.</td>
<td>Historic Preservation</td>
</tr>
<tr>
<td>James Ward Assistant Professor</td>
<td>M.L.A.</td>
<td>Historic Preservation</td>
</tr>
<tr>
<td>Christophe Boucher Associate Professor</td>
<td>Ph.D.</td>
<td>History</td>
</tr>
<tr>
<td>Peter Piccione Associate Professor</td>
<td>Ph.D.</td>
<td>History</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.]:

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 “on 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 2013, and will be offered again in Summer 2015.]

**Distance education or hybrid course offerings:**

No faculty member reported teaching an on-line course in the program this year, though faculty members have done so previously.

**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. (see study abroad students below)

**Students electing to take an archaeological field school abroad during Summer 2013:**

- **Grace Onderka**  
  Belize Valley Archaeological Reconnaissance Field School (Classic Maya sites; Grace was awarded a 2013 Anthropology Program fellowship to help with expenses).

- **Sarah Elgradawy**  
  Archaeological Field School in Hualcayan, Peru (she elected a GIS concentration; Sarah was awarded an Anthropology Program fellowship to help with expenses).

- **Caitlin Stone**  
  Field School Pozzeveri, Tuscany, Italy, in Archaeology and Bioarchaology (11th century church; Caitlin was awarded a 2013 Anthropology fellowship to help with expenses).

- **A.J. Baker**  
  Mortuary archaeological field school, Bradesti, Romania (medieval church and cemetery; A.J. was awarded an Anthropology Program fellowship to help with expenses).

**Anthropology fellowships awarded for Summer 2103 CofC/Charleston Museum Archaeological Field School:**

- **Steven Paschal**  
  Craig Garrison (For health Craig was unable to attend the field school, but his scholarship was transferred to an independent study project in “above ground” archaeology and historic preservation. He is studying and documenting carriage stones in Charleston, the small stone steps in front of many historic houses that were used in the colonial period to climb into and out of horse drawn carriages.)

**Archaeology Internships/Student Research Assistantships (no H.L. Hunley Lab or U.S.C. Marine Archaeology interns this year, but they are routinely possible choices for students):**

Fall 2012:
Kaitlin Roseblum, Charleston Museum

Jeremy Miller, Drayton Hall Plantation

Spring 2013:

James Boast, Charleston Museum

Corey Heyward, Drayton Hall Plantation

Heather Brickley, Charles Towne Landing State Historic Site

Craig Garrison, Colonial Dorchester State Historic Site

Dru Tremain, Colonial Dorchester State Historic Site

Summer 2013:

Dean Paradis, served as a 3 s.h. intern concurrently with the Summer 2013 CofC field school. This was an accommodation to physical health problems that prevented him from doing all the (graded) physical fieldwork skills required to complete the full 8 s.h. field school.

Jami Baxley was a student research assistant with the Palace of Nestor Archives Project, Ancient Pylos, Greece.

Summary of student and/or graduate accomplishments (this is not a complete listing):

The Interdisciplinary Archaeology Minor Program’s Archaeology Club met monthly throughout the Fall 2012 and Spring 2013 semesters. An average of 10-12 members attended most meetings, often with one or two program faculty members also attending. 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 2012-13 they received the money from SGA that they had requested. Highlights included:

Archaeology minor students both assisted with, and attended the regional Archaeology Conference held at Charles Towne Landing State Historic Site on Saturday, August 25, 2012.

Archaeology minors attended four Archaeological Institute of American lectures held on our campus during the year.

In October 2012 Archaeology Club members attended a series of lectures on maritime archaeology at the Charleston County Public Library on Calhoun Street.

The Archaeology Club, renting viewing rights with their SGA funds, hosted an Indiana Jones Film Festival on October 17, 20, and 24, 2012.

Archaeology Club students assisted with Archaeology Day exhibits, attended $35 workshops (on flint knapping, basketry making, flute making, and leather working held at 126 Coming St.), and viewed free outdoor exhibits open to the public at the Cistern on our campus on October 27, 2012.

The Archaeology Club, using their SGA funds, invited two local and regional speakers during the fall semester, including the Charleston County Library Head of Special Collections Nic Butler, and archaeologist Christopher Judge from the University of South Carolina-Lancaster.

The Archaeology Club had a Halloween party with swing dancing on October 27, 2012.

Several Archaeology minors participated in a volunteer dig sponsored by archaeologists of the South Carolina Parks and Recreation Department at Hampton Plantation State Historic Site, north of McClellanville held for a week in
November, 2012. Dorm housing and food was provided at the Baruch Institute for a nominal fee for those who wished to stay for several days.

Archaeology minors participated in a regional archaeology conference held at Charles Towne Landing State Historic Site on February 16, 2012. They also manned the CoC Archaeology table and exhibit. Several CoC graduates (who were also past CoC field school students) were at the conference in various professional capacities: Larry James (M.A.) is now archaeologist/park ranger at Colonial Dorchester State Historic Site in Summerville, Andrew Agha (M.A.) is now archaeologist/park ranger at Charles Towne Landing State Historic site, and his wife, Nicole Isenbarger Agha (M.A.) is a professional archaeological consultant. Dr. Kimberly Pyszka, a former CoC graduate, has been employed for the past two years as a Visiting Assistant Professor of Anthropology, and she has taught archaeology and supervised students working at Dixie Plantation.

Art History major and Archaeology minor Corey Heyward, after completing an archaeology internship with archaeologist Sarah Stroud Clarke at Drayton Hall Plantation, presented her work on delft fireplace tiles at Drayton Hall at a regional student anthropology conference held at Winthrop College in March, 2012.

Honors student, Anthropology major and Archaeology minor Brieanna Winkelmann completed a bachelor’s essay with Dr. Barbara Borg comparing the colonial powder magazine at Colonial Dorchester State Historic Site with Charleston’s colonial powder magazine, previously excavated by Martha Zierden of The Charleston Museum.

Dr. Borg and Archaeology Club officers manned the Archaeology table at the Accepted Students Weekend (March 23, 2012), and club officers manned a table at an SGA Student Activities Fair. We also provided Archaeology printed material and posters for the LCWA table on Junior Preview Day at the basketball arena (April 20, 2012).

Archaeology students and faculty participated in a “How to Find and Choose a Field School” informational session held in the Spring semester 2013.

**CoC/CHARLESTON MUSEUM SUMMER 2013 ARCHAEOLOGICAL FIELD SCHOOL:**

A number of Archaeology minors were enrolled in the CoC/Charleston Museum intensive 7-week Summer 2013 Archaeological Field School in Historical Archaeology. This field school is team taught by Dr. Barbara Borg (Soc/Anthro) and Ms. Martha Zierden and Mr. Ron Anthony of the Charleston Museum. This field school session ran from May 13 through June 28, 2013.

This year’s field school was logistically complicated in many ways, but was one of our best field schools ever. We have decided that 12 students is the ideal number of students (any more, and some “unhealthy” factions can form, as has happened with some of our largest field schools in the past). The first four weeks was spent shovel testing and excavating in the slave settlement area of Hampton Plantation State Historic Site, north of McClellanville, SC.
Oversight was provided by state park archaeologist David Jones and archaeologist Stacey Young, funded by grants to do these excavations. SCPRT provided a van that transported students daily, leaving from Mt. Pleasant, and LCWA provided a rental car (greatly appreciated) for faculty for whom there was no room in the SCPRT van.

During the last three weeks the 12 student crew was split into two groups. These two groups alternated between two sites relatively close to one another. Students excavated for colonial church foundations using the metric system at Colonial Dorchester State Historic Site under the direction of SCPRT archaeologist Larry James (a former graduate of CoF and of our field school). Students also had a good introduction to using the Total Station laser transit at this site. Not far away, at the important Lord Ashley Site on private property the other half of the crew excavated one of the earliest fortified trading posts in the Carolinas, owned by the English Lord Proprietor most influential in developing the Carolinas, Lord Anthony Ashley Cooper. At this site students worked in feet and tenths of feet (typical of much historical archaeology) and were further trained on a manual transit. Their focus was to find the defensive moat and to clarify the size of structures located during the previous field school held at this site in 2011. The Lord Ashley project was overseen by Andrew Agha, M.A. (a former CoF graduate and former student in this field school). Andrew was temporarily on leave from his new job as archaeologist at Charles Towne Landing State Historic Site, specifically to oversee this project (which is expected to eventually comprise his doctoral research). Andrew’s wife, archaeologist Nicole Isenbarger, M.A. (also a CoF graduate and a past student in this field school) assisted at the Lord Ashley site.

Dr. Jon Marcoux of Salve Regina University, Newport, R.I. brought five students in his own field school, and they were integrated to a certain degree with our students at the Lord Ashley site. Given that we were plagued by more rain than any of our field schools has experienced in the past 20+ years, the goals of each phase of the field school were accomplished (only the “bonus” units were not able to be investigated, and will have to await a future year). We had an incredible group of students who finished their written work on schedule, worked hard, and the final grades earned were the highest we have seen in the past few field schools. One additional CoF student, who found himself physically unable to do the shoveling and lifting required of field school students, participated instead as an archaeology intern at Hampton Plantation and Colonial Dorchester doing lab work on excavated artifacts.

Please provide a summary of new or continuing outreach activities in your program. What are your strengths and weaknesses:

Dr. Borg and Archaeology Club officers manned a table at two promotional events on campus, one SGA activities fair and the Accepted Students Fair. We had several archaeology posters printed, and club officers collected over 20 names of interested students at each of these events, following up with e-mails about the Archaeology Club and the overall program. Parents at the Accepted Students Fair were as excited by the prospect of the new archaeology major becoming available in Fall 2013 as their sons and daughters were. There were many positive reactions and comments.

During the 2013 Summer Archaeological Field School, African American senior citizens of the Germantown community near Hampton Plantation State Historic Site toured the slave residence excavations during our field school. At Colonial Dorchester we were constantly observed by visitors to the park, and a number of dignitaries and interested parties visited the Lord Ashley site in private property, including employees of Mead-Westvaco, the major funding agency for this project.

The Interdisciplinary Archaeology Program is currently in transition, as students were first able to declare the new Archaeology cognate major beginning in June 2013. Since a student majoring in Archaeology cannot also be a declared archaeology minor, students have started dropping the minor (we were down from about 40 to 18 on 7/5/13), but some of these students probably intend to declare the new Archaeology cognate major, but have not yet done so (6 students, however, had declared the new Archaeology major by 7/5/13). Typically, we lose minors around graduation time, as some students are unable to finish the minor before they graduate. This is partly the result of recent hard economic times. Interest in the new major remains high, but it will take some time for the numbers to sort themselves out. The Classics Department has hired a new tenure track archaeologist for Fall 2013, in order for their department to meet the perceived demands of an expanding Archaeology major and minor program.

Strengths of the Archaeology Minor Program 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, and explore funding from outside agencies. As the program develops, at some point the College will also need 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 met applicable institutional goals, and has maintained a consistent number of about 40 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 during the past academic year 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 social science research lab that includes archaeological lab space and a state-of-the-art GIS computer lab. It will soon be up and functioning in the Bell Building, funded by an NSF grant.

From 2010 to 2013 LCWA Dean David Cohen and Dr. Lynne Ford and Dr. Beverly Diamond of Academic Affairs have continued to facilitate the passage of the Archaeology Minor Steering Committee’s proposal for an Archaeology cognate 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 the Commission for Higher Education approved the new Archaeology cognate major in Spring 2013. Dr. Lynne Ford, Dr. Barbara Borg, and Dr. Jim Newhard attended the CHE meeting to answer any necessary questions about the program. Dean Cohen has provided necessary budgetary and secretarial support for the program through his office. The Archaeology Major will be implemented in Fall 2013, and 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 2012-13. The major concern of the Archaeology Steering Committee in 2012-13 was the final passage of the Archaeology cognate major through the CHE, which was successfully completed in Spring 2013. We also addressed some curricular issues (and submitted these to the Curriculum Committee) so that the minor and major will be compatible. Next year the committee needs to go back and review the minor curriculum more completely, and there will be some changes that will have to go through the Curriculum Committee. Several faculty members have suggested ways in which we can, and should, do some external fund raising. New web pages and promotional materials are being designed, and these will need to be continually updated.

2012-13 was the last year of Dr. Barbara Borg’s three year term as program director. Dr. Jim Newhard of Classics will be the new program director, beginning July 1, 2013. Though the director’s salary is negotiable, the new director will receive at least a $5000/year stipend, the library budget will be expanded because of the new major, and Dr. Newhard will 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” once the new Archaeology Major is in place.

Archaeology Minor Program Faculty Accomplishments in 2012-13

[Participating faculty members were requested to submit information on any of their activities that directly benefitted the Archaeology Minor Program in 2012-13. Several responded, and their activities are included here. The contributions of those who did not respond will undoubtedly be found in the FAS and in the Annual Reports of their respective departments.]

SOCIOW/ANTHROPOLOGY:

Director Barbara Borg, at this writing, has finished her third and final year as Director of the Archaeology Minor Program. She spearheaded the Archaeology Cognate Major through all campus committees, culminating with the acceptance of our proposal by the CHE in Spring 2013. Borg served as faculty advisor for the student Archaeology Club, representing the program on campus (with student Archaeology Club officers) at several campus events, and at one regional archaeology conference held at Charles Towne Landing. She also represented the program off-campus at the September 28, 2012 Society for Historical Archaeology board of directors’ reception at Brockington and Associates in Mt. Pleasant, our local contract archaeology firm. Borg helped plan (Spring 2013) and team taught (with two Charleston Museum archaeologists) our 7-week CofC/Charleston Museum Summer 2013 Summer Archaeological Field School near Summerville and McClellanville, SC. This was logistically one of our most complex field schools ever, carried out at Hampton Plantation State Historic Site north of McClellanville, SC (4 weeks), and (during the last three weeks) Colonial Dorchester State Historic Site in Summerville and the Lord Ashley site near Summerville on private property. Borg also supervised one student intern working in conjunction with the Summer 2013 field school. Three former College of Charleston graduates (now M.A.s) who were also former students in our past field schools served as site directors (Andrew Agha and Larry James) or assistants (Nicole Isenbarger Agha) during the field school. Dr. Jon Marcoux of Salve Regina University and his five students did their own field school “segment” at the Lord Ashley site, partly coordinated with the CofC Summer Archaeological Field School during the last three weeks of our session. This was a unique kind of off-campus outreach.

Visiting Professor Dr. Kimberly Pyszka conducted at least three scheduled weekend digs for Archaeology students at Dixie Plantation (the site of her doctoral dissertation research), did some additional work there with “old hands”, and worked with students on an ongoing basis processing artifacts in our lab classroom 107 ECTR. Some of these participating students were Archaeology minors. Dr. Pyszka is a former College of Charleston graduate in anthropology who recently completed her doctorate at the University of Tennessee.

CLASSICS:

Dr. Jim Newhard taught CLAS 399: Archaeoinformatics. Independent study in archaeological database development/design and implementation. He assisted at every crucial juncture in the implementation of the new Archaeology Major, responding with ideas and information even when out of town, and worked in concert with M. Hays and T. Ross, and B. Miehe to move the Center for Social Science Research in the Bell Building towards completion. With K. Pluta (Classics) Dr. Newhard engaged in grantwork, pre-field planning, developing collaborations/ partnership with Clemson, and first-year data collection on the digital documentation of the Palace of Nestor Archives material. He lead nationwide conversations and contributed to international discussions on informatics, GIS, and other visualization/computational applications in archaeology via blogs, listservs, conferences, and as Chair of the Geospatial Interest Group with the Archaeological Institute of America. He also served on the Programming Committee for the Annual Meeting of the Archaeological Institute of America. Dr. Newhard served on the Managing Committee for the
Weiner Laboratory at the American School of Classical Studies, and reviewed and approved project proposals and designs for new multi-million dollar facility on School grounds.

Fellowships/Grants:

- Loeb Library Fellowship, Linear B archive, co-PI, 2013-2014 $34,376
- INSTAP. Institute for Aegean Prehistory, Linear B archive, co-PI, 2013-2014 $10,000
- College of Charleston, Research and Development Grant, 2013 $2,800
- College of Charleston, School of Languages, Cultures, and World Affairs, 2013 $1,800
- NSF. The College of Charleston Center for Social Science Research, co-PI, 2010-13 $1,000,000

Articles, Reviews, Reports (includes significant interdisciplinary work and publishing with students):


(under review) “Local Chipped Stone Resources in the Argolid during the Bronze Age: Towards a Diachronic Understanding of Lithic Raw Material Procurement.” Hesperia Supplement.

Professional Papers, Posters, and Workshops (student names preceded by an asterisk)

- 2012 “Increased Analytical and Visualization Capabilities in Landscape Archaeology through the Use of GIS Field Applications,” Taking Archaeology Digital: Redford Conference in Archaeology, University of Puget Sound. (with N.S. Levine)

On-line Contributions/Blog Manager/Crowd Sourcing:


Professional Service:

Community:

2011 – present        Vice President, South Carolina Chapter of the Archaeological Institute of America

Professional Committees:

2012 – present        Chair, Archaeological Institute of America, Interest Group for Geospatial Studies

2011 – present        Committee on the Wiener Laboratory for Archaeological Science, American School of Classical Studies in Athens

2011 – present        Program Committee for the Annual Meeting, Archaeological Institute of America

2005 – present        Institutional Representative, Managing Committee of the American School of Classical Studies in Athens

Reviewer for:

Journal of Archaeological Science

Anatolian Studies

National Science Foundation

ART HISTORY:

Dr. Alvaro Ibarra spearheaded the Archaeology Day event held on our campus on October 27, 2012. This was part of South Carolina Archaeology Month, and included both outdoor exhibits of ancient technology on the Cistern, and paid workshops on how to do several ancient technologies (flint knapping, basket making, and leather working). Dr. Ibarra taught a study abroad course, ARTH 290-Art & Archaeology of Ancient Italy (Summer 2013-Study in Italy Program). During the regular school year he also taught ARTH 101-Survey I of Western Art (Fall 2012, Spring 2013) and ARTH 301-ST: Pompeii, Herculaneum, Oplontis & the Bay of Naples (Spring 2013). Dr. Ibarra presented a paper in Merida, Spain at the 18th Conreso Internacional Archeologia Clasica (Summer 2013). His presentation, entitled “Roman Soliloquies: Monumental Interventions in the Vacant Landscape in the Late Republic and Early Empire,” Approaching Monumentality in Archaeology Conference, Institute for European & Mediterranean Archaeology will be included in an upcoming publication.

HISTORIC PRESERVATION AND COMMUNITY PLANNING:

Professor Jim Ward has worked on professional projects in historic sites coordinating with archaeologists. During Summer 2012 he developed the walk and patio plans for Old St. Andrews on Ashley River Road. This plan was developed to not only fit in aesthetically, but to avoid conflicts with gravesites. During 2012-13 Jim has been involved in
consulting for the planning for **St. Thomas and St. Denis** providing site survey data, recording conditions of stones, hopefully to be developed in long term planning for the facility. (This has not yet been determined. My work has been through Robert Russell who is in overall charge. I hope to transition to a more direct involvement.) During Summer 2013 Professor Ward has developed a grant proposal in coordination with Brockington Associates (our local contract archaeology firm) to complete the **Graveyard Walk** in Charleston, specifically a 200’ section through Circular Church. Work includes background research, walk and amenity development, and interpretation. We await word about amount of funding available to us. Also during Summer 2013 Professor Ward began initial coordination for the preservation and interpretation of the three **African American Burial sites on Daniels Island** working under Ade Ofunniyina. The preservation work has been funded by the Daniels Island Historic Society and DI Home Owners’ Association and the research and survey will result in a proposed joint class with Preservation and Anthropology in Spring 2014.
I. NARRATIVE DESCRIPTION OF THE STATUS OF THE DISCIPLINE FROM A NATIONAL PERSPECTIVE (INCLUDING EMERGING ISSUES AND TRENDS): NATIONAL AND REGIONAL TRENDS

In December, 2012, US Ambassador to China Gary Locke spoke to Chinese language learners from secondary schools throughout New York City. One student asked him about career pathways into a life of civic service. He advised students to follow a path different from his own, which began in law and moved into local government. Ambassador Locke’s advice was, “[In the 21st century], learn about history. Learn about culture, and language. If you can speak Chinese or Spanish, you are practically guaranteed a job in your chosen field.”

ASIAN LANGUAGES (ARABIC, CHINESE, JAPANESE, HINDI) IN NATIONAL PERSPECTIVE:

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.\(^3\)

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).\(^4\)

- 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 nationally 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)

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1. Departments will complete the entire report. Programs are asked to report on instructional, outreach and other activities as appropriate.
3. http://asiasociety.org/education/world-languages/american-schools/language-learning-united-states-how-were-doing
### Table 1a Fall 2002, 2006, and 2009 Language Course Enrollments (Languages in Descending Order of 2009 Totals)

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<tbody>
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<td>822,985</td>
<td>10.3</td>
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<td>206,426</td>
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<td>94,264</td>
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<td>96,349</td>
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<td>78,829</td>
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<td>91,763</td>
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<td>78,368</td>
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<td>23,974</td>
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<td>1,577,810</td>
<td>12.9</td>
<td>1,682,627</td>
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*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 below⁵ 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.

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⁵ [http://www.mla.org/2009_enrollmentsurvey](http://www.mla.org/2009_enrollmentsurvey), Table 6
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<td>4.6</td>
<td>5.0</td>
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<tr>
<td>Japanese</td>
<td>0.4</td>
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<td>3.9</td>
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1Modern and Biblical Hebrew combined.

**NSEP: NATIONAL SECURITY EDUCATION PROGRAM:**

NSEP (National Security Education Program) was established by the [David L. Boren](http://www.nsep.gov/about/history/) National Security Education Act of 1991 (U.S. Code 50, 90 et seq.). NSEP represents an important post Cold 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.6

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.  

One of our graduates has received the Boren Scholarship (2011-2012); she spent a year in intensive Arabic Study in Jordan.

Likewise, the Critical Languages Scholarship Program aims to increase proficiency in these languages: A program of the U.S. Department of State, Bureau of Educational and Cultural Affairs, the Critical Language Scholarship (CLS) Program offers intensive summer language institutes in thirteen critical foreign languages. The selection process is administered by American Councils for International Education with awards approved by the U.S. Department of State, Bureau of Educational and Cultural Affairs. The CLS Program this year is administered by American Councils and The Ohio State University/Ohio University.

Three of our students have received the CLS (Arabic, Hindi, and Chinese) (2012, 2013).

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 oversee by European/ Modern languages and Classics; after the creation of LCWA and its various language departments, these LCTLs were free-floating and lacked any administrative home. In 2008 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 Critical Languages Scholarships, as well as Confucius Institute Scholarships as will be addressed. This demonstrates that our students have emerged as nationally competitive for such awards in the last several years.

ASIAN STUDIES/ AREA STUDIES

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

75. http://www.nsep.gov/about/mission/
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 Minor Program Curriculum includes 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 second 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 represent the language options for the program 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

Both the Asian Studies Program and Asian Languages have spent time crafting a Mission Statement this year, which we are developing in conjunction with Learning Outcomes and an Assessment Plan. Our goal is to finalize these by early fall and implement during the 2013-2014 academic year. We had discussed these for the proposed Asian Studies Major in the previous year.

Our tentative Mission Statement (still subject to revision):

Asian Languages and Asian Studies strive to provide students with a broad range of courses, study abroad programs, and extra-curricular opportunities to develop proficiency and cultural literacy in Arabic and Arab Studies, Chinese and Chinese Studies, Hindi, and Japanese and Japanese Studies. Our mission is to prepare students for success in their professions and for life-long engagement with the study of language, literature, media and culture.
B. 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; it not only hinders our ability to offer multiple sections of ASST 101 taught by roster faculty but it also adversely effects our ability to provide the mid-level, methodology, and capstone courses fundamental 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 several of our most effective adjunct faculty to Trident Technical College, The Citadel, and Porter Gaud.

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). Furthermore, our language faculty offices are spread across at least four different buildings across the campus. The hiring of a full-time Administrative Assistant in 2011-12 (shared among all IIST programs) has greatly enhanced our ability to support faculty and Directors in various ways, but the lack of any central location continues to undermine day-to-day functioning, cohesiveness and effectiveness.

C. 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 Plan⁶, 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.

D. STUDENT LEARNING OUTCOMES OF THE PROGRAM

Asian Languages and Asian Studies are not Major programs; until 2012-2013 we had not developed SLOs or an Assessment Plan for either. We began work on such plans this last year and will finalize our Student Learning Outcomes for the Minor in the early fall of the 2013-2014 academic year. This will be an element in developing and implementing our intended Assessment Plan.

III. NARRATIVE SUMMARY AND ANALYSIS OF DEPARTMENTAL OR PROGRAM ACCOMPLISHMENTS

CURRICULAR OFFERINGS UNUSUAL IN THE DISCIPLINE

- 4th hour requirement in all 101 through 202 courses; this is our second year of implementation; scheduling is still awkward but we continue to refine implementation of the new requirement. Most language programs across the country require 4 or 5 contact hours per week, so we are in keeping with national standards but are unusual among languages at the College of Charleston
- HNDI 101 through 202 (Fall and Spring): We are the only program in South Carolina to offer second year Hindi
- Leena Karambelkar (Hindi) was recognized by the TLT program for her innovative use of Problem Based Learning (PBL): TLT has produced a blog on this project: http://blogs.cofc.edu/tlt/2013/05/13/problem-based/learning/#comments
- In the fall 2012 term Ghazi Abuhakema and Lei Jin each taught a special topics/independent study course (ARBC 390 “Geopolitics of Water in Syria” and CHNS 390, respectively). Ghazi Abuhakema continued this independent study into the spring 2013 term.
- In the spring 2013 term, Ghazi Abuhakema co-taught a special topics course with Naomi Gale of Jewish Studies on the Cultures of the Middle East (ARST 240/JWST 300). Additionally, in the spring 2013 term Yoshiki Chikuma offered a special topics course in Japanese (JPNS 390: Current Issues in Japan) for which seven students enrolled.
- Asian Studies revised the curriculum this year, creating 9 new catalog courses in Arabic, Arabic Literature in Translation, Arab Cinema and Arab Studies, as well as in Chinese Literature in Translation and Chinese Studies. These were all created within the languages unit. We also added a new course in Religious Studies and three Political Science courses to the list of electives that count toward the Minor in Asian Studies
- During May Evening 2013, Piotr Gibas (Chinese) travelled to China with students to offer a Special Topics course in Chinese Studies on Chinese Foodways.

⁶http://www.cofc.edu/pv_obj_cache/pv_obj_id_E1614B5D4693ACFFDB041DFFDF910428FDE06A00/fileneame/strategic-plan-comp.pdf
Lei Jin has worked with Dean Cohen of LCWA and Andrew Sobiesuo of the Center for International Education to develop a Bilateral Program with Guizhou University in China; we expect the final agreement to be signed soon. This program, when implemented, will provide intensive language study for students.

Ghazi Abuhakema, who has considerable experience nationally and internationally with Intensive Language Study and Study Abroad, has developed a relationship with the MALIC Institute in Amman, Jordan. This summer, several students have joined the program. One writes: “Everything is going tamam here! We have just settled into our final apartments and everything is great! Classes are AMAZING!! I have learned more in 3 days than i ever thought i could. We are all extremely pleased! Khaled is one of the nicest people ever, we even went to his house for dinner. So far we've seen the roman theater, rainbow street, been tricked by a cab driver, and given a welcome that would give southern hospitality a run for its money...Shukran, Isadora

In Summer 2012, Helen Delfeld, Assistant Professor of Political Science and a member of the Asian Studies faculty, traveled to Cambodia and Thailand with five students with the support of the ASIANetwork Freeman Student Faculty Fellows Program. This grant of more than $30,000 provided full support for all students and the faculty mentor to conduct individual research. This was possible because of our membership in ASIANetwork, a consortium of more than 150 institutions intended to support the study of Asia in the Liberal Arts.

INSTRUCTIONAL CONTRIBUTIONS TO OTHER UNITS, PROGRAMS, AND INITIATIVES, INCLUDING THE HONORS AND FIRST YEAR EXPERIENCE PROGRAMS, UNDERGRADUATE AND GRADUATE PROGRAMS OUTSIDE DEPARTMENT, THE REACH PROGRAM, ETC.

- In Fall 2012 Ghazi Abuhakema taught the FYSM 172 course on the Quran
- May Evening 2013: Piotr Gibas Study Abroad Program on Chinese Foodways

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.

- The Minor in Asian Studies is by its nature an interdisciplinary/ multidisciplinary program. We revised the curriculum this year, cutting several courses that are no longer offered; creating 9 new courses in Literature in Translation, Cinema, and Chinese and Arab Studies; and adding a new course in Religious Studies and several courses in Political Science. These offerings will greatly enhance the choice of electives that fulfill the requirements for the Minor in Asian Studies.
- Piotr Gibas’ Summer course on Chinese Foodways is offered in conjunction with Elijah Sieger’s Religious Studies course on Daoism in Contemporary China
- New or pending Bilateral Exchange or Study Abroad Programs in Guizhou, China and Amman, Jordan
CHANGES IN DEPARTMENTAL OR PROGRAM ENROLLMENTS

Fall Term (2011-2012)

Spring Term (2011-2013)
• Spring 2013 we witnessed some decline in Arabic enrollments, a cause of real concern. We expect a significant attrition rate from first to second semester in most of our languages, as they are far more demanding than most of the Modern Languages, but this is more dramatic than anticipated. We believe this to be the result of both the increasing rigor of the program as well as personnel issues; we are working to correct the latter and ‘normalize’ these numbers.

• Enrollment in ASST (Asian Studies 101: Introduction to Asian Studies) remains flat, as we are only able to offer one section of the course per term. Until we are able to offer additional sections this trend will continue, and will continue to hurt the program.

DEPARTMENTAL WORKLOAD PRODUCTIVITY

• These figures are not broken down for Asian Languages so cannot be addressed

SUMMARY OF STUDENT AND/OR GRADUATE ACCOMPLISHMENTS

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

• Seven students received the Confucius Institute Scholarship in 2013; this will cover virtually all their costs to study intensive Chinese at Guizhou University in Guiyang, China

• This year 23 students in Chinese took the HSK proficiency exam in Chinese administered by the Government of China. College of Charleston students’ scores were the highest among the four South Carolina programs taking the exam, outscoring Presbyterian College, Bob Jones University and Furman University. This speaks to the degree to which language instruction in Asian languages at CofC has intensified introductory and intermediate language courses and expanded instruction in strategic languages. This speaks directly to Strategy 1 of the College’s Strategic Plan.

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

Comment: These accomplishments of students underscore the development of increasingly intensive and rigorous language instruction and the creation of initiatives and study abroad experiences intended to train students to succeed (in a program created less than five years ago). Our students are nationally competitive, attaining language and cultural proficiency. All this is in keeping with the College’s Strategic Plan and our Program Goals.

NARRATIVE SUMMARY CURRICULAR ASSESSMENT ACTIVITIES UNDERTAKEN BY OUR UNIT; ACTIONS TAKEN IN EARLIER YEARS THAT HAVE LED TO IMPROVEMENT AND PLANS FOR IMPROVEMENT

• We invested considerable effort this year in Assessment to comply with College and SACS requirements. We had two sets of courses to consider. First, our language program must be assessed. LCWA determined that the school would assess all 202 courses – that is, the final required course for students completing their language requirement. We completed all the forms and proposals for Arabic, Chinese, Hindi and Japanese – thus we will be assessing four languages in the coming year.
• We also submitted 23 proposals for courses in literature, cinema and culture, including Asian Studies, Arabic, Chinese and Japanese to count for the Humanities credit in General Education. Our assessment plan for these is in place and we will begin to assess these in the coming Fall semester.

DIVERSITY AMONG FACULTY, INCLUDING EFFORTS MADE IN RECRUITMENT TO INCREASE THE PRESENCE OF UNDER-REPRESENTED GROUPS

• The Asian Studies program by its very nature has a diverse faculty both among tenure-track positions and with its adjuncts. The program’s tenure-track faculty include one Asian male and one Asian female (Directors of Japanese and Chinese, respectively); one male non-resident alien; one Palestinian male (Director of Arabic) and one Caucasian female. The adjunct faculty include two Middle Eastern faculty members (from Lebanon and Egypt), three Asian females (two Japanese/Japanese American and one Chinese), one Indian female (Director of Hindi) and one Caucasian female.

SUMMARY ANALYSIS OF RESEARCH AND PROFESSIONAL DEVELOPMENT PRODUCTIVITY IN PROGRAM, INCLUDING STRENGTHS AND CHALLENGES

• One faculty member has a book manuscript under review and another book manuscript forthcoming with Berkshire Academic Press; one of these is a language textbook and the other is a book on literature.

• Two faculty members have articles under review with peer-reviewed journals in their fields; two faculty have articles in peer-reviewed journals accepted or forthcoming.

• All four tenure-track faculty have presented at least twice at professional conferences in the academic year.

• Two faculty have participated in TLT workshops or received TLT grants this year.

Comment: All tenure-track faculty are active in scholarship in either Second Language Acquisition, Literature and Literary History, or both.

Our greatest challenges are adequate funding to support their scholarship and sufficient time to devote to scholarship.

SUMMARY OF DEPARTMENTAL SERVICE AND OUTREACH CONTRIBUTIONS TO THE SCHOOL, COLLEGE, COMMUNITY (OF A PROFESSIONAL NATURE), OR PROFESSION; STRENGTHS AND CHALLENGES

Service LCWA: one faculty served on another program’s search committee; all faculty worked to plan and implement the World Cultures Fair; one faculty member served on the Steering committee of International Studies

Service College of Charleston: One faculty member was elected At-large Senator for LCWA; one faculty member serves on a College-wide committee; three faculty members serve as Faculty Advisors for student clubs
Program contributions to outreach and College community:

Events/Lectures held during the 2012-2013 academic year:

- September 20, 2012: “The Intersection of Legend, History & Archaeology in Ancient Vietnam” guest lecture by Dr. Nam C. Kim (co-sponsored event)
- October 3-4, 2012: Artist-in-Residence Hein Lin guest lectures
- October 6, 2012: Japanese Club Moonlight Formal (Faculty Advisor: Yoshiki Chikuma)
- October 31, 2012: Mediterranean Night event (co-sponsored by the Arabic Club, Faculty Advisor: George Fam, and the Jewish Club)
- November 12, 2012: World Cultures Fair (hosted by the Citadel); attended by Arabic & Chinese professors
- January 22, 2013: “Her Stories: Women’s Autobiographies in Hindi” guest lecture by Dr. Monika Browarczyk.
- February 7, 2013: “Political Mobilization and the Arab-Israeli Conflict” guest lecture by Peter Beinart, journalist.
- March 28, 2013: World Cultures Fair (hosted by LCWA); all Asian Studies professors attended & participated
- March 29, 2013: 3rd annual Chinese Speech Contest; coordinated by Lei Jin
- April 16, 2013: Hindi Cooking Demonstration, Leena Karambelkar
- April 18, 2013: Asian Studies Award Ceremony
- Chinese Corner: weekly event sponsored by Chinese: campus wide opportunity to speak Chinese in informal setting

Service community: Two faculty members serve community organizations in the Charleston area

Service to field: One faculty member has served as editorial board member and invited manuscript reviewer or referee for the prestigious *Journal of Middle East Women’s Studies* for several years and in the same capacity for the journal of the American Association of Teachers of Arabic; one faculty member hosted the Southeast regional conference of the Association of Teachers of Japanese Language March 8 – 9, 2013.

Challenges: The nature of our Program, in which four different languages are offered, requires tremendous commitment of time for our instructors. The ‘senior’ faculty in each language (all of whom are Assistant Professors or Instructors) supervise instruction in their area. Therefore they assume greater responsibility in the functioning of their programs than is usually the case for junior (or even senior) faculty. This limits their ability to engage in service.

Professional development opportunities for faculty

- Dolly Raad (Adjunct Instructor, Arabic) was granted a place in the program for Language Instruction/Arabic Instruction at the STARTTALK Program at New York University, School of Continuing and Professional Studies, June 10 – 21, 2013
- Leena Karambelkar attended the Annual Conference for Less Commonly Taught Languages in Chicago, April, 2013.

Success in meeting departmental, school or college goals; obstacles

How can Academic Affairs support these efforts?

In five years our small program has developed increasingly strong language instruction that has resulted in students being awarded prestigious national scholarships to study abroad in Arabic, Chinese, and Hindi. We
have put into place two Study Abroad programs for our students. We have put into place a 4th hour requirement in Asian Languages. We have created new and innovative curricular offerings (creating nine new courses this year). We have begun to create an Assessment Plan for Asian Studies and have created Assessment Plans for Asian Languages. We have provided Professional Development opportunities for Adjuncts in order to enhance instruction in our unit. Language Instruction in Less Commonly Taught Languages has taken an exciting turn at CofC in five years. However, plans for the Asian Studies Major have stalled. We cannot grow the program without staffing in Asian Studies beyond languages. The Program Planning Summary approved by the CHE in 2010 becomes invalid this summer. Shared lines, with one-half faculty time dedicated to Asian Studies and one-half in a department (where tenure and promotion reviews would be conducted) would allow us to move forward.

**CURRICULAR DEVELOPMENT, MAJOR CHANGES IN THE PROGRAM PLANNED FOR THE NEXT THREE YEARS**

**RESOURCES REQUIRED**

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

A.  Teaching Data

Department’s or program’s enrollments, credit hours, and courses (sections) taught, broken down by tenured/tenure-track faculty, other roster faculty, adjuncts, and teaching assistants, along with school-wide and college-wide data

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Faculty names in red indicate Adjunct status. All other faculty are tenure-track professors.

Total # students in courses taught by ASST faculty: 313
Total # of students in courses counting towards the ASST minor*: 102
Average Class size (all courses) = 13
Average Class size (ASST courses*) = approximately 13

**Average Class Sizes (Fall Term 2008-2012):**

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<tr>
<td>Japanese</td>
<td>11.3</td>
<td>18.5</td>
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<td>Japanese Lit in Translation</td>
<td></td>
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<td>22</td>
<td>23</td>
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<td>Dept Total</td>
<td>22.4</td>
<td>17.8</td>
<td>19.2</td>
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</table>

**Asian Studies Faculty Courses Spring 2013**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>CRN</th>
<th>Enrolls</th>
<th>Max</th>
<th>Avail</th>
<th>Change from 2012</th>
<th>Instructor1</th>
<th>Instructor2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARBC102-01</td>
<td>Elementary Arabic</td>
<td>20019</td>
<td>6</td>
<td>15</td>
<td>9</td>
<td>-3</td>
<td>Higgins</td>
<td>Fam</td>
</tr>
<tr>
<td>ARBC102-02</td>
<td>Elementary Arabic</td>
<td>20020</td>
<td>10</td>
<td>15</td>
<td>5</td>
<td>-1</td>
<td>Fam</td>
<td>Fam</td>
</tr>
<tr>
<td>ARBC102-03</td>
<td>Elementary Arabic</td>
<td>21666</td>
<td>8</td>
<td>15</td>
<td>7</td>
<td>+4</td>
<td>Raad</td>
<td>Fam</td>
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<tr>
<td>ARBC202-01</td>
<td>Intermediate Arabic</td>
<td>20021</td>
<td>12</td>
<td>15</td>
<td>3</td>
<td>-1</td>
<td>Abuhakema</td>
<td>Raad</td>
</tr>
<tr>
<td>ARBC202-02</td>
<td>Intermediate Arabic</td>
<td>20022</td>
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<td>-6</td>
<td>Higgins</td>
<td>Raad</td>
</tr>
<tr>
<td>ARBC314-01*</td>
<td>Conversation &amp; Composition II</td>
<td>20023</td>
<td>7</td>
<td>15</td>
<td>8</td>
<td>+1</td>
<td>Abuhakema</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Section</td>
<td>Credits</td>
<td>Grade</td>
<td>Instructor(s)</td>
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<td>-------</td>
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<td>ARST240-01*</td>
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<td>ARTH103-01*</td>
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<td>Heston</td>
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<td>ARTH241-01*</td>
<td>History of the Art of India</td>
<td></td>
<td>18</td>
<td>-5</td>
<td>Heston</td>
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</tr>
<tr>
<td>ASST101-02</td>
<td>Introduction to Asian Studies</td>
<td></td>
<td>6</td>
<td>-5</td>
<td>Gibas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHNS102-01</td>
<td>Elementary Mandarin Chinese</td>
<td></td>
<td>6</td>
<td>+3</td>
<td>Wu, Klemperner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHNS102-03</td>
<td>Elementary Mandarin Chinese</td>
<td></td>
<td>1</td>
<td>+1</td>
<td>Wu, Klemperner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHNS102-02</td>
<td>Elementary Mandarin Chinese</td>
<td></td>
<td>8</td>
<td>-3</td>
<td>Gibas, Klemperner</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>CHNS202-01</td>
<td>Intermediate Mandarin Chinese</td>
<td></td>
<td>7</td>
<td>Not offered in spring '12</td>
<td>Jin, Klemperner</td>
<td></td>
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<td></td>
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<tr>
<td>CHNS202-02</td>
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<td>1</td>
<td>+1</td>
<td>Gibas, Klemperner</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CHNS314-01*</td>
<td>Chinese Conv and Composition</td>
<td></td>
<td>8</td>
<td>-3</td>
<td>Jin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HNDI102-01</td>
<td>Elementary Hindi II</td>
<td></td>
<td>18</td>
<td>-3</td>
<td>Karambelkar, Karambelkar</td>
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<td></td>
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<tr>
<td>HNDI202-01</td>
<td>Intermediate Hindi II</td>
<td></td>
<td>5</td>
<td>0</td>
<td>Karambelkar, Karambelkar</td>
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<tr>
<td>JPNS102-01</td>
<td>Elementary Japanese</td>
<td></td>
<td>1</td>
<td>+4</td>
<td>Chikuma, Yamaji</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPNS102-02</td>
<td>Elementary Japanese</td>
<td></td>
<td>3</td>
<td>0</td>
<td>Chikuma, Yamaji</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPNS202-01</td>
<td>Intermediate Japanese</td>
<td></td>
<td>0</td>
<td>+1</td>
<td>Yanagida</td>
<td></td>
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</tr>
<tr>
<td>JPNS202-02</td>
<td>Intermediate Japanese</td>
<td></td>
<td>0</td>
<td>+1</td>
<td>Yanagida</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JPNS314-01*</td>
<td>Japanese Conv &amp; Comp II</td>
<td></td>
<td>5</td>
<td>+6</td>
<td>Yanagida</td>
<td></td>
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</tr>
<tr>
<td>JPNS343-01*</td>
<td>Advanced Japanese Conv and Comp</td>
<td></td>
<td>11</td>
<td>+4 (was cancelled in spring '12)</td>
<td>Yanagida</td>
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<td></td>
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<tr>
<td>JPNS390-01*</td>
<td>ST: Current Issues in Japan</td>
<td></td>
<td>8</td>
<td>+5</td>
<td>Chikuma</td>
<td></td>
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<tr>
<td>LTAR250-01*</td>
<td>Arb. Lit Transl: Modern Literature</td>
<td></td>
<td>4</td>
<td>+8</td>
<td>Higgins</td>
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<tr>
<td>LTCH250-01*</td>
<td>Chinese Lit in Translation</td>
<td></td>
<td>12</td>
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<td>Jin</td>
<td></td>
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<tr>
<td>LTPJ350-01*</td>
<td>JLTR: Murakaimi Short Stories</td>
<td></td>
<td>4</td>
<td>+5</td>
<td>Chikuma</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty names in red indicate Adjunct status. All other faculty are tenure-track professors.

- Total # students in courses taught by ASST faculty: 341
- Total # of students in courses counting towards the ASST minor*: 171
- Average Class size (all courses) = 12
- Average Class size (ASST courses*) = 14

**TOTAL SCH IN HONS, FYSM/LC TAUGHT BY EACH SCHOOL, AND PERCENTAGE OF EACH SCHOOL’S HONS, FYSM/LC TAUGHT BY EACH DEPARTMENT**

- In Fall 2012 Ghazi Abuhakema taught the FYSM 172 course on the Quran
B. NUMBERS OF MAJORS, MINORS AND GRADUATES

- From 2009 to 2013 the number of Asian Studies minor has experienced a net growth of 13 students whereas the Japanese Studies program has held relatively steady at an average of 25 students, shown in graphs below.

- From 2010 to 2013 there have been 28 graduates of the Asian Studies minor. During the 2012-2013 academic year a total of eight students graduated with the ASST minor (four in fall 2012, four in spring 2013). This was down very slightly from the number of graduates in the 2011-2012 year (nine students: seven in spring 2012 and two in fall 2011).

- In academic year 2011 – 2012, one student graduated with the Asian Concentration in International Studies. In 2012 – 2013, 7 students graduated with the Asian Concentration in International Studies.

STUDENT (AND RECENT GRADUATE) ACCOMPLISHMENTS (THIS INFORMATION IS NOT AVAILABLE IN THE FAS. CHAIRS SHOULD SUPPLEMENT THE INFORMATION PROVIDED BELOW.)

- Off-campus awards, fellowships, and post-graduate scholarships received by students, if known (Information provided by the Office of Nationally Competitive Awards on external awards received by students over the last three years appears at http://ir.cofc.edu/aadeptdata/.)

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

- In 2011-12 one student received the prestigious Boren Scholarship.

- In 2013, 7 students were awarded Confucius Institute Scholarships to study Intensive Chinese at Guizhou University in China this coming academic year.

- In 2012 our first students received this scholarship.

Comment: it is the Asian Languages faculty who have been responsible for students receiving these awards. Our faculty have been the instructors, have made students aware of these opportunities, have mentored students through the process, and have written their letters of recommendation. Because we are not a major, credit for these awards is attributed to their major departments.
C. Diversity

The Asian Studies program by its very nature has a diverse faculty both among tenure-track positions and with its adjuncts. The program’s tenure-track faculty include one Asian male and one Asian female (Directors of Japanese and Chinese, respectively); one male non-resident alien; one Palestinian male (Director of Arabic) and one Caucasian female. The adjunct faculty include two Middle Eastern faculty members (from Lebanon and Egypt), three Asian females (two Japanese/Japanese American and one Chinese), one Indian female (Director of Hindi) and one Caucasian female.

D. Faculty Productivity in and Support of Research and Professional Development (From the Faculty Activity System (FAS), will appear in the Departmental Annual Report Pulled from the FAS)

M. Service and Outreach Contributions Beyond the Department (From the FAS Departmental Annual Report)

• Service contributions of faculty during review year to school, College, community (of a professional nature), or profession:

  Yoshiki Chikuma hosted the annual Southeastern Association of Teachers of Japanese conference on March 8-9, 2013.

  Lei Jin hosted delegations from Guizhou University and the Confucius Institute and was instrumental in paving the way to a new bi-lateral exchange program with these Chinese Universities.

• Departmental programming supporting campus-wide initiatives and community engagement:

Events/Lectures held during the 2012-2013 academic year:

• September 20, 2012: “The Intersection of Legend, History & Archaeology in Ancient Vietnam” guest lecture by Dr. Nam C. Kim (co-sponsored event)
• October 3-4, 2012: Artist-in-Residence Htein Lin guest lectures
• October 6, 2012: Japanese Club Moonlight Formal (Faculty Advisor: Yoshiki Chikuma)
• October 31, 2012: Mediterranean Night event (co-sponsored by the Arabic Club, Faculty Advisor: George Fam, and the Jewish Club)
• November 12, 2012: World Cultures Fair (hosted by the Citadel); attended by Arabic & Chinese professors
• January 22, 2013: “Her Stories: Women’s Autobiographies in Hindi” guest lecture by Dr. Monika Browarczyk.
• February 7, 2013: “Political Mobilization and the Arab-Israeli Conflict” guest lecture by Peter Beinart, journalist.
• March 28, 2013: World Cultures Fair (hosted by LCWA); all Asian Studies professors attended & participated
• March 29, 2013: 3rd annual Chinese Speech Contest; coordinated by Lei Jin
• April 16, 2013: Hindi Cooking Demonstration, Leena Karambelkar
• April 18, 2013: Asian Studies Award Ceremony
• Chinese Corner: monthly event sponsored by Chinese: campus wide opportunity to speak Chinese in informal setting
N. Honors/Awards External to the Unit Received by Faculty or Department/Program during Review Year (Information Not Available From the FAS Departmental Annual Report)

- Leena Karambelkar received the School of Languages, Cultures and World Affairs Dean’s Award for Excellence in Teaching (Adjunct Award) May 10, 2013.

- George Fam was recognized by students of the First Year Experience program for his contributions to their first year of school.

- Dolly Raad received a scholarship to attend a STARTALK intensive teacher training workshop in New York for Arabic instruction from June 9-21, 2013.

- In summer 2012, Helen Delfeld (Assistant Professor of Political Science and a member of the Asian Studies faculty) received a grant of more than $30,000 to support nearly a month of research in Thailand and Cambodia with five students. Funding from the ASIANetwork Freeman Student Faculty Fellows Program was possible because of Asian Studies’ membership in ASIANetwork, a consortium of more than 150 institutions of higher education focused on the study of Asia in the Liberal Arts.
I. Program

a. Mission statement

British* Studies is an interdisciplinary minor designed to provide an integrative study of British life and culture throughout the ages, to examine the impact of British institutions and customs on the United States and the many other nations and cultures that have developed extensive ties with Britain, to further examine the reciprocal effect that such nations and cultures have had on British culture and British identity, and, more broadly, to contribute to students’ understanding of the international community in which they live. (* British will be used in the widest sense of the term; i.e., countries of England, Wales, Scotland, Ireland, and Northern Ireland.)

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:

Students should understand the history, culture and politics of Great Britain and possess a deeper appreciation of the complex ways that Britain has influenced global events in the historical context.

II. Narrative Summary and Analysis of Program Accomplishments

Program Membership and Organization

Currently the program has 13 faculty affiliates appointed in the School of Humanities and Social Sciences and 11 undergraduate minors, several of whom just graduated spring 2013.
**Faculty Affiliates**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doryjane Birrer</td>
<td>English</td>
</tr>
<tr>
<td>Tim Carens</td>
<td>English</td>
</tr>
<tr>
<td>Cara Delay</td>
<td>History</td>
</tr>
<tr>
<td>Joe Kelly</td>
<td>English</td>
</tr>
<tr>
<td>Simon Lewis</td>
<td>English</td>
</tr>
<tr>
<td>Amy McCandless</td>
<td>History</td>
</tr>
<tr>
<td>Moore Quinn</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Kathy Beres Rogers</td>
<td>English</td>
</tr>
<tr>
<td>Bill Russell</td>
<td>English</td>
</tr>
<tr>
<td>Myra Seaman</td>
<td>English</td>
</tr>
<tr>
<td>Jacob Steere-Williams</td>
<td>History</td>
</tr>
<tr>
<td>Catherine Thomas</td>
<td>English</td>
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<tr>
<td>Trish Ward</td>
<td>English</td>
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</tbody>
</table>

**British Studies Minors**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whitney Allen (non-degree seeking)</td>
<td>English</td>
</tr>
<tr>
<td>Taylor Blumenberg (Senior, Communication)</td>
<td>English</td>
</tr>
<tr>
<td>Kristin Brig (Senior, History)</td>
<td>History</td>
</tr>
<tr>
<td>Hannah Duffy (Junior, Political Science)</td>
<td>Political Science</td>
</tr>
<tr>
<td>Jamie Harris (Junior, History)</td>
<td>History</td>
</tr>
<tr>
<td>Georgia Hertz (Senior, History)</td>
<td>History</td>
</tr>
<tr>
<td>Hannah Polakowski (Junior, English)</td>
<td>History</td>
</tr>
<tr>
<td>Matthew Ross (Sophomore, History)</td>
<td>History</td>
</tr>
<tr>
<td>Audrey Savage (Junior, History)</td>
<td>History</td>
</tr>
<tr>
<td>Bridget Walsh (Senior, History)</td>
<td>History</td>
</tr>
<tr>
<td>Caroline Weber (Senior, Anthropology)</td>
<td>Anthropology</td>
</tr>
</tbody>
</table>

**Curriculum**

There were no major changes to the curriculum in 2012-13. (See Appendix A for the British Studies curriculum.)

The History Department did take a number of classes off the books that have not been taught for several years. This has decreased the number of classes pre-approved to count for the first requirement, but it is not expected that students will have a difficult time finding enough classes to fulfill that requirement. The new hire in the History Department, Jacob Steere-Williams, will be providing regular offerings in that category.

**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 the number of College of Charleston students participating in the USM British Studies program increased dramatically. Over the past several years, the number of participating students has fluctuated from 0-10 students. This summer, at least 15 students from the College of Charleston have taken part in the program, earning 6 credits toward degrees in five different disciplines: Psychology, Political Science, English, History, and Arts Management. Hopefully, many of these students will become British Studies Minors in the future.

**Summer Study Abroad Students**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathryn Klein (English)</td>
<td></td>
</tr>
<tr>
<td>Winston White (History)</td>
<td></td>
</tr>
<tr>
<td>Makenna Van Liew (Music Industry)</td>
<td></td>
</tr>
<tr>
<td>Lindsey Cliett (Music Industry)</td>
<td></td>
</tr>
<tr>
<td>John Marzuola (Music Industry)</td>
<td></td>
</tr>
<tr>
<td>Lauren Lathan (Political Science)</td>
<td></td>
</tr>
<tr>
<td>Emily Henderson (Political Science)</td>
<td></td>
</tr>
<tr>
<td>Brett Morgenstern (Political Science)</td>
<td></td>
</tr>
</tbody>
</table>
Bilateral Semester Study Abroad Program

British Studies at C of C now has two bilateral partnerships with British universities: Univ. of Nottingham and the University of Hertfordshire.

This year we had 14 College of Charleston students study abroad in the U.K. We hosted 2 British students for study abroad this past year.

Programming and Administration

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

- Recruitment for minor and study abroad opportunities
- Library fund requests
- Planning class visits for the visiting Director of the USM Consortium

A social gathering was held in April to welcome the visiting Director of the USM Consortium.

Events and Contributions

- Supported British Studies-related speakers and events
  - Co-sponsored a presentation and reception for the British Diaspora events (May 2013).
- 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. 2013) to discuss upcoming summer offerings and outreach initiatives across campuses.
  - Held a series of classroom visits and student recruitment meetings (Feb. and Mar. 2013) for BSP summer courses in conjunction with study abroad representative, Sarah Simmonite, and visiting members of the USM Consortium.
  - Attended several study abroad fairs to continue recruiting efforts. (Fall 2012/Spring 2013)

Respectfully Submitted,

Tim Carens, Director
Appendix A: BRITISH STUDIES MINOR REQUIREMENTS
British Studies is an interdisciplinary 18-credit minor designed to provide an integrative study of British life and culture throughout the ages, to examine the impact of British institutions and customs on the United States and the many other nations and cultures that have developed extensive ties with Britain, and to contribute to students’ understanding of the international community in which they live. (* British will be used in the widest sense of the term; i.e., countries of England, Wales, Scotland, Ireland, and Northern Ireland.)

1. History, Politics, Economics, and/or Sociology/Anthropology of the British Isles. 6 credits from the following courses or approved alternatives:

HIST 357: Victorian Britain
POLS 334: Geographies and Politics of the European Union

2. Literature, Art, Architecture, Drama, and/or Music of the British Isles. 6 credits from the following courses or approved alternatives:

ENGL 201/202: English lit. before / since 1800
ENGL 301/302: Shakespeare, Early/Later
ENGL 304: Chaucer
ENGL 306: Milton
ENGL 307: Introduction to Old English
ENGL 308: Spenser
ENGL 311: Middle English literature
ENGL 314: Non-Dramatic Renaissance lit.
ENGL 317/318/325: Seventeenth- / Eighteenth- / Twentieth-Century English Literature
ENGL 321: Romantic Literature
ENGL 323: Victorian Literature
ENGL 327/328: British Novel I/II
ENGL 337: British Drama to 1642
ENGL 340: Restoration and Eighteenth Century Drama

3. British Empire. 3 credits from the following or an approved alternative.

ARTH 241: History of the Art of India
ENGL 342: Colonial and Revolutionary American Literature
ENGL 358: Colonial and Postcolonial British Literature
HIST 264: Caribbean to 1800
HIST 265: Caribbean Since 1800
HIST 273: Modern Africa
HIST 285: Indian Subcontinent Since 1500
HIST 301: Colonial America
HIST 302: Era of the American Revolution
POLS 331: Politics of Film and Reality in South Africa
POLS 339: ST in Comparative Politics (if appropriate)
POLS 367: Geography of International Conflict
POLS 379: ST in International Relations (if appropriate)

4. Integrative Capstone. 3 credits in one of the following:

BRST 400: Capstone in British Studies

BACHELOR’S ESSAY / INDEPENDENT STUDY that explores some aspect of British life and culture from a comparative or interdisciplinary perspective.

STUDY ABROAD COURSE at one of the British universities that maintains a bi-lateral exchange agreement with the College of Charleston, through the USM British Studies Summer consortium, through a College of Charleston course involving study abroad in Great Britain, or another approved study abroad experience.
2012-2013 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: Classics and National Trends

Classics at the College of Charleston is healthy, stable and growing. This should not be taken for granted:

As we strive to create a more civil public discourse, a more adaptable and creative workforce, and a more secure nation, the humanities and social sciences are the heart of the matter, the keeper of the republic—a source of national memory and civic vigor, cultural understanding and communication, individual fulfillment and the ideals we hold in common.

Federal funding for international training and education has been cut by 41 percent in four years.

-- From “The Heart of the Matter” a report from the Commission on the Humanities and Social Sciences, requested by Senators Lamar Alexander (R- Tennessee) and Mark Warner (D-Virginia), and Representatives Tom Petri (R-Wisconsin) and David Price (D-North Carolina); http://www.amacad.org

A Classical curriculum was a key feature for the development of education within the United States (as reflected in the history of the College of Charleston), but steadily over the past decades and even more since the most recent economic crisis, Classics has lost any privileged position within the academy at large, begun to shrink, and overall is struggling to survive. Such is the case nationally and internationally, where even perennial leaders in Classics (Germany and UK) face cutbacks and decline. Classics still has its place and voice, evidenced by such national organizations as the American Philological Association, Archaeological Institute of America, American Classical League, and National Junior Classical League, but in terms of strong and stable programs it survives mostly in pockets. The peer group of thirteen institutions, the College of Charleston claims, illustrates the situation (Appalachian State University; Baylor University; Bowling Green State University; Clemson University; James Madison University; Montana State University-Bozeman; University of Maine; University of Missouri-St Louis; University of New Hampshire; UNC-Charlotte; UNC-Greensboro; UNC- Wilmington; University of Northern Iowa). 5 have no faculty in Classics and another 5 maintain only 1-2 faculty members in Classics. Out of the latter 5, 4 out of the 5 offer a minor in the subject only. There is a trend within the peer institutions towards departments of languages, literatures, and cultures (4 now when a few years ago there were none), but within them Classics is virtually non-existent with one exception (University of New Hampshire). Of the 3 peer institutions with 4 or more roster faculty in Classics, only 2 have a faculty with a comparable range in teaching/research interests and only 1 matches the diversity of Classics at the College of Charleston by including archaeology in its curriculum (UNC-Greensboro).

If these institutions do not, in fact, constitute a peer group for Classics at Charleston, then who does? It is common for large public universities to have recognized graduate programs dependent on a roster faculty of no more than 7 - 10 members, a comparable size to Classics at Charleston. These graduate programs, however, are able to draw instructors for their undergraduate programs from their graduate students, which are more often than not their primary emphasis. Our closest and most consistent peers in Classics are private liberal arts
colleges and universities, concentrating on undergraduate education, which maintain a roster faculty on average of 5 - 9 members and offer a major in Classics, consisting of multiple tracks. These include Baylor University, Bowdoin College, Dartmouth, Miami University of Ohio, Oberlin College, Union College, and the College of William and Mary.

The entire picture is not dismal, nor is the study of Classics, and the Humanities in general, obsolete (see: http://artsandhumanities.fas.harvard.edu/humanities-project; http://chronicle.com/article/The-Humanities-in-Dubious/140047/). While there is any number of independent factors for the strength of Classics within liberal arts institutions (as the College of Charleston), their programming shares four common attributes. First, such colleges/universities have a tradition that runs counter to a narrow focus on S-T-E-M education and understands that SCH production is not of necessity the prime indicator of academic strength. The diversity in Classics and Humanities teaches transferable practical work-skills needed in a transitive and global environment (logic, cultural awareness, increasing interdependence, transformative technologies, and multimedia communications). Second, it has been popular in Classics to push large enrolling cultural courses as a deterrent to decline, but this strategy has not yielded a comparable increase in the number of majors necessary to revive and grow programs. Instead, the programs having success are those able to meld language and cultural studies, which is more viable within the integrated programming of a liberal arts setting. Strength on the language side remains key. Third, there is more than “lip-service” to interdisciplinarity. Classics at Charleston, along with others, has worked to strengthen connections with the sciences (e.g., computing and mapping applications in the humanities), history, and archaeology. Fourth, Classics has not neglected service, such as being leaders in freshman seminars and other enrichment curriculum, the development of which has increased over the last three years.

Within this larger context with its challenges and successes, it is no small matter that the Classics Department at the College offers a comprehensive approach to its field. In covering classical literature and culture from archaic Greece to the late imperial Roman period, the Department houses a Roman and Greek historian, as well as archaeologists and those whose research and teaching involve the material world. Through such diversity Classics is able to be a strong interdisciplinary component in the College’s academic experience. This is evident by growth in two particular areas. (1) The number of students pursuing a secondary teaching career in Latin has begun to increase. The interdisciplinary nature of Classics prepares them well to adapt to teaching assignments in cognate fields. (2) More students with majors other than Classics are opting to pursue the A.B. degree.

Our level of contribution need not change in the foreseeable future. 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. In this sense, Classics at the College is young. This academic year (2012-2013) the Department was comprised of 6 tenured/tenure-track faculty members, joined by 2 returning full-time adjuncts, and a half-time administrative assistant. This composition (at 8 faculty members) has been stable but not static. In July 2011, Tim Johnson joined the faculty as professor and chair. This past year (Fall 2012), Andrew Alwine, a Greek
historian, was added to the faculty and filled a needed subject area, which will strengthen ties with the History Department and International Studies. Also this past Fall, the College and the School of Languages, Cultures, and World Affairs, through the support of a donor, authorized the Department to search for a visiting assistant professor in lieu of an adjunct position. Beginning this coming year, the addition of Allison Sterrett-Krause will enhance our offerings in archaeology. This will bring the total number of roster faculty to 7 (there will continue to be 1 full-time adjunct). In short, the Department is balanced (2 professors; 2 associate professors; 2 assistant professors; 1 visiting assistant professor), which predicts a fine Classical line at Charleston for the future. Also this year, due to Sabine Hagn-Ford taking a position in the Department of French, Francophone, and Italian Studies, Classics welcomed Fedelia Chapman as its part-time administrative assistant.

Faculty members were leaders in their disciplines, authoring books, articles and other scholarly works, presenting papers at regional, national, and international conferences, applying for and receiving major grants (5 of 6 roster faculty members received internal and/or external funding/awards totaling $60,342), and participating in training workshops for teachers and students. Classics faculty and adjuncts work 4 international archaeological sites and manage data-bases vital to multiple projects, including the Palace of Nestor. Classics faculty remain active in service, serving on standing, ad hoc, and programmatic advisory committees within the institution, and national/international service units of significance to the discipline. All faculty members contribute 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. 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 is viewed as a model program in terms of integrating language and cultural courses.

Classics enrolled 1,128 students for the academic year (statistics drawn from Cognos the day after the first drop date of each semester). Based on the more conservative statistics the College draws late in the semesters, Classics for the year taught 1,011 students (compared to 1,056 in 2011-2012) with each faculty member responsible for an average of 190 credit hours each semester (unadjusted for release time). This translates into 21.5 students per course, the same as English and roughly the same as Computer Science (21.8). This is a decrease from 2011-2012 (1,056 to 1,011), which reflects release time. Darryl Phillips, whose courses always fill, was on sabbatical for the year without replacement, and courses offered were reduced by 4 for the year. Assuming these 4 courses had been offered at a modest average of 15 students per course, the total enrollment would have slightly increased over the previous year. Overall, Classics has taught in the range of 1,006-1,056 students per year over the past 4 years (2009-2013). This represents a consistent and strong enrollment pattern.
Major and minor programs continue to flourish. In Spring 2013, 37 students were working towards majors in Classics; 25 towards minors [total: 62]; 56 students in majors other than Classics were working toward an A.B. degree. Since the A.B. degree requires 6 more hours than a typical minor, the number of actual minors in Classics tends to be artificially lowered. It is more accurate to count both minors (25) and A.B. degrees (56) for comparative purposes (total: 81). By this measure only 5 programs enroll more minors than Classics (Business Administration; Crime/Law/Society; Psychology; International Studies; Studio Art). This year 11 students graduated with Classics majors.

Classics graduates go on to pursue graduate study in Classics and related disciplines, earning admission to top universities. This year, graduates will begin advanced degree programs in Classics, Historic Preservation, and Museum Studies. Two will start careers in secondary education, Latin and History respectively. Another will be commissioned as a second Lieutenant in the Marine Corp. They will join past graduates currently studying at North Carolina – Chapel Hill, Brown, Duke, Uniformed Services University-Maryland, Washington University, Western Michigan, Wisconsin, and Wake Forest in such diverse fields as Law, Medicine, and Medieval Studies.

For these reasons and more, Classics at Charleston is gaining a national reputation. Certainly we do not take this for granted. There is more to be done to improve infrastructure, promote research, and increase extramural funding, but the present commitment of the Department and College predicts progress. Classics is worth continued investment.

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 in the Greek and Roman worlds promotes and coordinates the following Dimensions of Learning:

- 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 spoken/written communication, analysis, synthesis, and contextualization.

Strategic Priorities

These Departmental goals mirror 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.

Student Learning Outcomes and Assessment [A.B. Classics; B.A. Classics]: *See Supporting Data, 2012-2013 Annual Assessment Report

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</td>
<td>The thesis is clearly stated, but the significance is not as clear.</td>
<td>Neither the thesis nor its significance is clear. The thesis is</td>
</tr>
<tr>
<td>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>evident as in an “excellent” abstract. The thesis is supported by three arguments, which are clear but lack some logical cohesion.</td>
<td>supported by three arguments, but they lack clarity and logical progression.</td>
<td></td>
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</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.

3. **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.

4. **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.

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

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

7. **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:**

| Thesis | Excellent (10-9) | Good/Adequate (8-7) | Poor/Unsatisfactory (6-)
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<tr>
<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>
<td></td>
</tr>
<tr>
<td>Depth and Cogency</td>
<td>The paper explores deeply a well-defined</td>
<td>The paper presents enough argumentation</td>
<td>Fails to meet an adequate standard in</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>
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<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</td>
<td>The methods (lecture, recitation, discussion) and technologies</td>
<td>The methods (lecture, recitation, discussion) and technologies</td>
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</tbody>
</table>
Mechanics

<table>
<thead>
<tr>
<th>(handouts, PowerPoint, i-video) are appropriate and of high quality.</th>
<th>(handouts, PowerPoint, i-video) but are of high quality do not precisely fit the topic.</th>
<th>(handouts, PowerPoint, i-video) are low in quality.</th>
</tr>
</thead>
<tbody>
<tr>
<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>
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</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 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 2012-2013 were taught in Greek, Latin, ancient history, classical archaeology, and classical culture – 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 necessary for students to manage schedules.

<table>
<thead>
<tr>
<th>LATN</th>
<th>Level</th>
<th>No. of Sections</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-102*</td>
<td>Elementary</td>
<td>10</td>
<td>223</td>
</tr>
<tr>
<td>LATN 201-202</td>
<td>Intermediate</td>
<td>7</td>
<td>123</td>
</tr>
<tr>
<td>LATN 300</td>
<td>Advanced</td>
<td>5</td>
<td>59</td>
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</tbody>
</table>

* Includes FYE LC/linked with CLAS

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<thead>
<tr>
<th>GREK</th>
<th>Level</th>
<th>No. of Sections</th>
<th>Enrollment</th>
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</thead>
<tbody>
<tr>
<td>101-102</td>
<td>Elementary</td>
<td>3</td>
<td>47</td>
</tr>
<tr>
<td>201-202</td>
<td>Intermediate</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>300</td>
<td>Advanced</td>
<td>2</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLAS*</th>
<th>Level</th>
<th>No. of Courses/Sections</th>
<th>Enrollment</th>
</tr>
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<tbody>
<tr>
<td>100**</td>
<td>Elementary</td>
<td>8</td>
<td>426</td>
</tr>
<tr>
<td>200</td>
<td>Intermediate</td>
<td>3</td>
<td>90</td>
</tr>
<tr>
<td>300/400</td>
<td>Advanced</td>
<td>2</td>
<td>29</td>
</tr>
</tbody>
</table>

* Includes 3 courses in Classical Archaeology
** Includes FYE LC/linked with Anthropology
<table>
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<tr>
<th></th>
<th>Level</th>
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<td>HIST</td>
<td>231</td>
<td>Intermediate</td>
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<tr>
<td></td>
<td>370</td>
<td>Advanced</td>
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</tr>
<tr>
<td>FYSM</td>
<td>113</td>
<td>Elementary</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td></td>
<td><strong>46</strong></td>
</tr>
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</table>

- Because of release time for sabbatical and administrative duties, the Department offered 4 less courses/sections than in 2011-2012, but still enrolled roughly the same amount of students (1,128 compared to 1,144). Even with this decrease, the number of courses/sections fell only 1 section below 6-year norms (2010-11 = 44; 2011-2012 = 45; 2012-2013 = 42; 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. Therefore the average student-per-course increased for the year: 22.3 (2008); 22.7 (2009); 20.4 (2010); 22.2 (2011); 26 (2012). This average is higher than German and Slavic Studies, French, Francophone and Italian Studies, Hispanic Studies, and Jewish Studies. Since there are no sabbaticals next year, this figure should return to the levels of the previous two academic years. The fluctuation does demonstrate, however, that any release time places an additional strain on workload that is not easily redistributed without a replacement-instructor. The Department is operating at capacity.

- Total enrollments in language courses increased for 2012-1013, particularly at the advanced levels, which is a sign of strength for the program. Overall, the trend in enrollment is cyclical by year, with one year slightly higher and the next lower. Still, while many programs struggle to enroll students in language courses, 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/exceed their capacity at 22 students. Although LCWA understands that lower enrollments in elementary language courses (15-20 students per course) have been shown to increase academic quality, this is difficult for Classics without increasing adjunct dependency or adding additional faculty lines. An additional line will continue to be 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 (GREK 101). The result is that this year 12 students enrolled at the advanced level in Greek compared to 4 students the previous year.

- Courses in classical civilization remain popular. 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 students in other programs, such as Archaeology, Premed, History, Art History, Women’s and Gender Studies, and Communications. Most Classics courses also serve the needs of the SNAP program and its students, who enroll in our cultural courses as alternatives to their foreign language requirement. The Department typically offers 6-7 cultural courses a semester, covering 100-300/400 levels. It should be noted that CLAS 100 level courses often enroll 80-100 students per course, but all still have a writing component. The
caps, however, are staged so that enrollments decrease in intermediate and upper level courses so that the most advanced courses (300-400 level) typically enroll around 15.

• The Department significantly contributes to interdisciplinarity, internationalization, personalized education and high impact student experiences, particularly in research, creative activities, and peer education. Classics faculty work as research mentors with their students in a wide variety of projects involving a number of disciplines (See infra: Student Accomplishments and Faculty Productivity).

• Because of faculty research activities, the number of courses offered in Summer 2013 decreased.

**Instructional Contributions to Other Programs and Initiatives**

As 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).

From the percentage of the total hours generated by LCWA, the Department accounted for the following student credit hours:

• 9% of the total SCH generated by LCWA
• 23.5% of the LCWA contributions to FYE
• 28.5% of the LCWA contributions to HSS

The Department’s healthy 9% of the total SCH generated by LCWA (and these figures do not reflect any adjustment for program size) trails only French, Hispanic Studies, and International and Intercultural Studies. Further, Classics generates major blocks of credit hours in key areas, such as cultural/subject courses and interdisciplinary venues, producing more LCWA credit hours for FYE (nearly one-fourth) than any unit, with the exception of Hispanic Studies, and over one-fourth of LCWA credit hours for HSS.

**FYE**

The Department has developed a reputation across campus for its ardent support and leadership in the First-Year Experience. 4 of the 6 Classics roster faculty and one adjunct were involved in the FYE (63% of all faculty). Additional service to the FYE was given by faculty during Accepted Students Weekend and Summer Orientation. It is unclear whether this level of involvement can be sustained given faculty size and commitments to developing the Department’s own curriculum. Nonetheless, for the coming year proposals were submitted for 2 FYSM and 2 Learning Communities – three internal to Classics, the other engaging with faculty in Anthropology.

**Other Programs**

In addition to the FYE program, the Department made significant contributions to other programs on campus:
• 3 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.

• 2 courses were taught for History. The addition of a Greek historian to the Classics faculty should allow for an average of 3 courses per year on historical topics. 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, containing within it elements connected with a variety of other programs. Courses taught in 2012-2013 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 epigraphy, gender studies, philosophy, politics and citizenship, comic theory, history, ancient medicine, architecture, and digital humanities. 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 toward its 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 2 subject areas. The Department now has a standardized approach to general education (LATN 100-202; GREK 100-202; CLAS 101, 102, 103, 104, and 105) that encompasses language, culture, history, and archaeology.

#### 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 abroad 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. Further, Classics offers archaeological internships in Greece or Turkey, and supports applications to programs offered through other institutions.

#### Directed Research

Faculty members are active directing 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

This summer (2013) the Department is again sponsoring a two-week summer institute in the acquisition of Latin language and Roman culture for elementary through high school teachers and their students. These workshops are overseen by Dr. Frank Morris, an emeritus professor from the Classics Department. Our own students attend these workshops and serve as teaching interns.
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. This year the Club managed a larger budget than any other club, and used it to sponsor outside lectures, as well as a Vergil-a-thon and Homer-a-thon. During the Homer-a-thon, Dr. Stanley Lombardo (University of Kansas), a renowned translator of Homer, gave a public reading from his *Iliad*. His performance was attended by over 75 students.

Also Classics sponsors or co-sponsors lectures, by which internationally-recognized scholars visit the campus, engage majors and other interested students, and discuss potential collaborations with faculty. In 2012-2013, the Department sponsored/co-sponsored the following lectures. The lectures of the Classical Charleston Lecture Series* are made possible by the generous support of Theodore B. Guérard and family:

**Professor Roger Macfarlane** (Brigham Young University), “Wm. Hawkesworth v. B.L. Gildersleeve: The Necessity of Classics in Antebellum Charleston” (October 23, 2012)

**Professor Gonda van Steen** (University of Florida), “Aristophanes and the Women’s Plays” (Nov. 15, 2012)

**Professor Alden Smith** (Baylor University), “The Particulars of Posture in Roman Painting (and Poetry)” (February 6, 2013)

**Professor Kostas Kapparis** (University of Florida), “Prostitutes and Erotic Triangles in Attic Vase Iconography (February 20, 2013)

*Professor Michael Maas* (Rice University), “The Character of the Inhabitants: Environmental Theory in Classical Antiquity” (February 21, 2013)

*Professor Richard Talbert* (UNC-Chapel Hill), “How Romans Saw the World through Portable Sundials” (February 21, 2013)

*Professor Trevor Harris* (University of West Virginia), “Deep Mapping Archaeology: Qualitative GIS, Citizen Science, and Immersive Sensual Worlds” (February 21, 2013)

**Professor Stanley Lombardo** (University of Kansas), “A Performance of Homer’s *Iliad*** (March 15, 2013)

Classics at Charleston is quickly becoming a recognized national venue. For example, three of the above talks were volunteered and the speakers traveled here at their own expense.

Teaching Workload

At its current size (6 roster; 2 adjuncts) Classics is operating at capacity in terms of courses offered, and, as enrollments indicate, demand often exceeds 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 (205.22 to 193.67). Unfortunately, ratios exceed the Delaware peer group most noticeably in adjunct usage (297.64 to 204.33), which has climbed steadily over the past three years and has become necessary to mitigate the negative consequences of faculty workload-overload.

<table>
<thead>
<tr>
<th>Type</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>Classics [3-year]</th>
<th>Delaware [3-year]</th>
</tr>
</thead>
<tbody>
<tr>
<td>T/T</td>
<td>150.38</td>
<td>154.90</td>
<td>176.46</td>
<td>160.58</td>
<td>164</td>
</tr>
<tr>
<td>Non-T/T</td>
<td>195.75</td>
<td>231</td>
<td>--</td>
<td>142.25</td>
<td>273.67</td>
</tr>
<tr>
<td>Adjunct</td>
<td>261.33</td>
<td>313.26</td>
<td>318.35</td>
<td>297.64</td>
<td>204.33</td>
</tr>
<tr>
<td>Total</td>
<td>191.64</td>
<td>208.90</td>
<td>215.14</td>
<td>205.22</td>
<td>193.67</td>
</tr>
</tbody>
</table>

The primary strain on workloads does not concern so much class size and SCH production, nor even necessarily the 3/3 teaching load (even though UNC-Greensboro is at 3/2 and Baylor University 2/2) but the high number of individual and new course preparations that each faculty member must carry to sustain programming, which by nature is interdisciplinary. Classics offers courses in five distinct areas –Latin, ancient Greek, as well as courses exploring classical civilization, history, and archaeology. In all five, courses are offered at beginning, intermediate, and advanced levels, creating an extraordinarily high number of preparations. The specializations of the faculty have been coordinated; yet, the total number of 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 challenges 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. A visiting position was replaced with a tenure-track line (beginning Fall 2012) and this coming Fall (2013) a visiting assistant professor will replace an adjunct position. As important as these hires are, they have only changed the configuration of the faculty and not added additional personnel. Consequently, the effort the Department has made to lower the number of preparations for its faculty on a rotating basis has only been possible by deploying adjuncts broadly across the curriculum and increasing their workload.

**Adjunct/Visiting Instruction:**

During 2012-2013, adjuncts in Classics taught 40.4% of its students. The College’s goal is to have at least 80% of students taught by permanent roster faculty. At 59.6% we are far from this goal. This amount of adjunct dependency represents the greatest instability to the College and LCWA as a whole.

Thanks to the beneficence of a donor from LCWA, this coming year an adjunct position will be replaced with a visiting assistant professor, a position renewable for up to two additional years. It is anticipated that this hire will reduce adjunct usage by 6 courses/sections per year. This is a step forward, but will still leave us short of the College’s goal, and if the position is not converted to a tenure-track line any progress will evaporate.

**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, and this data is included in the Annual Assessment Report (see Supporting Data).

Further, as part of the College’s move to establish learning outcomes, rubrics, and assessment for general education, Classics had the following courses recertified for general education (GREK 202; LATN 202, 301, 321, 322, 323, 371, 373, 390; CLAS 101, 102, 103, 104, 105, 203, 242, 253, 254, 255, 256, 270, 303).

**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 the careers they choose, their placement into graduate programs, awards received, and work published.

**Career Placement and Graduate/Professional School Acceptances (2012-2013)**

- Shaina Anderson (2013) was accepted with funding for the Classics Program (M.A.) at Texas Tech, where she will begin graduate studies with a view to earning a Ph.D. in Classics.
- Brandon Baker (2013) was accepted with funding for the Classics Program (M.A.) at Texas Tech, where he will pursue his interest in archaeology.
- Conor Bender (2013) was commissioned as a 2nd Lieutenant in the United States Marine Corps.
- Anna Duvall (2010) was accepted with funding into the Historic Preservation Program at Clemson and Cornell.
- Dillon McDougald (2013) was accepted into Law School at the University of South Carolina.
- Bridget Walsh (2013) accepted a position teaching History in Charlotte, NC.
- Pattie Webster (2013) accepted a position as Latin Teacher at Summerville High School, Summerville, SC.

**Past Accomplishments (2010-2012)**

- Caitlin Carlisle (2012) was accepted into Law School at Wake Forest University.
- Mitchel Cordes (2012) was accepted into Medical School at the Uniformed Services University.
- Marca Hoyle (2012) was accepted into the Ph.D. Program in Medieval Studies at Western Michigan University.
- Melissa Huber (2011) was accepted with funding (Lionel Pearson Fellowship, American Philological Society) into the program in the History of Ancient Rome, University of Reading and with full funding to the Ph.D. Program in Classics, Duke University.
- Angelina Phebus (2011) was accepted with full funding to the Ph.D. Program in Classics, UNC – Chapel Hill.
- Jeremy Walden (2011) was accepted with full funding to the M.A. Program in Classics, University of Florida.
• Laura Grantham (2010) was accepted with full funding to the M.A. program in Classics at the University of Arizona.
• Paula Kiesling (2010) was accepted with full funding to the M.A. program in Linguistics at the University of Hawaii.

**College and Departmental Awards to Graduating Students (2012-2013)**
• Brandon Baker: Outstanding Student (Classics A.B.)
• Dillon McDougald: HSS Scholar
• Alice Van Arsdale: Outstanding Student (Classics B.A.); Departmental Honors (Classics)

**Artium Baccalaureatus** Degrees Conferred:
• Shaina Anderson (English)
• Brandon Baker (Classics)
• Katie Cayer (Classics)
• Caroline Duncan (Biology)
• Samantha Geltz (Astrophysics)
• Alora Grogan (Computing in the arts)
• Eliza Lewis (English)
• Dillon McDougald (Philosophy)
• Jane McNamee (Business Administration)
• Casey Wilson (Psychology)

**Departmental Scholarship Recipients (2013)**

**Robert H. Duryea, Jr. Memorial Scholarship** Recipients
• David Hester
• Laura Lewis

**Johnson-Vest Scholarship in Classics** Recipients
• Robert J. Bassett
• Jami Baxley
• Laura Lewis
• Christina Stansell
• Kathleen Tuttle
• Danielle Winter

**Harold A. Mouzon Scholarship in Classical Studies** Recipients
• Katherine Babb
• Christina Stansell

**Research and Creative Activities**
• Ryan Simpson, “Introduction to Medical Practices in the Ancient Roman World,” Honors Tutorial (Kristen Gentile, mentor)
• Kathleen Tuttle, “Catullus and the Elegiac Ideal,” Honors Tutorial (Tim Johnson, mentor)
• Van Arsdale, Alice: “Ancient Greek View of Religious Accessories: An Application of Semiotic Theory,” Bachelor’s Essay (Kristen Gentile, mentor)

Faculty: Composition and Productivity

Departmental Faculty and Staff:

- Andrew Alwine: Assistant Professor
- Fedelia Chapman: Administrative Assistant (Half-Time); started January 2013
- Kristen Gentile: Assistant Professor
- Joann Gulizio: Adjunct Instructor
- Sabine Hagn-Ford: Administrative Assistant (Half-Time); resigned September 2012
- Tim Johnson: Professor
- Frank Morris: Associate Professor Emeritus and Research Associate
- James Newhard: Associate Professor
- Darryl Phillips: Professor
- Kevin Pluta: Adjunct Instructor
- Anne Saunders: Research Associate
- Noelle Zeiner-Carmichael: Associate Professor

One sabbatical occurred during this reporting cycle: Darryl Phillips was awarded a year-long sabbatical (2012-2013) to work on a book-length reading commentary on Suetonius’ *Life of Augustus*.

Kristen Gentile had a successful third-year review.

Diversity

The Department of Classics (2012-13) consisted of 6 roster lines, 2 full-time adjuncts, a part-time administrative assistant, and 2 research associates (not salaried). The level of faculty/staff consisting of women or minorities was 54.5%. Of those listed – part-time or full-time, 45.4% were women. Of the 8 full-time faculty members, 38% were women.

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; 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/referees for prestigious journals and serve on dissertation committees. Each, in their own way, 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

| Books Under Contract | 2 |
| Books Under Review  | 1 |
Journal Articles/Book Chapters Published | 3
Journal Articles/Book Chapters Submitted | 7
Scholarly Presentations: International | 3
Scholarly Presentations: National | 7
Grants External | $48,276*
Grants Internal | $12,066
Archaeological Field Work/Projects | 4
Directed Research /Theses/Student Tutorials | 4

* 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, 50% (3/6) of the roster faculty either have a book under contract or under review. 63% (5/8) of all faculty members, including adjuncts, either published or submitted articles.

• **International Presence:** 70% of the roster faculty was involved internationally as conference speakers, on archaeological projects, or in study abroad programs. Noelle Zeiner-Carmichael was awarded a very competitive NEH stipend to attend an NEH summer institute at the American Academy in Rome (July 2012).

• **Grants/Funding Awards:** 80% of the roster faculty received competitive funding, external or internal.

• **Adjuncts:** Research and Grants: The adjuncts are also active researchers.

  Dr. Kevin Pluta co-directs the publication of the Linear B tablets from Pylos. This involves 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*. For this work, this year Kevin was awarded $10,000 from INSTAP (Institute for Aegean Prehistory) and $34,376 from the Loeb Classical Library Foundation.

  Dr. Joann Gulizio continued her work as ceramics analyst on the Iklaina Archaeological Project. She published a book-chapter (“Textiles for the Gods? Linear B Evidence for the Use of Textiles in Religious Ceremonies,” in *Kosmos: Jewelry, Adornment, and Textiles in the Aegean Bronze Age* [Peeters 2012] 279-285) and presented a paper at the annual meeting of the APA/AIA (“A Preliminary Examination of the Miniature Vessels from the Bronze Age Site of Iklaina”).

**Service**

The Department recognizes service to be a vital responsibility for roster faculty. This academic year, besides fulfilling particular roles for the Department, Classics faculty served on no less than 12 college-wide committees. This translates to an average of 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. 50% of the 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 service to the institution and larger field of Classics. 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:

Operational Expenses:
Although members have been added to the faculty, both operational and research and development funds have remained frozen, so that shortages in research and travel support have now become critical. Recommendation: Direct any increase in the operational account toward supporting faculty travel and research.

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. This year, our office administrator resigned after less than two years in the position. She cited the shared position as the one and only reason for her resignation. The search for a replacement was successful, but the quick turn over is only one example of the inefficiency of the split-position:
• Essential tasks risk not being done, as 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: 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 language courses. Recommendation: 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 at the 100 level are stable and starting to increase. Retention, however, from the 100 to 200 level is weak, and few students move on to the 300 level. Recommendation: Few freshmen decide to enroll in Classical Greek, and therefore there is often insufficient time in their programs to reach the upper level. Develop a coordinated curriculum, supported by marketing
strategies, which will attract more freshmen to enroll at the 100 level. Also an intensive format for acquiring elementary Greek will be considered. This would allow students who missed Greek in their first years at the College to reach the upper level.

**Student-to-Teacher Ratio: Language Courses and Adjunct Dependency**

Enrollment caps in sections of first-year Latin (101-102) are pushed as high as 26, and still classes close before freshman enrollment is completed. Since national studies show that language acquisition is most effective with lower student-to-teacher ratios (15:1), LCWA, as a whole, has authorized that caps be kept at no higher than 22. Accordingly caps for this coming year in LATN 101 were set at 20, which required adding another section of LATN 101. This only shifts the problem: opening one section requires closing another, and other levels are also at capacity (cannot be reduced).

Further, Classics has been dependent on two-full time adjuncts and a part-time adjunct, and as the College Strategic Plan itself argues adjunct usage needs to be decreased. The use of non-permanent faculty, no matter how highly qualified they may be, destabizes 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. This is not to mention that in Classics, Greek and Latin instructors are not readily available in the community.

Progress was made this year in regards to adjunct usage, when one full-time adjunct position was converted to a visiting assistant professor line, renewable for an additional two years. This is a definite improvement, but does not solve the challenge of developing a permanent and stable faculty. If the visiting position is not made permanent, adjunct usage will have to increase again. **Recommendation:** Set the caps for LATN 101-202 at 20, and continue to maximize course offerings in culture and archaeology. Offering additional sections effectively will require increasing the size of the faculty, especially if the number of complementary courses in culture and archaeology are also to be maintained. This could be done in stages: (1) convert the visiting assistant professor to a permanent tenure-track line by Fall 2014; (2) convert the remaining full-time adjunct to a permanent position by Fall 2015.

**Classics and Education**

Although more majors are choosing to pursue secondary teaching careers in Latin, and the Department’s donors are most interested in supporting this endeavor, there is no faculty member whose primary research is in pedagogy and secondary education. Support for this track is given by the Department of Education, but this gap within Classics needs to be filled, and would pay dividends by also offering support for secondary programs within South Carolina. **Recommendation:** As faculty lines (see above) are phased in, filling this gap could be made when the remaining full-time adjunct position is converted to a tenure-track line (Fall 2015).

**Student Academic Community**

The faculty is working to increase the academic camaraderie among its majors and minors. **Recommendation:** Developing a sense of community depends on a variety of factors, which are not easily predicted or controlled, but the environment for such can be made more conducive. (1) Last year changes in space were made to begin developing within the Department a research lab for faculty and their advanced students. Also Departmental funds were allotted to refashion Randolph Hall 301B into a functional Departmental library and seminar room. This
summer 301B is also part of the IT renovation. The Cast Museum is being renovated and expanded. These spaces should be fully functional this coming year, but the computers available for student use in these spaces will need to be updated. (2) The Classics Club last year had a very successful year, but the Honor Society, Eta Sigma Phi, remains dormant and needs to be revitalized.

**Involvement in the Honors College**

This coming spring, Noelle Zeiner Carmichael will be offering an Honors course, but our own staffing levels and enrollment demands have made it challenging for Classics to maintain a consistent presence in the Honors College. Since Classics is a central component in world culture and history, the lack of regular contributions by Classics to Honors does not serve well the College or the Department. **Recommendation:** Consistent involvement could occur with the faculty line added in 2015 (see above: Student-Teacher Ratio).

**Advisory Council:** The Department could 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/](http://ir.cofc.edu/aadeptdata/)

Faculty Productivity: Research and Professional Development

Faculty Service Contributions

Annual Assessment Report

**Faculty Productivity: Research and Professional Development**

**Books**

Under Contract


In-Progress

- *Democratic Feuding: Enmity in Classical Athens*, complete manuscript under review at Texas University Press [Andrew Alwine]
- *Euchaita: The History and Archaeology of a Late Roman/Byzantine City*, proposal submitted to Cambridge University Press [Hugh Elton, John Haldon, James Newhard, eds.]
- *Suetonius’ Life of Augustus*, Oxford Greek and Latin College Commentaries [Darryl Phillips]

**Grants Received (External/Internal)**
External
• Linear B Archive ($10,000) Institute for Aegean Prehistory (Spring 2013) [PI: Kevin Pluta; co-PI: James Newhard]
• Linear B Archive ($34,376) Loeb Classical Library Foundation (Spring 2013) [PI: Kevin Pluta; co-PI: James Newhard]
• 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 (July 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
• SURF Grant [$4,800] “Aesthetic Innocence: Ancient Views on the Relationship between Art and the Political Animal” (June 2013) [Andrew Alwine]
• LCWA Strategic Plan Initiative Grant ($1,266) to fund symposium, “Modeling Connectivity: Cultural Networks in the Ancient Mediterranean” (Spring 2013) [James Newhard; Noelle Zeiner-Carmichael]
• Faculty Research and Development Grant ($2,000) for imaging and analysis of the Linear B tablets at Pylos (June 2013) [James Newhard]
• LCWA Faculty Research Grant ($1,800) for imaging and analysis of the Linear B tablets at Pylos (June 2013) [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 (July 2012) [Noelle Zeiner-Carmichael]
• LCWA Faculty Research Grant ($1,200) in support of book-project, Roman Letters: An Anthology (Spring 2013) [Noelle Zeiner-Carmichael]

Journal Articles/ Book Chapters

Published/Forthcoming

Submitted
• “Greek Medical Writers’ Understanding 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]
• “Local Chipped Stone Resources in the Argolid during the Bronze Age: Towards a Diachronic Understanding of Lithic Raw Material Procurement” Hesperia Supplement [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]
• “The Function of Agrippa’s Pantheon” [Darryl Phillips]

Field Work/Projects
• The Iklaina Archaeological Project [Joann Gulizio, ceramics analyst; James Newhard, lithics analyst]
• The Avkat Archaeological Project. Central Turkey [James Newhard, Assistant Director]
• The Göksu Archaeological Project. Upper Göksu River Valley, Cilicia, Turkey [James Newhard]
• The Palace of Nestor (publication of the Linear B tablets from Pylos) [Kevin Pluta, co-director; James Newhard, informatics]

Scholarly Presentations (Refereed/Invited)

International
• “Horace’s Duet with Canidia: Iambic-Lyric Responsions,” at Re-evaluating Horace’s Epodes, University of Manchester, UK (July 2012) [Tim Johnson]
• “Increased Analytical and Visualization Capabilities in Landscape Archaeology through the Use of GIS Field Applications” at Taking Archaeology Digital: Redford Conference in Archaeology, University of Puget Sound (October 2012) [James Newhard]
• “Beyond the Region: the Use of Meta-GIS in the Development of Cross-Regional Syntheses,” at “Workshop zum GIS-Byzanz Projekt,” geographischen Institut in Mainz (June 2013) [James Newhard]

National
• “The Importance of Being Honest: Truth in the Attic Courtroom,” Classical Association of the Middle West and South (April 2013) [Andrew Alwine]
• “Birth Narratives in the Homeric Hymns,” Classical Association of the Middle West and South (April 2013) [Kristen Gentile]
• “A Preliminary Examination of the Miniature Vessels from the Bronze Age Site of Iklaina” at the annual meeting of the Archaeological Institute of America (January 2013) [Joann Gulizio]
• “An Integrative Approach to Identifying Byzantine Defensive Systems in North Central Anatolia,” at the annual meeting of the Archaeological Institute of America (January 2013) [James Newhard]
• “Digital Humanities, the Spatial Turn, and Undergraduate Research,” The Council on Undergraduate Education Annual Conference [James Newhard]
• “Avoiding the Next ‘Great Divide’: Problematizing the Archaeological and Paleoenvironmental Gap,” at “Climate, Environment and History in Anatolia ca 200-1000 CE,” Princeton University (May 2013) [James Newhard]
• “Survey Technologies: Possibilities and Limitations” at Dumbarton Oaks (March 2013) [James Newhard]

Regional:
• “Purgatives, Weight, and Infertility in the Hippocratic treatise, Barrenness,” Southern Association for the History of Medicine and Science (February 2013) [Kristen Gentile]

Editorial, Review, and Referee Activities
• Editorial Board Member: Bryn Mawr Classical Review [Tim Johnson]
• Editorial Board Member: Mediterraneanean Studies [Darryl Phillips]
• Outside Reader/Referee (Article) Phoenix [Tim Johnson]
• Outside Reader/Referee (Article) American Journal of Philology [Noelle Zeiner-Carmichael]

Other Research/Instructional Activities and Development
• Faculty Liberal Arts and Sciences Institute (Maymester 2013), $1,200 stipend [Andrew Alwine; Noelle Zeiner-Carmichael]
• Honor’s College [FYE], Undergraduate Research Roundtables [Kristen Gentile; Tim Johnson]
• Dissertation Committees: 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) [Tim Johnson]
• Honors Tutorial: Kathleen Tuttle, “Catullus and the Elegiac Ideal” [Tim Johnson]
Faculty: Contributions in Service

Department
• Departmental Search Committee, Member (September 2012 – April 2013) [Andrew Alwine; Kristen Gentile; James Newhard; Darryl Phillips; Noelle Zeiner-Carmichael]
• Colloquium: “Modeling Connectivity: Cultural Networks in the Ancient Mediterranean” [Organizers: James Newhard; Noelle Zeiner-Carmichael]
• Third-Year Review Committee [Tim Johnson; James Newhard; Noelle Zeiner-Carmichael]
• Chrestomathy, Editorial Board Member [Kristen Gentile]
• Classics Club, Faculty Sponsor [Joann Gulizio; Kristen Gentile]
• Departmental Search Committee Chair, (September 2012 – April 2013) [Tim Johnson]
• Library Liaison [Darryl Phillips]

College
• Archaeology Program, Steering Committee Member [Tim Johnson; James Newhard]
• FYE Presentation: Accepted Students Weekend (October 2012) [Kristen Gentile; Tim Johnson]
• Faculty Advisory Committee to the President, Member and Secretary [Kristen Gentile]
• Undergraduate Research and Creative Arts Committee, Member [Kristen Gentile]
• Committee on Diversity, LCWA Liaison [Tim Johnson]
• Council of Chairs, Executive Committee Member [Tim Johnson]
• Budget Committee, Member [Tim Johnson]
• Associate Director, Santee-Cooper GIS Laboratory [James Newhard]
• Advisory Committee, Santee-Cooper GIS Laboratory, Member [James Newhard]
• Faculty Senate, Departmental Senator, LCWA [Noelle Zeiner-Carmichael]
• Search Committee: Dean of the HSS, Member [Noelle Zeiner-Carmichael]

Community
• “Charleston Latin Summer (July 17-26): enrichment program for grades 1-7 in language arts and cultures [Frank Morris]
• South Carolina Chapter of the Archaeological Institute of America, Vice President [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 [James Newhard]
### Program Name and Type:
Classics AB and BA major, Undergraduate

### Contact Information:
**Program Assessment Coordinator:** Shawn Morrison, Associate Dean, LCWA
Email: morrisonsh@cofc.edu Phone: 953-4266
Office address: 325 Jewish Studies Center

### Administrative Unit Director:
Administrative Unit director (deans, vice presidents, etc.) receiving assessment updates:

### 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 mission of the Department of Classics is to promote an understanding of the ancient Greek and Roman worlds and their legacy 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.

### 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)
--- | ---
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 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 (Fall 2012) Adequate or above: 100% The performance exceeds target, but since performance on the writing assessment fell from the previous year, the faculty will reevaluate this signature assignment to ensure it is well connected to the
particular question.

| Writing | This major 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 70% to achieve an adequate or above rating on this outcome. | CLAS 401 (Fall 2012) Adequate or above: 60%; Poor: 40% | Since the average performance (60%) fell below the desired goal, the faculty will implement a strategy to introduce students to relevant theoretical approaches to interpretation at the 300 level. |
| Critical Thinking/Communication | 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 (Fall 2012) Adequate or above: 90%; Poor 10% | The performance exceeds the target. |

Section 2: Assessment 2011-2012 and “Classing the Loop”

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, it has been a primary field for assessing overall student achievement. The assessments center around an extensive research project, requiring that a student demonstrate 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.

Compared to 2011-2012, performance levels improved for the categories of Knowledge and Critical Thinking/Communication, but fell for the category of Writing. Based on prior assessments, changes were made in the curriculum to introduce students to research resources and their analysis earlier in their studies, specifically at the beginning of the 300 level. Also at the beginning 300 level students are now introduced to strategies for and practice in oral presentations. Although more data will be needed beyond improvements over one year, these changes appear to be having a positive effect on student performance.

The performance level in the category of Writing fell 15% from 2011-2012, and student performance fell below the target by 10%. Based on last year’s assessment, all seniors now take CLAS 401 in the Fall semester, and therefore have the opportunity to take another advanced
course with high demand writing assignments. Remediation is therefore possible. The faculty can through advising direct underperforming students into a writing intensive course the following spring. It is also possible that the signature assignment for Knowledge, as currently presented to students, is not sufficiently connected to the assessment for writing. The faculty will reevaluate this signature assignment to ensure it is well connected to the writing signature assignment.

Further, the topic for CLAS 401 (2012) was more theoretical in nature, which exposed a possible weakness in curriculum in this regard. Therefore, the faculty will develop a strategy introducing students to relevant theoretical approaches at the 300 level.
Program in the Carolina Lowcountry & Atlantic World

Annual Report
Academic Year 2012-2013
1. Narrative Summary

The CLAW program was very productive in the 2012-2013 academic year. In the fall, Kevin Lowther delivered a public lecture entitled “The African American Odyssey of John Kizell: A South Carolina Slave Returns to Fight the Slave Trade in his African Homeland.” In February, Eric Foner delivered a public lecture on his book *The Fiery Trial: Abraham Lincoln and American Slavery*. In March CLAW sponsored the annual African Literature Association four day conference entitled “Literature, Liberation and the Law.” The conference included 11 internationally-acclaimed keynote speakers and musicians, including speakers Cleveland Sellers, Moyez G. Vassanji, and Albert Louis (Albie) Sachs, 17 exhibitors and 365 panel participants from more than 20 countries in North and South America, Africa, and Asia. In addition to these events, the program also hosted a number of public lectures, events and book signings. The CLAW program was also a proud sponsor of The Jubilee Project: Commemorating 150 years of Emancipation and Educational Access in South Carolina.

During the course of the year, CLAW continued to expand its web presence through digital humanities projects such as After Slavery and the Lowcountry Digital History Initiative, as well as regular blog postings and events announcements.

2. Personnel

John White continued to serve as the Director of the CLAW program and Simon Lewis continued his role as Associate Director. Due to Dr. White’s appointment as Interim Dean of Libraries, the program hired Mary Battle, who was funded through a combination of grant and college funding, to act as the CLAW project coordinator for the Fall 2012 semester. She continued in this role from the beginning of the Spring 2013 semester through the ALA conference. In the Spring, Dr. Battle left this role and began as the new Public Historian at the Avery Research Center. Shelia Harrell-Roye contributed her time and expertise in conference planning for the ALA conference from her position as the Avery Outreach Coordinator. Claire Fund provided continued assistance throughout the academic year, and was integral to the financial and administrative planning of the ALA conference. Additionally, Lauren Saulino provided valuable support during the planning and execution of the ALA conference from her role in the International Studies department.

Heather Gilbert and Tyler Mobley 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 and conference portals, and other core functions.

3. Administrative Philosophy in 2011-12

This year the CLAW program was dedicated to public conferences and outreach. In addition to the regularly scheduled public lectures, book signings, events, and the African Literature Association conference, the largest conference ever hosted by the organization, CLAW assisted in the coordination of the Jubilee Project and the English Diaspora project (which is managed at Northumbria University in Newcastle upon Tyne in the United Kingdom). CLAW also remained vital in the ongoing support of the international After Slavery project and forged new international
partnerships with the Barbados Museum and Historical Society. CLAW continues its partnership with the Lowcountry Digital Library and the Palmetto Program: A Teaching American History Grant.

4. Annual Conferences

_Literature, Liberation, and the Law_

The 39th annual conference of the African Literature Association
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)

**Future conferences**

_Soundscapes: Music from the African Atlantic, 1600-present_

Planning continues for the 2014 CLAW conference. CLAW has already begun soliciting and accepting paper proposals that address the transnational and transcultural impacts of music throughout the Atlantic World. This conference will be held on March 7-9, 2014 at the College of Charleston. For more information see: [http://blogs.cofc.edu/claw/2013/08/01/cfp-soundscapes-music-from-the-african-atlantic-1600-present/](http://blogs.cofc.edu/claw/2013/08/01/cfp-soundscapes-music-from-the-african-atlantic-1600-present/)

5. Book Series

David Gleeson and Simon Lewis’s edited volume _Ambiguous Anniversary: The Bicentennial of the International Slave Trade Bans_ was published by the University of South Carolina Press in 2012. The volume was derived from the 2008 conference, “Ending the International Slave Trade: A Bicentenary Inquiry.” Simon Lewis and David T. Gleeson’s collection _Civil War—Global Conflict_ (deriving from the 2011 conference) is at the final copy-editing stage and page proofs have been delivered. An edited volume from the 2012 conference “Race, Gender, and Sexualities in the Atlantic World,” is in the copy editing stage and is expected by the publisher by the end of 2014.

6. Wachovia Public Lectures

October 4, 2013. ‘Your wife will be your biggest accuser’: Reinforcing Codes of Manhood at New England Witch Trials. Dr. Richard Godbeer, Professor of History at the University of Miami.

7. Co-sponsored Events and Other Activities

January 31, 2013. In partnership with Addlestone, Dr. Colin Wilder of the University of South Carolina Digital Humanities Center delivered a lecture entitled _Digital Humanities Initiatives and Partnerships_. Addlestone Library, Charleston, SC.
February 1, 2013. In partnership with Addlestone Library and the After Slavery project, Eric Foner, Brian Kelly and Michael McCann delivered a day-long workshop entitled *Teaching the New History of Emancipation in the Carolinas*. Addlestone Library, Charleston, SC.

March 21, 2013. In partnership with the Jubilee Project and in conjunction with the African Literature Association conference, Alison McLetchie spoke at the event *'I Have Known Rivers': Ceremony to honor the Men, Women, and Children forced into the Middle Passage and the Struggle of Africans and African Descendants throughout the World*. Brittlebank Park, Charleston, SC.

April 8, 2013. In partnership with the Avery Research Center, Dr. Iain Whyte delivered a public lecture on abolitionists William and Ellen Craft in Scotland from 1850-51. Avery Research Center, Charleston, SC.

April 9, 2013. In partnership with Addlestone Library, Dr. Iain Whyte discussed his recent book, *'Send Back the Money!' The Free Church of Scotland and American Slavery*. Addlestone Library, College of Charleston, Charleston, SC.

May 28-June 10, 2013. In partnership with the English Diaspora Project, Northumbria University, the Arts & Humanities Research Council and the Lowcountry Digital Library, Exhibition of archival materials that explores the role of English immigrants in American and Canadian life, the history of St. George’s societies and Shakespeare in America. The opening of this exhibition on May 28th includes a reception, a public lecture by Dr. David Gleeson and a cultural performance by Hexham Morris, a traditional folk dancing group from Northumberland, England. Addlestone Library, College of Charleston, Charleston, SC.

June 13, 2013. In partnership with the Avery Research Center, Emory Historian Joseph Crespino delivered a public talk for the Teaching American History program. Avery Research Center, Charleston, SC.

**Upcoming events**

November 8, 2013. *Researching Slavery at the University of South Carolina and Presenting it to the Public: Building the 'Slavery at South Carolina College' Website*, Robert Weyeneth and Evan Kutzler, University of South Carolina. Co-sponsored by the Avery Research Center, Charleston, SC.


**8. Grants Awarded and Applied for**

The African Literature Association Conference was supported through a number of grants, including $5,000 from the Abraham Lincoln Bicentennial Foundation, $2500 from the Herzman-Fishman Foundation, and $250 from the local Alliance Francaise.

CLAW Partnered with the Lowcountry Digital Library on two grants to support the Lowcountry Digital History Initiative (LDHI): $7,500 from the Humanities Council of South Carolina for the
African Passages, Lowcountry Adaptations Project and $133,100 from the Gaylord and Dorothy Donnelley Foundation for the two year LDHI project.

9. Planning for 2013-14 and beyond

Digital scholarship projects supported by CLAW, now and in the future:

**Lowcountry Digital History Initiative (LDHI)** is a digital public history project hosted by the Lowcountry Digital Library (LCDL) at the College of Charleston. Funded through a pilot project grant from the Humanities Council of South Carolina and a major grant award from the Dorothy and Gaylord Donnelley Foundation, LDHI serves as a digital consultation service, scholarly editorial resource, and online platform for partner institutions and collaborative scholars to translate multi-institutional archival materials, historic landscape features and structures, and scholarly research into digital public history exhibition projects. Projects on LDHI that were supported in part by the CLAW program include:

* African Passages, Lowcountry Adaptations, an online exhibition series about the history of slavery and the trans-Atlantic slave trade from the Atlantic World to Charleston and the South Carolina Lowcountry. [http://ldhi.library.cofc.edu/exhibits/show/africanpassageslowcountryadapt](http://ldhi.library.cofc.edu/exhibits/show/africanpassageslowcountryadapt)

* The Orangeburg Massacre, an online exhibition outlining the events of the Orangeburg Massacre. On February 8, 1968, South Carolina Highway Patrolmen opened fire on African American college students protesting against ongoing segregation in Orangeburg, South Carolina. Three students were killed and twenty-eight wounded. This shooting was one of the most violent events in South Carolina's twentieth century civil rights history. [http://ldhi.library.cofc.edu/exhibits/show/orangeburg-massacre](http://ldhi.library.cofc.edu/exhibits/show/orangeburg-massacre)

CLAW’s support of the After Slavery project continued this academic year with the creation of a fully mobile-friendly and social media enabled blog [http://afterslavery.wordpress.com/](http://afterslavery.wordpress.com/) and the beginning of migration of the After Slavery website into the LDHI content management system.
2012-2013 Annual Report

Department of French, Francophone & Italian Studies

Prepared by: Godwin Okebaram Uwah, Ph. D.
Professor of French & Francophone Studies
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Executive Summary
Last year the department encountered a couple of expected and unexpected bumps which tested the resilience of the faculty. A longtime administrative assistant relocated; a faculty went on a sabbatical leave; another took a leave of absence; another colleague resigned and accepted a position elsewhere. In the meantime, the department was conducting a tenure and promotion review of two of its members. As we were navigating the bumps we learned that one of the newly tenured faculty had accepted a position in a big research university and that another longtime colleague had accepted an offer in a sister institution. The department by the way was conducting an outside search for a new chair although the search was unsuccessful. The above bumps hardly affected the normal functioning of the department. The new capstone seminar was taught for the second time with an amazing success. The written and oral performance of majors in the course was remarkable and so was the staler performance of students who did bachelor’s essays and independent projects. The strong performance of our students was in large measure a consequence of their participation in the La Rochelle program which reinforces and complements our efforts and fosters more fluency and corresponding self-confidence in students. The success of La Rochelle experience strengthens the case for a second semester program in France, preferably in Avignon.

In the high impact projects like bachelor’s essay as well as the capstone seminar, a team of faculty got involved in evaluating students’ written and oral performance. Recently, a student’s paper was blind-reviewed and accepted for presentation in a national conference. As the students’ role models, the faculty as usual engaged in research and professional development
activities. Last year, one book was published and another submitted for publication. Three book-length projects were in progress. At least 10 quality articles were either published in refereed journals or forthcoming. Two other articles were published in respectable albeit non-refereed journals. Six poems were produced and the author of the poems was invited to read poetry and make presentations in Europe. Faculty members attended conferences at the local, regional, national or international levels. Some faculty members organized a panel, or played a major role in the planning and organizing of a major international conference. In all, 11 conference papers were presented some of which were invited presentations and a few others blind reviewed prior to acceptance for presentation. Faculty also engaged in service at different levels, including college-wide committees. One faculty member served in the Graduate Council, one had a major role in the college assessment efforts, and one served as Faculty Marshal. At the national level, a colleague was a leading member of the National Board of Program review for ACTFL (American Council on the Teaching of Foreign Languages).

The department hired three visiting professors: two in French and one in Italian. An interim chair was also appointed. One of the questions facing the department in the coming year is how soon to convert the visiting positions into tenure-track lines. The sooner the lines become tenure-track, the better for the students and the department. The department is understandably in a transition mode and may stay that way for quite some time given that two or perhaps more faculty members might be retiring within the next few years if not sooner. For the sake of stability and continuity, it is best to delay hiring a new (outside) chair until the department becomes once again well constituted. It is essential that a new chair coming from outside understand the dynamics, vision and terrain of the department but that cannot happen in a situation of flux. It is also advisable that no major curriculum review or change be undertaken until a new chair is hired.

Every department operates under its culture and may have its issues and ours is no exception but on balance, the department of French, Francophone and Italian studies has, in the last 10 years, been an inviting place for collaborative innovative initiatives, teaching and learning. On
the matter that counts the most—our students—the department’s accomplishments are unparalleled. The quality of instruction has been consistently high and appropriate infrastructure (notably study abroad, French House, French Club, advisement system, among others) provided for a viable and sustained learning experience. Faculty commitment and interest in the total wellbeing of the students has been remarkable. The faculty believe that our students are getting quality and well-rounded instruction and recent graduate surveys indicating a satisfaction rate of over 90% seems to support that assertion. The previous year, the satisfaction rate in our program was 100%. In general, an ambiance of calm, collegiality and relative harmony, have characterized a department where open-minded and well-meaning colleagues feel a sense of belonging and empowerment, believe they are being treated fairly, and feel a need to participate in shared governance. While recognizing and addressing its challenges, the department deserves to hear from the administration an acknowledgement and recognition of the myriad tangible and intangible accomplishments of its faculty over the years.

To maintain the integrity and identity of this department, it is imperative that tenure-track positions bound to become open in the next year or two REMAIN in this department.

The Program
The strong reputation our program enjoys in the region has not diminished. The overall satisfaction index of our former students seems to correlate with the growth in the major and minor as the table below indicates.

<table>
<thead>
<tr>
<th>French Majors and Minors: The Trend</th>
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<tbody>
<tr>
<td><strong>Fall 2007-Spring 2013 5 Year Enrollment Trends</strong></td>
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<td>Semester</td>
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<td>Spring 2007</td>
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<td>Fall 2010</td>
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<td>Spring 2011</td>
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While on the average, 53 students declare French as their major every year since 2007, the drop to 45 last spring is hardly comforting. A number of variables some of which could be traced to the disruptive factors mentioned in the executive summary might account for this deviation. That having been said, the department will have to go beyond those variables for a possible explanation. This issue will be addressed again in the discussion about our recent graduates’ satisfaction rate.

**Italian Program**

The Italian program continues to grow both qualitatively and quantitatively. The small dedicated group of instructors working as a team has consistently produced very motivated students anxious to learn more about the Italian culture, language and literature. This interest is fueled by sometimes high profile cultural events that bring together students, faculty, and local community businesses and members. The net result of quality program and meaningful cultural activities is increase in the number of students wanting to study abroad in Italy* and appreciable growth in enrollment which the sporadic increases in the number minors barely capture. The Italian program has two minors: minor in Italian and minor in Italian Studies. Last year, I indicated that the minor has not exhibited any consistent pattern except that it goes up and comes down although it reached a peak of 14 in 2012. But that peak is surpassed in 2013 with a healthy enrollment of 21. 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. In fall 2012 and spring 2013 however, the enrollment came down to 19 and 18 respectively.

*It is worth noting that for the first time, the Italian program sent a healthy number of students to two different study abroad sites in Italy under two professors last summer.

<table>
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<tr>
<th>Trend in the Italian Minor:</th>
<th>Number of Students Selecting Italian as their Minor</th>
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<tr>
<td>Fall 2007-Spring 2013 5 Year Enrollment Trends</td>
<td>Minor</td>
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<td>Semester</td>
<td>Number of Students Selecting Italian as their Minor</td>
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<td>Fall 2007</td>
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*It is worth noting that for the first time, the Italian program sent a healthy number of students to two different study abroad sites in Italy under two professors last summer.*
The problem highlighted last year regarding the challenge in recruiting qualified Italian adjuncts still persists. The resultant effect is that the roster faculty cannot be freed to concentrate on building the program which appears to explain the uneven growth in the minor. This year however, the department was authorized to hire a visiting professor in Italian which promises to alleviate the problem somewhat. Judging from current enrollment, the department might need to hire yet another full-time adjunct instructor to meet the enrollment demand in the lower level sections. As indicated last year, the department is still not quite ready to commit to expanding the program beyond what it has the resources to support.

**Mission Statement**
To ensure sufficient knowledge base that builds fluency in the major and minor and enhances the experience of non-majors/minors by providing skills which complement their chosen fields and further interdisciplinary collaboration. Through linguistic and cultural immersion abroad the department promotes global awareness and cultural literacy and fosters the application of language skills to kindred disciplines in response to changing needs and times.

**Program Goals**
The goals are basically as they were last year. As stated in last year’s report, the program goals are a reflection of our mission statement. The goals are in synch with MLA statement which can be summarized as the development of both the linguistic and cultural competence of our students in order to produce 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 the department of French, Francophone and Italian Studies identifies with both the MLA goals and the LCWA mission.

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

The goals can be summarized as providing students with language skills to cope with the challenges of a constantly changing world and market place. The department pursues the essential elements the LCWA’s mission and the relevant portions of the College’s Strategic Plan.
all of which are embodied in its mission and program goals through the following well-defined strategies:

- Student-centered undergraduate language teaching that emphasizes fluency in oral and written communications
- A broadened and dynamic curriculum that encompasses the cultural worlds of Italy, France, and the Francophone regions
- Interdisciplinary collaboration through participation in FYE
- Business language courses that interface with cultural studies and the International Business program
- Required study abroad for the majors and providing similar albeit optional opportunity for our minors.
- Language and Culture taught in the target language
- High-impact individual projects like Independent Study, Bachelor’s Essays, and capstone seminar.
- An Assessment instrument that outlines student learning outcomes in specific behavioral terms.
- Faculty participation in the Global Scholars program

Priorities
The priorities outlined in last year’s annual report remain the same but with modifications reflecting the slightly changed landscape of the department.

Basic Language instruction: High premium is placed on undergraduate language instruction at all levels but more especially at the elementary and intermediate language instruction where the foundation of viable language instruction is laid. The department is of late heavily depending on adjuncts for the teaching at these levels and class size and IT infrastructure remain major challenges.

- Although the average class size is slightly lowered this year than the previous year (from 19 to 18) for the roster faculty, it still remains high (22 for the adjuncts). The goal is to reduce the average size (especially at the basic level) to 18 on the average for all instructors.
- The limited number of smart or equipped classrooms still remains an issue although the situation is not as acute as it was in the previous year. Yet, there are always more faculty members requesting for smart rooms than are available. As indicated in last year’s report, limited smart classrooms work against our teaching goals given that elementary and intermediate textbooks are web-based. At the upper-level courses, smart classrooms further collaborative learning experience. To alleviate the program in the short run, the department is purchasing 6 I-Pads this year the functionality of which will enable instructors to use technology even in non-equipped classroom. It is expected that more I-Pads and equipment will be purchased next year.
Upper-level Curriculum Delivery: The recent resignation of two roster faculty members necessitates an urgent hiring of their replacements. The expectation is that the two visiting lines will revert to tenure-track lines without delay. That however will not obviate the need for at least two additional faculty positions at least at the visiting or instructor positions to assure a fairly adequate delivery of our curriculum. In the last three years, the department has lost 4 roster faculty. At the very least, the department needs two additional faculty lines one of which could be a visiting line. It is still worth noting that we do not have faculty in a number of areas:

- There is no faculty qualified to teach the 17\textsuperscript{th} century French literature or the Medieval or 16\textsuperscript{th}-century literature. Professors formally teaching courses in these areas retired but were not replaced.
- There is a need for a faculty with expertise in the sub-Sahara African literature and culture given the prominence of the region in our curriculum and vision.
- We need faculty with expertise in cultural studies.

Semester Abroad Experience: The case made for a second semester program in France is still valid. 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 experience for its majors. Last year, the department submitted a request for a second study abroad site in Avignon, but nothing conclusive has been heard. In the meantime, the department is offering both spring and fall semester programs on a pilot basis but the ideal is a winter program in a relatively warmer Avignon, and a fall program in a rather cold city of Rochelle. As stated in last year’s report, the department discourages a situation where students seek alternative options that may not meet our own standards of study abroad experience.
- La Rochelle program continues to thrive, producing relatively well-prepared majors/minors for our upper-level courses.

Student Learning Outcomes
Not much has changed since the last report except minor fine-tuning of data.

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

- Oral Proficiency Interview (OPI) which is now required of all majors
• Capstone seminar experience also required of all majors
• See under the Appendix 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.
Narrative Summary: Analysis of Department/Program

The generally favorable response to our program from former majors is touted in the executive summary as an important indicator of our strength. But as the data below shows, satisfaction rate dropped last year especially in students’ perception of our major program (curriculum) as the data below shows:

2012
- Overall academic experience in the department.....100%
- Satisfaction with major program of study.................90%
- Satisfaction with instruction in the major...............90%

2013
- Overall academic experience in the department......90%
- Satisfaction with major program of study..............70%
- Satisfaction with instruction in the major..............80%

With the exception of the sharp drop to 70% in the degree of satisfaction in our curriculum, the department scores very well compared to other units within the school. The satisfaction rate in students’ overall academic experience in our department remains more or less as high as it was the previous year. Yet, the decrease from 90% in 2012 in our curriculum to 70% in 2013, and from 90% in 2012 in the instruction in the major to 80% in 2013 (a drop of 10% in each category), is worrisome. Could it be that our curriculum needs revamping? Is the capstone seminar being taught as conceived and do students actually identify with it as a useful part of their undergraduate experience? Could the upper-level curriculum be delivered differently? Should there be more blending of literature courses and cultural studies? Do our bridge courses need revisiting? Should more credits be accepted for study abroad? These are questions the department will have to address in the coming years.

Success in Meeting Departmental Goals

With the exception of the deviation in degree of satisfaction referred to above, the department boasts reasonable success in meeting its goals. It is clear from the data above that by and large, our recent graduates believe that their educational experience in the department as well as the instruction received in their courses was positive. Beyond that, there are other measures, as was stated last year:

- 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 a more or less 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
There are no new course developments. The only slight change is in the 1 credit hour conversation courses (C-Courses) which are now revamped with an online component. A faculty member is now working closely with Teaching Assistants to implement and monitor this new model to ascertain how effectively the online segment interfaces with the face to face portion in terms of oral communication which is the focus of the course.

Distance Education (DE)
The hybrid model of DE used by the faculty director of the La Rochelle program is still in place. The web-based textbooks currently in use on campus provide opportunity for online group work which is perhaps a prelude to an eventual DE model. Last summer, a faculty member taught an online course at the intermediate level with mixed results in terms of infrastructure and technology application. That said, some of the students who completed the online course enrolled in and successfully completed 300-level courses. There is in my view promise in DE in the languages but it would be best to start with upper-level content courses. As earlier stated, I authorized the purchase of 6 I-Pads for the department in part to give interested faculty the opportunity to attempt a hybrid model of face-to-face and online group activities and collaboration in preparation for eventually attempting a full online teaching.

Interdisciplinary Collaborative Initiatives

• BLFR: Business Language French minor: This new minor targeting international business students needing language skills to enhance their competitiveness in the job market was mentioned in last year’s report. We have started promoting this minor and advising interested students on how to meet the requirements.

• 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. This new minor got a Senate approval last year.
Enrollment Information (trend, class size, SCH, and instructional cost)

Enrollment has basically held steady over the past five years although since 2010, both the fall and spring enrollments have been sort of zigzagging but clearly not on the an upward trend. The AY 2010-2011 number was 2391; it was 2344 for AY 2011-2012; and 2188 for 2012-2013. While the enrollment stayed on the 2300 threshold the two previous years, it dipped to 2100 level last year with a decrease of 6.6% over AY 2011-2012 number. While 6.6% drop is not alarming, and while other units within the school witnessed some kind of enrollment pressure and fluctuation during the period, the fact that the percentage drop represents an enrollment decrease of 156 problematic, especially, as the enrollment numbers have not been trending up in the last three years. During the period under review, the average enrollment per class remained at about 19 with the highest numbers (22) recorded at the basic and intermediate instruction, especially the sections taught by adjunct faculty. The average enrollment per class compares favorably with other language units within the school. In terms of distribution of enrollment per faculty, as was the case last year, our curriculum is delivered by about 69% of our roster faculty, the highest in the school besides the Jewish Studies program, although there was a 12% increase in our adjunct usage last semester. Still, our adjunct usage remains about the lowest in the school. As observed last year, 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. The student credit hour produced has more or less been steady in the last two years. The past year (AY 2012-2013) there was a slight increase of 5.9% over the previous year (6352 in 2012 as against 6752 in 2013). In terms of direct instructional expenditure, the department’s average expenditure of $167.00 per SCH in 2012 is not only in line with Classics with less number of roster faculty, but also lower than German and Slavic Studies with even fewer number of roster faculty. Both the cost per SCH as well as the average cost of instruction per FTE student of $4.98 (last year’s figure) is also lower than that of Classics and German & Slavic Studies.

Teaching Workload

The picture has not changed much since last year. As stated earlier, most of our courses are still taught by the roster faculty (69%) and adjunct dependency remains relatively low, usually 30.8% but last semester, it went as high as 42% due to change in the number of roster faculty. In the Italian program, 50% of the instructors are adjuncts. A factor that impacts our 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 position level, to address the issue. In the Italian program, workload is a persistent issue. The average class size last year was about 26. This year it stands at about 24 in the intermediate level classes although in a few upper-level sections, class sizes are not high. As indicated earlier, a visiting instructor has been hired in Italian. While that certainly helps, it hardly solves the workload issue. At least one more full-time adjunct needs to be hired.
• **Tenured and tenure-track faculty:** The teaching load is normally 3-3 or 6 courses annually. As was the case in the previous year’s report, variations in the teaching load was inevitable because a) a faculty member directing the M.Ed. in Language taught 3-2 or 5 courses; b) a faculty member serving as associate dean taught 2-2 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:** The instructors and senior instructors normally 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 an administrative function in another discipline, but last year her workload dropped to 3-2 load in our department because of an additional college-wide role.

• **Adjunct faculty:** Last year, 7 adjunct faculty members—5 in French and 2 in Italian—taught in the department. As already stated, adjunct utilization in French went up to 42% last year because of changes in the roster faculty makeup. The expectation is that when the two faculty on leave return back to work, the adjunct dependency rate will decrease. As has been noted previously, in the Italian program, the rate of adjunct utilization is 50%. Another expectation is that at the very least, one more visiting position will be added to the Italian program to reduce adjunct dependency somewhat.

**Instructional Contribution to other programs/departments**

As in the previous year, the department heavily participated in one form or another in programs outside the department as the list below shows:

**FIRST YEAR EXPERIENCE**

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

- Dr. Lisa Signori taught part of the City of Light: A History of Paris Learning Communities with Dr. Bill O of the History department in the fall of 2012.

- Dr. Signori also participated in a one-day First Year Experience conference on information literacy and developing writing assignments for FYE students.

- Dr. Morrison taught a part of the From Below Ground to the Top of the World: The Landscape of French Art a Learning Community course in the fall of 2012.

- Dr. Morrison also participated in a one-day First Year Experience conference on information literacy and developing writing assignments for FYE students

**COMPARATIVE LITERATURE**

- Dr. Hiers was and still is Director of the Com Lit. program
WOMEN’S AND GENDER STUDIES PROGRAM

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

TEACHER EDUCATION

- Dr. Morrison taught EDFS 458 (Teaching Strategies in Content Areas last fall.

TEACHER EDUCATION

- Dr. Holman taught FREN 341: Phonetics and Advanced Language Study and FREN 342: Advanced Grammar. Although taught with French rubrics, these courses are required for Teacher Education certification in French 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

STUDENTS NEEDING ACCESS PARTY (SNAP)

- Dr. Alison Smith taught two sections of SNAP course in French AND ALSO counseled faculty of other languages on SNAP issues
- Dr. Alison Smith as in previous years collaborated with the Center for Student Disabilities for coordinated activities in behalf of SNAP students.

STUDY ABROAD IN MOROCCO

- Dr. Attafi collaborated with Dr. Parson of Political Science department to conduct a study abroad program.

Collaboration with Faculty of other Discipline

- **Overseas Internship**: Discussions still ongoing with Dr. David Desplaces to explore internship links in Paris.
- **NEW INTB PROGRAM IN NICE**: Dr. Uwah working with Dr. Renée Mueller on a site in Nice that will be an alternative to Strasbourg for international business students with French minor.
• **Global Scholars’ program**: Dr. Smith and Dr. Signori were involved in language testing and mentoring Global Scholars (which on occasion included faculty members)

• **Versailles Screening Committee**: Dr. Uwah participated 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**: Dr. Uwah collaborated with Dr. Renée Mueller in developing and getting approved a new minor in Global Trade specifically for language majors.

• **Convocation**: Three of our faculty members (Alison Smith, Lisa Signori, and John Walsh) participated in this activity.

**Outreach Activities and Events**

• **Sponsored Lecture**: Professor Cristina Bragalia of the University of Bologna, Italy, gave a lecture to faculty and students on “Vision Symboiques de la Cuisine Française à l’Ecran” last August.

• **Co-sponsored Lecture**: Collaborated with Professor Sheridan Lynneth of the department of Philosophy for the visit and lecture of Dr. Robert Zaretzky on “From Edinburg to Algiers: Hume and Camus on philosophical modesty.”

• **International Poetry Evening**: As was done last year, Dr. Attafi and Dr. Maggiari organized an international poetry evening but unlike the previous year, this was done in a nearby café, and involved students with minimum faculty intervention.

• **African Literature Association (ALA) Conference**: Four members of the department were actively involved in organizing the international conference held in Charleston last March and the department in addition provided a reasonable amount of money as a co-sponsoring department.

• **Alliance Française Film Festival**: Professor Codron is the point person for the Alliance Française cinema night presented periodically at the Medical University of South Carolina.

• **French Moroccan Dinner (For Moroccan Children)**: A fundraising event started by Dr. Attafi with the sponsorship of the Alliance Françaises of Charleston to raise funds to purchase supplies for poor Moroccan children which will be delivered by our students on a summer program in Morocco.
STUDENT ACCOMPLISHMENTS

A. 2012 “Who is Who Among Students in American Universities and Colleges”: Nicole Cassandra Tevisan

B. Highly Distinguished Awards:

- Devon Gunning
- Sarah Stertz
- Cheryl Schlaeppi
- Samantha Hord
- Chantelle Harrison
- Chelsea Cash

C. Outstanding and Honors Awards

<table>
<thead>
<tr>
<th>Name</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin Galloway</td>
<td>Outstanding Student Award</td>
</tr>
<tr>
<td>Sarah Morris</td>
<td>Outstanding Student Award</td>
</tr>
<tr>
<td>Carolyn Upchurch</td>
<td>Outstanding Student Award</td>
</tr>
<tr>
<td>Myles Prados</td>
<td>Department Honors Award</td>
</tr>
<tr>
<td>Erin Galloway</td>
<td>French House Award</td>
</tr>
<tr>
<td>Sarah Stertz</td>
<td>Completed Bachelor’s Essay in French</td>
</tr>
<tr>
<td>Samantha Denning</td>
<td>Completed Bachelor’s Essay in French</td>
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D. Scholarship Awards

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Victoria Ward</td>
<td>Stephanie Sheffield</td>
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<tr>
<td>Caroline Reppe</td>
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<tr>
<td>Kelsy Chapman</td>
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<tr>
<td>Ashleigh Boyle</td>
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<td>$2000.00</td>
</tr>
<tr>
<td>Alexander Harris</td>
<td>Kathleen Hudson Rivers</td>
<td>$2000.00</td>
</tr>
</tbody>
</table>

E. Teaching Internship Abroad

- Sarah Stertz: France
• Samantha Denning: France
• Thomas Pavia: Italy (SITE program)

F. Doctoral Dissertation:

• Lauren Van Arsdall (UCLA): Recent graduate of our program now writing her doctoral dissertation.

Diversity among Faculty

In previous annual reports, I touted our diversity record and asserted that diversity defines the character of the department. The same assertion can hardly be made now as recent happenings appear to threaten our commitment to diversity. Last year, I raised the question of the replacement of the only black female faculty member denied tenure. It still remains to see how six or more tenure-track positions likely to become available in the department within the next year or two would be filled. I still believe as I have stated in the past that the strength of this department derives in part from its capacity to attract and nurture diversity of thoughts, orientation, outlook, temperament, and national origin. [STOPPED]

Summary Analysis of Research and Professional Development

Book projects listed last year as “in progress” are still listed as such if no change has yet occurred. One book in progress last year is now published. Another book is completed and submitted for publication and three book-length projects are in progress. Some articles listed as “forthcoming” last year have been published. At least 10 quality articles are either published in refereed journals or forthcoming. There are also other writings including encyclopedia entries and articles published in respectable albeit non-refereed journals. Six poems are produced including one yet to be published. Some faculty members presented papers at local, regional, national and international conferences. In all, eleven conference papers were presented some of which were invited papers and others blind reviewed prior to acceptance for presentation. We had faculty involved in panel discussions and others in organizing major international conferences.

Comment: The data does not seem to support the notion that faculty in this department do not publish because they lack role model. Faculty with the flair for publishing are provided support, resources and encouragement to do so. Two full professors for example continuously stayed active in some form of credible research or the other. One has published two articles within the last two years and within the same period; the other has published at least two articles in addition to other research related activities. One associate professor is almost prolific in research and publication and was rated exceptional in that category in last year’s annual review. For the few tenured faculty more interested in teaching and other forms of
professional development, the best role model in the world may not make a dent. The requirements and expectations for tenure and promotion as well as expectations for either superior rating or promotion to full professor are clear and specific enough to guide faculty members in their professional endeavor and choices. The black female faculty member denied tenure published three refereed articles while in rank at the college of Charleston. Two faculty members unambiguously met the standards and criteria for research and publication to get tenured and promoted last year. The department dutifully mentored and nurtured these faculty members and provided them with needed tools and resources to achieve tenure and promotion. Previous annual evaluations of younger faculty members will show demonstrably how they were methodically advised on achieving their professional goals. What the data seems to supports is that this department is better than it is often portrayed.

Faculty Productivity

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)
- *Ilrespiro della rosa* (forthcoming)

Still 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)

Journal Articles in refereed journals
- “Social Commentary in Coline Serreau’s Saint-Jacques...La Mecque,” *in Mosaic: A Journal of Interdisciplinary Study of Literature*. Forthcoming (Dr. Lisa Signori)
- “Seeing Anew: Children in Italian Cinema, 1944 to the Present” will appear in a forthcoming *The Italian Cinema Book*. Forthcoming (Dr. Giovanna DeLuca)
- “Le Soufisme dans Cette aveuglante absence de lumière de Tahar Ben Jelloun” in *Nouvelle Etudes Francophones*, Spring 2012 (Dr. Abdellatif Attafi)
- “Contradictions narratives entre projets et conduites: La femme soumise ou émancipé dans Le yeux baissés de Thar Ben Jelloun,” »*in L’Etude franco-espanol*. Forthcoming (Dr. Abdellatif Attafi).
• “The State of Francophone Courses in U.S. Colleges and Universities” in *Journal of Arts and Humanities, November 2012.*

• “(W)hole in the Text: A Hermeneutic Reading of Marguerite Duras’s *La Pluie d’été*” in *Romance Notes.* Forthcoming *(Dr. Lisa Signori)*


• “Mediterraneanism and Ironic Postmodern Nostalgia in Sergio Rubini’s Puglia” *Journal of Italian Cinema and Media Studies, 2013.* *(Dr. Giovanna DeLuca)*

**Other Publications**

• “Whose Camino Is It? (Re) defining Europe on the Camino de Santiago” (co-authored with Steven Gardner and Carl Mentley) in The Camino de Santiago in the 21st Century: Interdisciplinary Perspectives and Global Views, edited by Annie Hesp & Samuel Sanchez. Invited manuscript. Forthcoming *(Dr. Lisa Signori)*

• « Rif Wars (Morocco, » in *Cultural Sociology of the Middle East, Asia & Africa : An Encyclopedia,* SAGE Publications, Inc. 2012.

**Other Professional Activities**

• Aurora Consurgens: evento poetico musicale. Centro Studi Eleusi, Sarzana, December 16, 2012. Book presentation *(Dr. Massimo Maggiari).*

• Argonauti del golfo. Triumphat Amor, Lerici, June 23, 2012 Poetry Reading *(Dr. Massimo Maggiari).*


• *Sogno occhi aperti* (for 5 unpublished poems). Torino, Italy, February 9, 2013.

**Invited Lectures, Conference Presentations & Panels**

• “Representation and Perception of Mafia in American and Italian Cinema.” Invited Speaker, CUNY Graduate Center, NYC, November 2012 *(Dr. Giovanna DeLuca).*

• “Commencini’s Reading of Useppe: Representation of Childhood between Realism and Myth” Conference paper at the conference Elsa Morante and the Italian Arts, Catholic University of America, Washington DC, October 2012 *(Dr. Giovanna DeLuca)*

• “Wise guy or bad guy? Rappresentazione della Mafia nel cinema Americano ed italiano.” Invited Speaker, University of Bologna, June 2012 *(Dr. Giovanna DeLuca)*

• “Rubini’s Puglia: Crime, Magic, Identity,” Invited Speaker, Wake Forest University, N.C. February 2012

“Bringing our Teacher Candidates’ Language Proficiency to the Advanced-Low level,” South Carolina Foreign Language Association, 2012 *(Dr. Shawn Morrison)*
• “Nostalgia and the New Mediterraneanism in Sergio Rubini’s Movies,” Conference paper at New Echos and Voices in Italian Studies, Rome, Italy, June 2012 (Dr. Giovanna DeLuca)

• “Postmodernism Paradox and Parody in Three Novels by Amélie Northomb,” Paper presented at Kentucky Foreign Language Conference, Lexington, Kentucky, April 2013 (Dr. Lisa Signori)

• “Wandering Women: Female Pilgrims in Search of Personal Transformation in Coline Serreau’s Saint-Jacques…Le Mecque. Paper presented at the Kentucky Foreign Language Conference


• Co-Presentation of paper for SCFLTA at Furman University, February, 2012 (Dr. Shawn Morrison)

• Case Studies on Satisfying Unhappy Customers in the International Business Environment,” presented at the Fourth Annual Tri-continent Conference on Global Advances in Business Communications (GABC) in Eastern Michigan University, Ypsilanti, MI, June 6 -8 (Dr. Godwin O. Uwah)

• “Integrating Overseas Internship in a Study Abroad Program,” presented at the Global Internship Conference at the University of California, Berkley Campus, June 12 -15 (Dr. Godwin O. Uwah)

Summary Analysis of Service:

At the department level, most service-related activities were student-centered—recruiting for and directing the French House, directing the French Club, coordinating courses, volunteering for final exam review sessions, 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, to mention but a few. At the college level, a few served in the faculty standing committees and others played important or leading roles in the college-wide Outcomes Assessment Committee; the School of Education Assessment Committee; or the Gradual Council. At least two faculty members served in the Global Scholars program and others screened scholarship applications for the CIEP; or served in the Steering Committee of the International Studies program. A member of the department served as a Liaison for the School of Business (International Business). Some faculty members helped plan for the African Studies Association (ASA) conference last March. When not organizing international conferences or sponsoring one community activity or the other or hosting invited guest speakers, the faculty were organizing high profile events involving foreign nationals and members of the local business community. Some of our members directed interdisciplinary programs overseas. As part of the community outreach, a member of this department was and still is the Liaison and Webmaster for the Alliance Françaises of Charleston and coordinates the Alliance’s cinema nights at the MUSC. At the national level, one of our faculty members is an active member of the NCATE Board of Program
Reviews for ACTLL (American Council for the Teaching of Foreign Languages).

**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**)
- Curriculum Committee, French, Francophone & Italian Studies Department (**Dr. Shawn Morrison**)
- Coordinating the intermediate French courses and assisting in the use of the web-based text. (**Dr. Abdellatif Attafi**)
- Faculty advisor for students studying in France or any other French-speaking country (**Dr. Abdellatif Attafi**)
- Faculty sponsor of the French Club and French House (**Dr. Lisa Signori**)
- Reviewers of Department Scholarship Applications: (**Dr. Signori; Dr. Hiers-Cuvillier; and Professor Codron**).
- Reviews Study Abroad Requests & Placement credits (**Dr. Abdellatif Attafi**)
- High profile event to showcase Chiavari summer program in Italy (**Dr. Maggiari Massimo**)
- High profile event featuring guests from Italy to celebrate Chiavari hospitality (**Dr. Maggiari Massimo**)

**College**
- Program Director, M.Ed. in Languages (**Dr. Robyn Holman**)
- Member, Graduate Council (**Dr. Robyn Holman**)
- Member, Interdisciplinary Linguistics Minor Committee (**Dr. Robyn Holman**)
- Member of Graduate Education’s Assessment Committee (**Dr. Robyn Holman**)
- Served in the Senate (**Dr. Lisa Signori**)
- Chair, College-Wide Assessment Committee (**Dr. Shawn Morrison**)
- Assessment committee for SACS, Department of FFIS.
- Faculty Sponsor (**Dr. Shawn Morrison**)
- Served in working group for hosting of the African Literature Association meeting in Charleston next year. (**Dr. Abdellatif Atta, John Walsh**)
- Coordinator of the Conversation courses (C-Courses) (**Atta Dr. Dr. Abdellatif**)
- Women’s and Gender Studies executive committee (**Dr. Allison Smith**)
- Faculty Marshal (**Dr. Allison Smith**)

22
• Advised International Business students with French option (Dr. Godwin Uwah)
• Collaborated with School of Business to develop a new Global Trade minor Dr. Godwin Uwah
• Contact person/Advisor for students going to Strasbourg Business School or to Nice (Dr. Godwin Uwah)
• Developed and directs the Business Language Minor (BLFR) (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 Selections for the Awards Ceremony (Dr. Godwin Uwah)
• Comparative Literature Director (Dr. Martine Hiers)
• 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)
• Alliance Française de Charleston, Liaison. (Prof. Bridgette Codron)
• Planning & Coordinating Foreign Languages Final Exam Reviews, Director FLTL. (Prof. Bridgette Codron)
• Alliance Françoise de Charleston, Secretary-Book Club. (Prof. Bridgette Codron)
• Alliance Française de Charleston, Webmaster. Wrote a web page for AF site (Prof. Bridgette Codron)
• Serving as editor of “Congress Sade,” an online journal. (Dr. Norbert Sclippa)

National/Regional
• Organizer and host of the American Association of Italian Studies (AAIS) annual conference for the year 2012. (Dr. Giovanna DeLuca)
• Active member of the NCATE Board of Program Review for ACTFL (Dr. Shawn Morrison)
• Igbo Interpreter for Telelanguage (paid consulting) (Godwin Uwah)

Plans for the next three years:
(Some of last year’s plans are carried forward because they have not been implemented; a few plans are slightly modified).
• Delay hiring a new (outside) department chair until the present transition phase is over in about a year or two.
• Establish a fully functioning second study abroad program in France, preferably in Avignon.
• Overseas internship program for our majors and minors. Name faculty member to coordinate it on a voluntary basis
• Purchase more tablets (I-Pads) to supplement existing ones so all faculty members can use technology in class until we have enough fully equipped smart classrooms
• Develop one additional Cultural Studies courses
• Reevaluate the content and teaching of the capstone seminar to make be sure it is relevant to the needs of our majors.
• 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
• Explore offering more online courses especially at the upper-level courses
• Hire two faculty members preferably on visiting lines one for Italian and one for French.
• Reorganize the film festival naming it “Departmental Film Festival” involving both French & Italian films and appointing a director and co-director

**Resources Required:**
• For a semester program in France (Avignon), all that is required is the approval of the program from AA. 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). Money for that line should still be presumably available. Money saved from not hiring an outside chair at this time should supplement the salary. In any case, the institution appears willing to pay for talent.
• Hiring for the Italian program and for French is about overdue. The resource required is that of two visiting lines.
• Resources for purchasing additional I-Pads (probably 7 for approximately $3550) could come from the operating budget.
• Other priorities do not require any additional resources other than ‘faculty time.”

**Concluding Remarks**

It is imperative the department consider the following items:

• Ensure that ALL the vacant and potential vacant tenure-track and senior instructor positions remain in the department
• Pursue the question of a second semester in France, preferably in Avignon
• Delay hiring a new chair until the transition phase is over
• Hire qualified faculty to deliver the curriculum
- Revisit (for future action) the curriculum to determine what needs to be tweaked, finessed, expanded, added, or eliminated. It is critical that our curriculum retains its appeal for our majors.
- Ensure that the integrity and identity of the unit is not diluted.
- Revisit both the content and teaching method of the capstone seminar so it addresses both our needs and those students.
- Look for resources to purchase additional tablets (I-pads) for classroom use until more smart classrooms become available.
- Begin now to think of offering a course of crossover appeal in English.
- Hire a qualified professor of stature in African Literature of French Expression who could also teach Francophone culture.
- Consider changing the title of the course to “Francophone Culture” or something along that line.

Appendix

Assessment Template for the department

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<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@cofc.edu

**Phone:** 843-953-4266

**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.

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<thead>
<tr>
<th>Assessment Plan (first two columns)</th>
<th>Assessment Report (all four columns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Goal or Student</td>
<td>Assessment Method and</td>
</tr>
</tbody>
</table>
### Learning Outcome
What will students know and be able to do when they complete the program? Attach Curriculum Map.

### 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.

### What does the data show?

### Who reviewed the findings? What changes were made after reviewing the results?

<table>
<thead>
<tr>
<th>1. Graduating French Majors speak at the Intermediate-High level or higher on the ACTFL scale.</th>
<th>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.</th>
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<td>2. Graduating French majors write at the Advanced-Mid level on the ACTFL scale (or higher).</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>
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<tr>
<td>3. Graduating French majors demonstrate knowledge of literary and cultural texts.</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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</tr>
</tbody>
</table>

4.

5.

Additional Outcomes or Comments:
I. Narrative Description of the Status of the Discipline from a National Perspective

The “status of the discipline” requires considerations of demographics, economy, and the prominent ways in which the academy has responded effectively to both in recent years.

Preparing graduates to be competitive in the modern global economy continues to be 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 U.S. Census Bureau’s report issued May 2012, of the 311.5 million residents in the U.S. as of July 2011, over 52 million or 16.69% 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.
After passing African Americans as the largest minority group in the year 2000, the U.S. Latino population continues to grow. The Pew Hispanic Center 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.

As reflected in the population growth map above on page 1, demographic trends statewide are even more staggering: South Carolina’s Hispanic population almost tripled in the decade of 2000-10, 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 still ranks among the 10 fastest growing states in the nation for Hispanic buying power and population growth. In 2010, approximately 41% of S.C. Hispanics were 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. In 2010 an estimated 232,000 Hispanics resided in the Palmetto State, or 5% of the total S.C. population. In addition, 76% of S.C. Hispanics speak Spanish at home.

U.S. Latinos also continue to retain proudly their Spanish language nationwide. The Pew Hispanic Center’s July 23, 2013 report notes that 68% of Hispanic adults regularly obtain news in Spanish, and overall the number of Spanish news media consumers is growing due to the overall increase in the number of Hispanics in the U.S. The U.S. Census Bureau reports that a record 35 million U.S. Hispanics age 5 and older speak Spanish at home, which is an increase from the previous 25 million in the year 2000, and 10 million in 1980. 82% of Latino adults speak Spanish, and 95% emphasize the importance for their future generations to speak the language. 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 never to 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.

The Selig Center for Economic Growth at the University of Georgia reports that Hispanic purchasing power in the U.S. was $1.2 trillion in 2012, and by 2015 it is expected to advance to $1.5 trillion while growing faster than the purchasing power of African-Americans, Native Americans and Asians. In the first quarter of 2012, U.S. Latinos accounted for 11% or $2.2 billion of total e-commerce purchases made across the U.S. The Hispanic advertising industry is growing 4X faster than all other sectors of advertising with a current industry of approximately $5 billion. The U.S. Hispanic market currently reflects a larger GDP than the economies of all but 14 countries worldwide.

Across the globe, there are approximately 400 million native speakers and 500 million people 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), one of the six official
languages of the United Nations and is an official language of the European Union and Mercosur.

Map of the Spanish-speaking world.

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: 566 total in the 2012-13 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 knowledge of Portuguese language and culture afford them for their future careers.

Portuguese is the 7th most natively spoken language in the world, and generally considered the 6th most widely spoken with over 200 million native speakers of Portuguese.
The aforementioned demographic and economic trends are in turn impacting significantly the dynamics of program offerings and overall 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](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%.

With regard to other emerging, national program trends, of the numerous worth noting, three will be addressed for the purposes of this specific report:

1) U.S. students studying abroad
2) Community engagement
3) Formation of separate academic schools to house language and culture programs.

On November 12, 2012, the Institute of International Education released its “Open Doors 2012” report, which was supported by a grant from the Bureau of Educational and Cultural Affairs at the U.S. Department of State. Referring to “U.S. Study Abroad Trends,” the report noted that 273,996 U.S. students studied abroad for academic credit during AY 2010-11, which was a 1.3% increase from the previous year. Over the past 20 years, U.S. student participation in study abroad has more than tripled. Among the top fields of study for these same students, “foreign languages” ranked #6 with 5.8% of the total number of U.S. students who study abroad. Of the top 25 leading destinations listed for U.S. study abroad students, 7 countries for Spanish and Portuguese languages were among the top 20: Spain (#3), Costa Rica (#8), Argentina (#10), Mexico (#13), Brazil (#15), Chile (#19) and Ecuador (#20). Clearly the Department of Hispanic Studies at the College of Charleston plays an indispensable role in this trend.

“Community engagement” (CE) refers to what many language programs feature as service learning, community-based learning, community-based research, internships and/or volunteerism, among other academically-enriching activities. Over the years, increasing
attention has been focused on the critical importance of CE with language learning, and given the
demographic trends in the U.S., even many smaller language programs have successfully
adjusted their curricula to accommodate this important component. In fact, the CE trend has
become so prominent that the highly regarded journal *Hispania* recently dedicated an entire
“Special Focus Issue” (June 2013) to “The Scholarship of Community Engagement.” Such a
trend, as will be addressed further below in the “Program” section, is indeed reflected in the
work of the Department of Hispanic Studies.

Finally, it is important to note another extremely important trend that underscores the academy’s
recognition of and emphasis on international education and the central role that language studies
play in this process: the emergence of designated academic schools, such as the College of
Charleston’s own School of Languages, Cultures and World Affairs (LCWA), to house, develop
and strengthen akin programs, with languages at the core, for today's global student. A few
examples of such schools:

University of Maryland, School of Languages, Literatures & Cultures:
http://sllc.umd.edu/about

University of Arizona, School of International Languages, Literatures & Cultures:
http://humanities.arizona.edu/sillc

University of Illinois at Urbana-Champaign, School of Literatures, Cultures & Linguistics:
http://www.slcl.illinois.edu/ (formed in 2007)

Purdue University, School of Language & Cultures:
http://www.ela.purdue.edu/slc/main/

Such designated schools, such as the College of Charleston’s LCWA, allow working clusters of
programs/departments to focus on specific academic program development and language/culture
education while the institution bolsters its own emphasis on international education and prepares
our students for the multi-faceted demands of a global economy. The impressive growth and
performance on so many levels of the Department and Hispanic Studies since its and the School's
formation testify to the effectiveness of such language school designations and language-specific
focused departments/programs; and as outlined further ahead, the future of the Department of
Hispanic Studies in the current School of Languages, Cultures and World Affairs will continue
to grow and prosper as we aim to be *THE* choice of high-achieving, graduating high-school
seniors who wish to enroll in the very best undergraduate Hispanic Studies program on the east
cost. “Hispanic Studies” at the College of Charleston should be and will be the program that all
aforementioned high-school students immediately consider when they seek premier university
programs of Spanish and Portuguese.
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.
As revised February 2013, The College of Charleston’s Strategic Plan ([http://www.cofc.edu/strategicplan/index.php](http://www.cofc.edu/strategicplan/index.php)) summarizes five “goals”, 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.

Hispanic Studies courses in service learning (Spanish 400, offered each spring) and internships (Spanish 401, offered in the fall) afford students invaluable "experiential learning" opportunities in our local Charleston communities while engaging them with the growing Hispanic population, and thereby contributing to the "well-being of the region.” Beyond these courses, our department’s multiple student organizations--Spanish House/Casa Hispana, Spanish Club, Portuguese Club, Hispanic Latino Club and the National Collegiate Hispanic Honor Society--execute various activities throughout the academic year that connect students in meaningful ways while complementing our academic programs. Poetry recitals, faculty lecture series, language conversation tables, films, cultural festivals, sponsored guest lectures, among other activities, help “establish and promote a vibrant campus-life atmosphere” as specified by the College’s 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 in our students the perspectives necessary for addressing effectively the many issues they will confront regionally and globally upon graduation. From Portuguese 101 through Spanish 499, language is interwoven with related culture, history, politics, business, economics and society. Our disciplines in the Department of Hispanic Studies have 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](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 begun 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 2013 semester, and the corresponding data was sent as a separate, detailed report in May 2013 to the Associate Dean of the School of Languages, Cultures and World Affairs. The Department of Hispanic Studies will 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 assessments of Spanish-program student learning outcomes were the following:

1) LCWA will continue to explore the possibility of requiring all majors to study abroad in order to assist with meeting oral proficiency goals;
2) Hispanic Studies will continue to 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 2012-13 academic year: 17 adjunct professors and 26 roster faculty, 43 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 First Year Experience (FYE) Seminar and Learning Communities, Honors, Latin American and Caribbean Studies (LACS), Linguistics, M.Ed. and Students Needing Access Parity (SNAP) courses, and we directed College of Charleston study abroad programs, among numerous other important academic-related activities and accomplishments throughout the 2012-13 academic year. Furthermore, this was all done while Hispanic Studies matched History as the department with the lowest instructional costs at the College at $129 per student credit hour; 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 401, Dr. Weyers) and a service learning class (Spanish 400, Dr. Sarah Owens) during the fall and spring semesters respectively, exemplified the "experiential learning" identified in one of the goals of the College’s Strategic Plan. Both courses engaged students with our local Hispanic community through service to migrant works and various medical, legal, and educational contexts and are excellent examples of our department's conscientious participation in the national "Community Engagement" (CE) trend described previously.

Our department was also active in the First Year Experience (FYE) program by collaborating in FYE Learning Communities in both Portuguese and Spanish courses taught by Professors Hanahan, Moran, Luci Moreira and Jose Moreira; in addition, Dr. Carla Breidenbach taught a First Year Seminar for the FYE in the fall of 2012.

Further reflecting our responsiveness to curricular demands and the academic interests and needs of our Spanish majors and minors, Hispanic Studies offered two special topic courses (Spanish 491) during the 2012-13 academic year: "Sociolinguistics and Pop Culture" taught by Dr. Carla Breidenbach and “Questions in Spanish Linguistics” by Dr. Silvia Rodríguez Sabater. Both courses presented students with unique angles and skill-sets within the discipline that are not normally addressed in depth within the regular Spanish major/minor curriculum.

HISP also continued its generous contributions to other programs:

1) Latin American and Caribbean Studies: LACS 101, Verlinden, Fall 2012; Colomina, Spring 2013;
2) Linguistics Program: LING 125, Breidenbach, Fall 2012, Spring 2013;
3) M.Ed. program: SPAN 603, Rodríguez Sabater, Spring 2013; LALE 601, Rodríguez Sabater, Fall 2012.
4) Students Needing Access Parity (SNAP): Hanahan and Zaubi offered select basic Spanish language courses, Fall 2012, Spring 2013.

In the fall of 2012 the College approved our department’s proposed adoption of Spanish 333 (Topics in Hispanic Cultures) to replace all SPAN 300-level civilization and culture courses. This important curricular change was motivated in part by assessment results that demonstrated that both faculty and students were not optimally managing the vast material presented in the previous 300-level courses in question. The Spanish 333 model now affords faculty to customize the HISP civilization and culture courses not only to vary content, but also to focus on important segments/aspects of Hispanic culture with the goal of better engaging our students with dynamic and important course content, which in turn will also enhance our major and minor programs. The first offering of the new Spanish 333 courses will be in the fall of 2013, and preliminary results are impressive: all the sections offered are filled to capacity, which was not always the case with our previous 300-level civilization and culture courses. Students are already drawn to the "fresh" content of our new 333 classes.

Another important departmental accomplishment was Academic Affairs’ approval of our department’s tenure and promotion guidelines, the first such approval among all departments and programs in the School of Languages, Cultures and World Affairs.
Enrollment

Statistics for overall HISP student enrollment

Total Student Enrollment

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Course Sections Offered

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*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, in May 2006 The American Council for the Teaching of Foreign Languages (ACTFL) published the following as one of its official position statements: "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, over the past several years 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, at the time (fall 2011) 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 HISP Chair's proposal to lower the cap to 24 for all basic language courses effective fall 2012 semester and to further reduce the cap to 22 effective spring 2014. 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 at 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 continue to strive for better.

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 historically HISP has not succeeded, despite saving the College substantially on “instructional costs” as noted below in the section with the same name. However, during AY 2012-13, the department has taken incremental steps to address this issue with capping our Spanish 275 course at 20 students maximum; our Spanish 313 (Spanish Composition), 314 (Conversation) and 320 (Intro to Study of Hispanic Literature) courses at 15; and 300-level culture and civilization courses at 22. Although many of our other 300-level courses currently capped at 18 are still above ADFL’s recommendation of 15, we are making gradual progress in the spirit of optimizing the educational quality of our students as articulated in the College's Strategic Plan. Beginning in the fall of 2013, we are taking another incremental step by ensuring our 300-level civ and culture classes—capped at 22 during the 2012-13 academic year—will be limited to 20 students per section.

The Department of Hispanic Studies will continue to assess its course enrollment limits while it still strives to meet the important recommendations of ADFL and ACTFL. These invaluable steps are indeed affordable given the current SCH costs noted in "Instructional Costs" further ahead in this report.
Statistics for Spanish Majors and Minors

College of Charleston

Programs in Spanish

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<td>225</td>
<td>220</td>
<td>315</td>
<td>368</td>
<td>426</td>
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</table>

Since the spring of 2011, there has been a yearly increase in the number of our majors: an overall growth of 14% over the past two years. In addition, our Spanish minors have grown remarkably and steadily: 184% since the spring of 2008. Such program growth logically 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. It is remarkable that our department has managed to grow and excel despite the absence of commensurate increases in resources.

There are several factors contributing to this impressive growth in majors and minors that undoubtedly include the following (in no particular order):

- National and regional trends noted in this report’s introduction and the consequential student recognition that Hispanic Studies is an invaluable component for the preparation of ANY career.

- Hispanic Studies faculty members are renowned among students for their consistent communication in our basic language program (101 through 202) of the proven benefits of our discipline.

- Hispanic Studies faculty members are impressively involved in the extra-curricular life of our students via the numerous departmental student organizations and the various projects and events that enhance the academic experiences of our students. This viable, extra-curricular realm is meaningful, enriching and attractive to our students.

- Via our numerous departmental student organizations, faculty advisers are committed to the idea of cultivating student leadership, which means affording students opportunities to initiate, create, organize and direct numerous academic events and projects that will include other students, faculty and members of the community. Such opportunities not only bolster student organizations, but reflect directly on our department’s programs and the interest of HISP faculty in our students and their success.
As accurately speculated in last year’s annual report, the growth of the Spanish minor has convincingly impacted our department’s number of majors as some minors have converted to the major. This phenomenon reflects 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 the Department of Hispanic Studies our workload productivity continues to be adversely impacted by the heavy reliance on adjunct faculty. The question is 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 stagnant number of roster 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 600 Spanish majors and minors (an all-time record), 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 nearly 40% 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 also teach basic language courses. In addition, and because of the aforementioned, remarkable program growth and related needs, several 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 extremely taxed for time, especially when factoring in demands for research and service. Furthermore, along with our increased number of majors are more advisees, an additional workload that only roster faculty can assume.

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

As alluded to previously, another consequence of our heavy reliance on adjuncts is the additional service responsibilities—advising of majors, departmental and college-wide committee assignments, community service, etc.—that all our roster faculty members are expected to shoulder each semester. A very large, active and progressive department such as HISP logically
generates greater service needs and opportunities than smaller departments and programs, yet only 60% 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 large part because of the dedication of Dr. Luci Moreira, Associate Professor, and Mr. Jose Moreira, Adjunct Professor. However, and as mentioned in last year’s annual report, one permanent faculty member can not build and sustain a program, despite his/her efforts. Portuguese continues to find itself at an important juncture within the overall mission of international education at the College, especially in light of Brazil’s strong economic presence in this hemisphere. As previously noted, Portuguese language and its cultures will continue to be of great interest and importance for years to come, especially in a business/economic context. Therefore assisting our current faculty members’ efforts to develop further our Portuguese program is an important next step that would be assisted with a joint departmental appointment: HISP/Business, for example, or HISP/Political Science. Such an appointment would also alleviate some of the workload for Dr. Moreira.

**Instructional Costs**

For FY 2010-11, the most recently available 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 offer the most economical program at the College of Charleston, but our department’s inordinately low per-SCH expenses coupled with our ongoing, tremendous program growth and unsustainable roster faculty workload strongly justify additional resource investment for our exceptional program, namely in the form of additional roster faculty lines as mentioned previously, but also in terms of adequate smart classroom availability.

Although we collaborate in the M.Ed. program (approximately one graduate course per semester), HISP does not yet sponsor its own graduate degree, thereby we are able to focus our 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 diligently in AY 2012-13 as in prior years. Such efforts have clearly had a positive impact on the cost-effectiveness of our programs, but it unfortunately has not been rewarded with commensurate resource support.

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 40% of our department’s professors in 2012-13, but taught over 50% of our department’s classes. No other department in
the School of Languages, Cultures and World Affairs relies on adjunct faculty to the level of Hispanic Studies, yet we house the largest program (majors and minors combined) in the school.

There are numerous problems with over-reliance on adjunct faculty, and it has nothing to do with the excellent quality of instruction and qualifications of the adjunct faculty currently employed by our department. 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 three years, for example, 11 adjunct faculty members (the majority of our adjunct corps) departed the College for other opportunities. During that same three-year period, three of the departing adjunct professors submitted their resignations less than one month prior to the beginning of the new semester in question, thereby prompting expedited searches 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

Spanish minor Allison Crowell’s short story "El roble de la vida" was published in the 23rd issue of El Cid, the national student journal of The Citadel's Tau Iota Chapter of the National Collegiate Hispanic Honor Society: http://www3.citadel.edu/mlng/El%20Cid_Summer_2013.pdf.

Spanish major Jocelyn Moratzka was named ""LCWA Outstanding Student of the Year"" on March 27, 2013 at The ExCEL Awards Ceremony.

Ellis Lincoln, Spanish major, was accepted to teach in Charlotte, N.C. as a member of Teach for America's 2013 corps.

Julie King and Jocelyn Moratzka, Spanish majors, and Eric Britton, Spanish minor have been awarded "Into the Fields Internships" with SAF (Student Action with Farmworkers) from June 3-August 11, 2013.

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

Julie King--Spanish Major, Sigma Delta Pi Chapter President and Spanish House RA-was accepted to American University's Graduate Certificate in Spanish Translation program.

Jocelyn Moratzka, Spanish major, attended the Kentucky Foreign Language Conference at the University of Kentucky in April 2013. In her capacity of the College of Charleston's student president of our national award-winning chapter of the National Collegiate Hispanic Honor
Society, she participated in a round-table discussion in the national "Sigma Delta Pi Informative Session" while engaging with other student officers from across the country.

Julie King, Justin Lyons and Jocelyn Moratzka—student officers of CofC’s chapter of the National Collegiate Hispanic Honor Society—were recognized with the national “Honor Chapter” award for their efforts leading the department’s student organization.

Faculty Diversity

In many respects, the Hispanic Studies faculty in 2012-13 continued to exemplify diversity as it does every year: 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

Benjamin R. Fraser

Scholarly

(2013). Disability Studies and Spanish Culture: Films, Novels, the Comic and the Public Exhibition, (Liverpool University Press), xxvii & 192 pp..


Luci L. Moreira

Textbook

Sarah E. Owens

Articles in Refereed Journals

Antonio Aiello


Nadia Avendaño

Robert D. Cameron


Benjamin R. Fraser


Michael A. Gomez


Sarah E. Owens


Joseph R. Weyers


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

Mark P. Del Mastro


Herbert O. Espinoza


Benjamin R. Fraser


Carmen M. Grace

“El púlpito del siglo XVI: una respuesta ascético-barroca contra la injusticia social”. *Crítica Hispánica*.

Luci L. Moreira

*Encyclopedia Entries*

"Jose Lins do Rego." In Monica Rector and Fred M. Clark, *Dictionary of Literary Biography, Vol. 307: Brazilian Writers*. 

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**Sarah E. Owens**


**Other Editorial/Review Activities**

**Emily S. Beck**

Invited Manuscript Reviewer or Referee, "Renaissance Quarterly." (September 2011 - present).

Invited Manuscript Reviewer or Referee, "Bulletin of Spanish Studies." (November 2010 - present).

**Mark P. Del Mastro**

Editorial Board Member, "Juan de la Cuesta Monographs," Juan de la Cuesta Monographs. (March 2009 - present).

**Benjamin R. Fraser**

Associate Editor, "Hispania." (February 2013 - present).


Editorial Board Member, "Urbanities book series with Intellect publishers." (January 2013 - present).

Editor, "Arizona Journal of Hispanic Cultural Studies." (January 2012 - present).

**Michael A. Gomez**

Editor, "Decimonónica: Revista de producción hispánica decimonónica, Editor, Spanish Lit & Culture." (August 2011 - present).

**Sarah E. Owens**


**Silvia Rodríguez Sabater**


Andrew M. Sobiesuo


Joseph R. Weyers


Papers and Posters Presented at Conferences

Invited Lectures/Readings

Mark P. Del Mastro

"Moving America Forward Strategically: Embracing Diversity through Attitudes," keynote address at the U.S. Customs and Border Protection commemoration of National Hispanic Heritage Month, Charleston, (September 2012)

Carmen Grace

Guest Speaker, Sigma Delta Pi Lecture Series: “El púlpito en su función social: control ideológico y espiritual en la España barroca.” College of Charleston. (November 2012).

Luci L. Moreira


Other

Hilary A. Barnes


"Laboratory Approaches to Romance Phonology," Colegio de Mexico, Mexico City, Mexico. (October 2012).
Emily S. Beck


Robert D. Cameron

Southeastern Conference on Linguistics, "Why it's time for the U.S. undergraduate to learn voseo." (April 2013).

Lola D. Colomina-Garrigos

Honors College Faculty Lecture Series, "'A Transatlantic Approach: Contestatory Fictions of Market-Oriented Practices from Argentina and Spain',' Honors College- College of Charleston, College of Charleston. (March 2013).

54th International Congress of Americanists, "'Contestatory Discourses to the Logics of Capitalism and to Globalised Cultural Production from the Southern Cone',' University of Vienna, Vienna, Austria. (July 2012).

54th International Congress of Americanists, "'Practicas de resistencia discursiva y editorial en la produccion critico-literaria y artistica de Nelly Richard y Diamela Eltit',' University of Vienna, Austria, Vienna, Austria. (July 2012).

Mark P. Del Mastro


Sigma Delta Pi “Best Practices” Session, Organizer and Chair, 95th Annual AATSP (American Association of Teachers of Spanish and Portuguese) Conference, San Antonio, TX (July 2013).

Michael A. Gomez

Carmen M. Grace

The 66TH KFLC 2013, ““El estilo barroco en la predicación y su impacto ideológico y discursivo en la España del siglo XVII”," University of Kentucky, Lexington, Kentucky. (April 2013).

Elizabeth A. Martínez-Gibson


Luci L. Moreira


Brazilian Studies Association, "Representações socio-culturais e de indentidade em “Cerimônia do Chá.” (September 2012).

Sarah E. Owens


Roundtable Session on “Female Convent Writing and its Interdisciplinary Potential: The Case of Sister Margaret of the Mother of God and Her Diary (1635-1637).” Grupo de estudios sobre la mujer en España y las Américas (GEMELA), Biannual Conference. Portland State Univ./Univ. of Portland. September, 13-15, 2012.


Silvia Rodríguez Sabater


Spanish Linguistics in North Carolina (SLINKI), "Cultural information in introductory L2 Spanish college textbooks: what are learners exposed to?," University of North Carolina-Greensboro, Greensboro, NC. (January 2013).

Félix S. Vásquez


Conferences and Workshops Attended/Panels Chaired/Other Professional Activity

Carmen Grace


Devon W. Hanahan


Elizabeth A. Martínez-Gibson


Silvia Rodríguez Sabater


Attended Workshop, "Distance and online education," College of Charleston, Charleston, SC. (April 17, 2013).


Attended Workshop, "Faculty Technology Institute," Teaching, Learning and Technology, College of Charleston, Charleston, SC. (March 4, 2013 - March 8, 2013).


Attended Tutorial, "iPad orientation and training," Teaching, Learning and Technology, College of Charleston, Charleston, SC. (February 18, 2013).

Attended Seminar, "Enhancing instructor presence in the online language classroom," Wiley Faculty Network, Webinar. (December 5, 2012).


Attended Seminar, "Real time online collaboration tools for developing Spanish proficiency," Wiley Faculty Network, Webinar. (October 31, 2012).


Convocation, "Conversations with the Faculty," College of Charleston, Charleston, SC. (August 18, 2012 - September 18, 2012).


Marianne J. Verlinden


Attended Seminar, "Teatro actual cubano visto a través de Carlos Díaz, Carlos Celdrán, and Nelda Castillo, by Roberto Gacio," Hispanic Studies and LACS, Charleston, SC. (September 4, 2012).


Service

Department

Emily S. Beck

Member of the Textbook Selection Committee, Committee Member. (January 2013 - December 2013).

Karen E. Berg


HispaNews, Committee Member, Member. (September 2012 - May 2013). As a member of the HispaNews

Carla M. Breidenbach

Study Abroad, Approve Study Abroad credits, Member. (August 2007 - Present).
Robert D. Cameron

Basic Spanish Language Program Steering Committee, Committee Member. (October 2012 - April 2014).

Basic Spanish Language Program, Basic Language Coordinator. (July 2011 - present).

Student Awards Committee, Committee Member. (August 2012 - April 2013).

Search Committee for tenure-track position in Linguistics, Committee Member. (August 2012 - December 2012).

Search Committee for tenure-track position in Peninsular Studies, Committee Member. (August 2012 - December 2012).

Lola D. Colomina-Garrigos

Library co-liason. (May 2010 - May 2013).

Mark P. Del Mastro

Chair, Hispanic Studies Department (July 2010-present)

Interim Chair, German & Slavic Studies (July 2013-present)

Global Scholars Mentor (2010-present)

Basic Spanish Language Program Steering Committee, Chair. (spring 2013-present)

Website Maintainer, Other. (July 2010 - present).

Faculty Adviser, Hispanic Latino Club (summer 2012-May 2013)

Sigma Delta Pi, National Collegiate Hispanic Honor Society, Student Org Advisor (Professional Org), Other. (August 2011 - present).

Michael A. Gomez

Study Abroad Advisor. (September 2006 - Present).
Hispanic Studies: Departmental Search Committee, Chair, Committee Chair. (September 2012 - March 2013).

Carmen M. Grace

Hispanews, Committee Member, Member. (August 2012 - May 2013).

Sigma Delta Pi, National Collegiate Hispanic Honor Society, College Representative, Member. (August 2011 - May 2013).
Co-adviser for College chapter, Nu Zeta

Devon W. Hanahan

Basic Spanish Language Program Committee, Committee Member, Member. (August 2012 - July 2013).

Awards Committee, Committee Chair, Member. (August 2011 - July 2013).

Textbook Revision committee, Committee Member, Member. (January 2013 - May 2013).

Claudia M. Moran

Spanish House, Committee Chair. (August 2007 - Present).

Luci L. Moreira

Spanish students, Advisor, Other. (March 2004 - December 2012).

Silvia Rodríguez Sabater


Félix S. Vásquez

Study Abroad Advisor, Student Placement, Member. (August 2012 - May 2013).
Marianne J. Verlinden

SPAN 101-201 Textbook Adoption Committee, Committee Member, Member. (March 2013 - April 2013).

Center for International Education, Study Abroad Advisor for Affiliate Programs, Other. (August 2011 - April 2013).

Departmental Awards Committee, Committee Member. (August 2003 - April 2013).

Joseph R. Weyers

Basic Language Steering Committee, Committee Member. (October 2012 - May 2013).

Carl A. Wise

Spanish Club, Student Org Advisor (Non-Professional Org). (August 2012 - May 2013).

College

Nadia D. Avendaño

Latin American & Caribbean studies steering Committee, Committee Member, Member. (September 2003 - present).

Emily S. Beck

Safe Zone Ally, Office of Multicultural Student Programs and Services, Faculty Ally. (February 2012 - present).

Global Scholars Program, Faculty Advisor. (September 2009 - present).

Faculty Educational Technology Committee, Committee Member. (August 2012 - present).

Karen E. Berg

Gen Ed Committee, Committee Member. (September 2012 - August 2013).
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).

Lola D. Colomina-Garrigos

Faculty Committee on Academic Standards, Committee Member, Member. (August 2012 - July 2013).

Devon W. Hanahan

Compensation Committee, Committee Chair, Member. (August 2012 - July 2013).

Compensation Committee, Committee Member, Member. (August 2010 - July 2012).

Elizabeth A. Martínez-Gibson

Faculty Senate, Faculty Senate Service, Other Officer. (August 2010 - May 2013). Senator At-Large

Interdisciplinary Linguistics Minor Program, Director, Other. (August 2000 - May 2013).

Study Abroad Director, Trujillo, Spain. (Summer 2013).
Luci L. Moreira
Office of Multicultural Student Programs and Services, Mentor, Other. (August 2011 - December 2013).

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 Owens
Faculty Senate, Faculty Secretary (May 2010 - July 2013).
Executive Board Member of Women’s and Gender Studies (WGS) (2011-July 2013).
Faculty Affiliation Committee for WGS, Chair (2011-July 2013).

Silvia Rodríguez Sabater
Spanish House, Committee Member, Member. (August 2011 - June 2014).

Faculty Senate, Departmental Senator. (August 2011 - May 2014).

Sigma Delta Pi Spanish Honor Society, Committee Member, Member. (February 2011 - May 2014).

Nominations and Elections, Committee Member, Member. (August 2012 - May 2013).

Honors advising, Advisor. (September 2001 - May 2013).

Interdisciplinary Linguistics Committee, Committee Member. (August 2001 - May 2013).

Search Committee for Asst. to the Graduate Dean position, Committee Member, Board Member. (March 2012 - April 2013).

Tenure and Promotion Review: German, Tenure and Promotion Panel Outside Reviewer. (September 2012 - October 2012).

Convocation 2012: Conversations with the Faculty. (August 2012).

Félix S. Vásquez
Student Affairs and Athletics Committee, Committee Member, Member. (August 2012 - May 2013).

Marianne J. Verlinden
Public Health Faculty Steering Committee, Committee Member. (January 2013 - April 2013).

Faculty Senate, School of LCWA Representative At Large. (August 2010 - April 2013).

CofC Center for Civic Engagement, Advisor, Other. (November 2012 - March 2013).

Joseph R. Weyers
Department of Classics, Tenure and Promotion Panel Outside Reviewer, Member. Academic Planning, Committee Member. (August 2012 - May 2013).

Community
Emily S. Beck
Lowcountry Phi Beta Kappa Association, Member. (August 2011 - December 2015).

Senior Thesis Project at the Academic Magnet High School (North Charleston, SC), Academic Mentor. (February 2012 - December 2012).
Culinary Lesson and Dinner at the Casa Hispana, Faculty Mentor, Chef, Participant. (October 2012).

Carla M. Breidenbach
BLOOM, Other. (April 2008 - Present).


Guardian Ad Litem for South Carolina, Other. (January 2011 - January 2013).

Mark P. Del Mastro
S.C. Spanish Teacher of the Year Program, Founding Director, Other. (October 2004 - present).

Elizabeth A. Martínez-Gibson
HOPE Organization on Immigration Issues in SC, Committee Member, Board Member, Secretary. (October 2007 - Present).

Linguistics Discussion Series, Conference Program Organizer. (March 2007 - Present).

Medical University of South Carolina, Volunteer Interpreter. (January 2006 - Present).

Luci L. Moreira
Brazilian Consulate, Other. (November 2012).

Silvia Rodríguez Sabater
Global Scholars, Advisor. (March 2010 - June 2014).
M.Ed. in Languages Advisor and Steering Committee, Member. (August 2001 - June 2013).

MUSC CARES Physical Therapy Clinic, Volunteer Medical Interpreter. (March 2012 - April 2013).

Profession

Mark P. Del Mastro

Sigma Delta Pi, Executive Director, Other. (September 1997 - present).

Order of Don Quijote Selection Committee, Committee Chair, Member. (September 2010 - present).

ACHS Standards and Definitions Committee, Member. (September 2009 - present).

ACHS Nominations Committee, Member. (Spring 2013 - present).

Mario Vargas Llosa Award Committee, Committee Chair, Member. (January 2011 - present).

Elizabeth A. Martínez-Gibson


American Pragmatics Association, Conference Session Chair. (September 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).

National President of the Portuguese Honor Society Phi Lambda Beta

**Sarah E. Owens**

Executive Committee Member, Society for the Study of Early Modern Women. 2010-Present.

**Silvia Rodríguez Sabater**

Peer classroom observation: SPAN. (April 2013).

Peer classroom observations: GRMN and SPAN. (September 2012).

**Honors, Awards and Certifications**

**Elizabeth Martínez-Gibson**

Certified, National Board of Certification for Medical Interpreters in Spanish (May 2013).

**Silvia Rodríguez Sabater**

Nominee for Multicultural ExCEL Award "Teacher of the Year", College of Charleston Multicultural Student Programs and Services, Teaching. (April 2013).

**Sarah E. Owens**


**Andrew M. Sobiesuo**

Travel Grant, School of Languages, Cultures and World Affairs, $1,900.00. (2012).

Fulbright International Education Administrators Seminar to the United Kingdom (2013)
Marianne J. Verlinden

Carl A. Wise
Folger Library Fellowship, Folger Library, Washington, DC, Research, $5,000.00. (April 2013).

LCWA Research and Development Grant, College of Charleston, Research, $1,500.00. (March 2013).

Consulting
Karen E. Berg

Robert D. Cameron


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

"Faculty Research and Development Grant," Sponsored by Faculty R&D, College of Charleston, awarded $1,000.00. (January 2011 - December 2012).

Robert D. Cameron

"LCWA Faculty Research Grant," Sponsored by School of Languages, Cultures and World Affairs, College of Charleston, awarded $1,329.00. (June 2013).

Elizabeth A. Martínez-Gibson


"LCWA Research and Development Grant," College of Charleston, awarded $1,500.00. (June 2013 - July 2013).

Silvia Rodríguez Sabater


The broad scope of faculty productivity in the realms of research, professional development and service is impressive and reflects our professors’ tireless dedication, which is one of our department’s numerous strengths. Because the annual report guidelines request that a related "weakness" be identified, there continues to be just one: despite the many service responsibilities that Hispanic Studies roster faculty 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 40% of our faculty members are adjuncts who are not expected or required to do service, we simply do not have enough roster faculty to collaborate efficiently. The weakness, therefore and for other reasons already explained previously, is the lack of human resources to fulfill the regular and necessary service obligations that we face yearly.
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 national award-winning 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  
2012-13

The Linguistics Committee met at the beginning of fall 2012 to discuss yearly business (curricula issues, book orders and courses) and activities (Linguistics Discussion Series, World Cultures Fair and speakers).

In August, we welcomed Dr. Hilary Barnes as our newest member in Linguistics within the Department of Hispanic Studies. Dr. Barnes has her doctorate degree from Penn State University and taught at Fayetteville State University before joining the faculty at the College of Charleston.

A number of new books were ordered this past year upon the request of the faculty.

Current Enrollments
Presently, there are thirty-one declared Linguistics minors. This is a 16% increase from last year. The students in the Minor have majors in Anthropology, Computer Science, English, German, Psychology and Spanish.

Curricular Issues
As Director of the Linguistics Minor Program, Dr. Elizabeth Martínez-Gibson reviewed and/or approved numerous Linguistics courses from other universities or for study abroad transfer credits. In addition, she fielded questions and met with incoming freshmen who were interested in Linguistics as a major. Since currently there is no major, Dr. Elizabeth Martínez-Gibson advised them to consider those majors that include courses within the Linguistics Minor.

The capstone course, LING 125: An Introduction to Language and Linguistics, was taught in fall 2012 and spring 2013. A total of 48 students completed the course over the year. There were 31 students enrolled in fall 2012 and 17 in spring 2013. Due to faculty teaching duties in their respective departments, we have only been able to offer one section per semester.

There were two courses added to the curriculum this year: COMM 215: Communication, Identity and Community and CSCI 470: Principles of Artificial Intelligence. In addition, Dr. Carol Toris and Dr. Elizabeth Martínez-Gibson worked on the new General Education forms to add LING 125: Introduction to Language and Linguistics as a course to fulfill a Social Science requirement.

In fall 2012, Dr. Garrett Mitchener expressed an interest in teaching a course in Phonetics and Phonology. He indicated that he would start to prepare a future course.

In 2012-2013, faculty directed one Bachelor’s Essay for the Honors College, one tutorial for five students and four Independent Studies. Dr. Christine Finan worked with Honors College student Lloyd Walters throughout the year on his Bachelor’s Essay (ANTH 499): “Globalization of the English Language.” In addition, she directed an Independent Study (ANTH 399): “Conversational Analysis of College Students' Everyday Conversations” for Aleisha Walker. Dr.
Hilary Barnes directed an Independent Study (LING 498): “Language Contact: Spanish around the world” for Jocelyn Moratzka. Dr. Silvia Rodríguez Sabater directed an Independent Study (SPAN 498): “Second Language Acquisition.” Dr. Trish Ward taught a tutorial (ENGL 399) on Old English to five students, four of whom were Linguistics minors: Flannery Winchester, Bridgett Elstad, Arianna Santos, and Alysia Xirinachs. Dr. Martínez-Gibson directed an Independent Study (SPAN 498): “La lengua española a través de la historia/The Spanish Language throughout History.”

In fall 2013, Dr. Hilary Barnes will teach the introduction course LING 125.

Activities
In October 2012, Dr. Carol Toris presented a talk on “Evasive responses: Cues that Distinguish the Reluctant Speaker” for the Annual Linguistics Discussion Series.

On March 12, 2013, Dr. Connie C. Eble from the University of North Carolina-Chapel Hill gave a talk on “College Slang in the Age of Social Media.” This event was sponsored by the School of LCWA, the Departments of Anthropology and Sociology, Classics, English, Hispanic Studies, and Mathematics. Dr. Trish Ward was instrumental in bringing Dr. Eble to campus. The lecture was well attended by students and faculty of different disciplines.

On March 28, 2013, the Interdisciplinary Linguistics Program was involved in two events: the World Cultures Fair and Dr. Susan D. Blum’s talk on “Half Someone Else’s: Paradoxes of Truth and Ownership in Academic Writing.”

Several faculty presented papers at conferences this year:


Under the direction of Dr. Carol Toris, two students presented at different conferences:


Dr. Elizabeth Martínez-Gibson is stepping down as Director of the Interdisciplinary Linguistics Minor Program after initiating the program in 2000 and directing for the last thirteen years. Dr. Carol Toris has graciously accepted to direct the program in fall 2013.

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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 2013-14 are the following:

1) Continue to raise national visibility of the Department of Hispanic Studies via publicity and collaborative efforts with the LCWA Dean’s Office
2) Continue to build relationships with alumni, continue fund-raising efforts in coordination with the LCWA Dean and Development Officer
3) Continue to increase overall number of Spanish majors
4) Continue to increase undergraduate student participation in academic conferences
5) Successfully hire two roster faculty members
6) Continue to explore the possibility of a study abroad requirement for Spanish majors.
7) Re-assess our Spanish curriculum offerings.
8) Secure additional roster faculty lines for HISP for numerous reasons already explained in this report.
**Addendum**

Assessment Report, Spring 2013

<table>
<thead>
<tr>
<th>College of Charleston Assessment Template</th>
<th>Date form Completed: 5/16/13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Name and Type</strong> Spanish Major, Undergraduate.</td>
<td><strong>Contact information for Program Assessment Coordinator:</strong> Mark Del Mastro</td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:delmastromp@cof.edu">delmastromp@cof.edu</a></td>
<td><strong>Phone:</strong> 953-6748</td>
</tr>
<tr>
<td><strong>Office address:</strong> 123 JC Long</td>
<td><strong>Administrative Unit director</strong> (deans, vice presidents, etc.) receiving assessment updates: Dean David Cohen</td>
</tr>
</tbody>
</table>

**Does this program follow specialized accreditation standards (e.g., NCATE, AACSB)?** *(Yes) X (No)*

**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>Assessment Plan (first two columns)</th>
<th>Assessment Report (all four columns)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Goal or Student Learning Outcome</strong></td>
<td><strong>Assessment Method and Performance Expected</strong></td>
</tr>
<tr>
<td>What will students know and be able to do when they complete the program? Attach Curriculum Map.</td>
<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>
</tr>
</tbody>
</table>

<table>
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<tr>
<th><strong>Assessment Results</strong></th>
<th><strong>Use of Results</strong></th>
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</thead>
<tbody>
<tr>
<td>What does the data show?</td>
<td>Who reviewed the findings? What changes were made after reviewing the results?</td>
</tr>
</tbody>
</table>

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

In AY 2012-13, 28/36 or 78% of graduating students took the OPI test. The target level of performance is “Intermediate-high.” 18/28 or 64% performed at or above the target level, which means that 36% did NOT meet or exceed the

The Associate Dean of LCWA and Chair of Hispanic Studies reviewed the findings, and although they found the results to reflect well on the program’s effectiveness with oral/aural proficiency, we are 26 percentage points...
<table>
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<tr>
<th></th>
<th>successfully uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, and particular interests. 90% percent of our graduating Spanish majors will speak at the intermediate-high level or above.</th>
<th>target level.</th>
<th>below the goal of 90%. It was also concluded that the missing 22% of graduating Spanish majors who did not take the exam could have indeed impacted the results further. This was the last graduating group that was not required to take the OPI exam. As shown by the 22% that did not take it, the current system of sending reminders is not sufficient. We anticipate that, beginning next year, all graduating majors will take the exam, as the requirement will be part of the Registrar's system of clearance to graduate. Finally, the Department of Hispanic Studies is deliberating the possibility of a study abroad requirement for all majors that, if adopted, could improve the percentage of students who meet the oral proficiency goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Students recognize the main periods, movements, authors and genres of Hispanic Literature, and interpret literature.</td>
<td>Students answer a final exam question 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</td>
<td>Of the 16 students, only 5 or 31% met or exceeded the standard.</td>
<td>The professor of the Spanish 452 course, who is also the department chair, reviewed these results that were quite puzzling since 1) students were given a comprehensive study guide prior to the final exam; 2) only one student did not pass the class. Many of the deficiencies in</td>
</tr>
</tbody>
</table>
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.

90% of our Spanish majors meet the expectations.

| 3. Students write at the advanced low ACTFL level of writing. | 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 control of aspect; they combine sentences in texts of paragraph length. | Of the 16 students, 14 or 88% met or exceeded the standard, which is virtually tantamount to the 90% goal. | The professor of the Spanish 452 course, who is also the department chair, reviewed the findings, and he concluded that the two students who did not meet the goal probably should not have advanced as they did in the upper-language courses to qualify for entry in a  }
<table>
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<tr>
<th>Length; they incorporate a limited number of cohesive devices; their writing demonstrates control of simple target-language sentence structures and partial control of more complex syntactic structures; their writing is understood by readers accustomed to the writing of second language learners.</th>
<th>90% of our Spanish majors write at the Advanced-Low level.</th>
<th>400-level class. One of the students had managed to by-pass multiple pre-requisite requirements due to an error with the Registrar’s Office; the other student had advanced through the course sequence with barely passing grades, which explained in part the insufficient writing level. The department is actively working with the Registrar’s Office to prevent students from inadvertently by-passing critically important pre-requisite requirements in the Spanish major. With regard to the other student who barely passed numerous major courses, this scenario is being addressed on a macro-scale via an ad-hoc major/minor curriculum program committee that will begin its work in the fall 2013 to re-assess the curriculum and its pre-requisites.</th>
</tr>
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<tbody>
<tr>
<td>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.</td>
<td>Students completed a final project 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</td>
<td>Of the 23 students, 22 or 96% met or exceeded the standard.</td>
</tr>
</tbody>
</table>
meaning of new words by using morphological clues. They describe syntactic patterns of Spanish, such as formation of simple and compound sentences (coordinate and subordinate sentences), questions, and passive transformations.

90% of our Spanish majors meet the expectations.

indicate that the teaching methodology, learning objectives, and assessments are effective. This is a substantial improvement over last year's results for this class where 41% of students did not meet expectations. The conclusion is that the adjusted signature assignment for this latest assessment rendered an improved mechanism for measuring more accurately student learning outcomes.
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 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, Kathleen Foody and Beatriz Maldonado – both tenure track Assistant Professors of International Studies hired for fall 2012. Beatriz is a joint hire between Economics and International Studies. In 2013-2014, the INTL faculty will be joined by visiting assistant professor Jeanette Jouili, a specialist in migration as well as visiting instructor Ali Demirdas, a University of South Carolina Political Science Ph.D. candidate who specializes in the Middle East and adjunct Sarah Wuigk, who has an M.A. in Latin American Studies and History.

THIRD YEAR OF THE MAJOR NARRATIVE

The International Studies major has grown steadily through its third year. In its first year, the major added 90 majors, by the second year it counted 151 and at the close of its third year it had 229. Four INTL majors graduated in fall 2012 and 45 majors between spring and the end of summer in 2013. In fall 2013 we expect a slightly smaller number of majors due to the large number of graduated seniors. Yet, the anticipated number (just over 200) still greatly exceeds the projections made in the CHE proposal which predicted a total of 46 majors by fall 2013.

Total INTL majors Spring 2013:           229
Africa Concentration:                    18
Asia Concentration:                     46
International Comparative Literature Concentration 10
Europe Concentration                     95
Latin America & the Caribbean Concentration 60
The number of INST minors has also increased dramatically during the period of 2010-2013, with 95 declared minors by the end of spring 2013 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. Due to the large number of spring 2013 graduates, we needed to offer two sections of both the INTL 495 Capstone and INTL 300 Comparative Methodologies courses that semester. In 2013-2014, we will offer both courses each semester in order to accommodate the large number of students expected to graduate.

The INTL program has been very supportive of both the First Year Experience and the Honors Program. In fall 2012, Lisa Samuel offered a Learning Community pairing LACS 101 Introduction to Latin American and Caribbean Studies with SPAN 190 Elementary Spanish I. In spring 2013, Malte Pehl offered a Learning Community pairing INTL 101 Introduction to International Studies with POLI 104 World Regional Geography. In addition, Beatriz Maldonado-Bird taught a First Year Seminar – The Economics of Globalization – in the spring 2013 semester. INTL supports the Honors Program through offering an Honors version of our INTL 101 Introduction to International Studies course (HONS 282). This course was offered in both fall and spring semesters by Malte Pehl. Lisa Samuel sits on the Honors Advisory Committee. Throughout the year, INTL worked with the Honors program on the International Scholars Program. This new program which started in fall 2012 is a unique program in which specially selected Honors students major in International Studies and one additional major. They receive special mentoring, a “May-Away” study abroad experience – which was organized by INTL and this year took them to Cuba - and share a residence hall their first academic year. In this way INTL has developed a permanent relationship with the Honors Program.

Critical Issues
While the program has made great strides in its first three years, several significant problems persist. First, as was pointed out for two years now, current College policy is to equate a concentration with a minor regarding the sharing of courses. Our major is essentially made up of concentrations so a student cannot share courses between this major and any minor – this is not the case with majors that do not have concentrations. This creates a disincentive for our majors to pick up a minor – particularly a language minor (which we are trying to encourage). I have taken this issue up with several College faculty committees and while there is general agreement that the policy needs to be changed, resistance from Academic Affairs has been key to the failure to change this policy.

The second problem has to do with the organizational structure of International Studies. Although Dean Cohen supports INTL becoming a department, it exists in something called “International and Intercultural Studies” which includes – International Studies, Asian Studies, Latin American and Caribbean Studies, and Jewish Studies (and fiscally African Studies, African American Studies, Archaeology, British Studies, European Studies). This is a total fiction – it does not operate as a unit*. Each program operates separately – although INTL LACS and ASST (along with African American Studies and now Archaeology) share an administrative assistant. INTL is the only large major not embedded in a departmental structure and suffers thereby. As a program and not a department, INTL faculty do not receive Faculty Senate representation, the T & P process is fraught with difficulty, and it cannot receive

* You will notice that we do not use any of the program statistics provided by Academic Affairs – this is because it is totally useless for INTL. Data is reported helter skelter for the three programs completely inaccurately.
visibility on the LCWA website. INTL, with five faculty members, over 200 majors and over 90 minors is considered too small for departmental status (like Classics, Religious Studies, German, Philosophy, or Hospitality and Tourism Management). The School had several meetings with Senior Vice Provost Diamond who, while conceding that we do everything a department does, was concerned with size. We have not heard back from Senior Vice Provost Diamond on this issue.

Assessment
INTL faculty spent considerable time and effort in 2012-2013 devising assessment measures relating to General Education assessment – particularly the INTL 100 course which will qualify for Humanities credit in fall 2013. Progress was also made on fleshing out assessment tools for the major beyond the capstone course with the addition of assessment for INTL 100 and the addition of a requirement that majors present a portfolio on completing the major for assessment. Some confusion about when these additional components would start being assessed led to a failure to collect some data for spring 2013.

Curriculum
INTL had several significant changes to the major curriculum approved in the 2012-2013 academic year. Many of these changes resulted from our first two years’ experience with the major and our students. The Economics of Globalization course was made a permanent offering of the major and added to the choices available in the core curriculum. A new “Cross Regional” course requirement was added to the Africa, Asia, Europe and Latin America and the Caribbean Concentrations. INTL 401 Internship in International Studies increased the number of credits offered – from 1-4 to 1-6 which will accommodate students wishing to complete their study/internship abroad requirement with an international internship. Lastly, the major language requirement was made more flexible to accommodate students with complex curriculum and goals.

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, Religious Studies, 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 roster INTL 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.

Co-Sponsored Events
“Cuban Reforms Today” Alberto Perez Lara, November 13, 2012
“Political Mobilization and the Arab-Israeli Conflict” Peter Beinart, February 7, 2013

Study Abroad
INTL is one of a very few majors that require students to study or intern abroad. Lauren Saulino, our administrative assistant has made considerable progress developing opportunities and procedures for INTL students to intern abroad. She is also developing a system to monitor when and where INTL students study abroad so that faculty can better advise students on fulfilling this requirement. Not surprisingly a considerable number of INTL students studied abroad in 2012-2013 – 57 INTL majors
studied abroad – that is 25% of our majors. Similarly, many INST minor also study abroad – in 2012-2013, 22 INST minors studied abroad – that is 23% of our minors.

**INTL Students**
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 2013, there were 229 declared majors: 95 *students were in the Europe concentration; 60 in the Latin America and the Caribbean concentration; 46 in the Asia concentration; 18 in the Africa concentration and 10 in the International Comparative Literature concentration.*

The INST Minor comprises 18 credit hours of which nine are taken in core courses and nine are taken as electives which are directed toward a specific non-US geographic area or international theme. By Spring 2013 there were 95 minors.

With the influx of so many majors we have been challenged with 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. In fall 2012, we held an “INTL Get Together” for all INTL majors at the Glebe Street Garden. An induction for new members of Sigma Iota Rho – the International Studies Honor Society was held in conjunction with a general social for all majors. This was a great success and we intend to make this a regular affair.

This year we began tracking the academic achievements of our majors, realizing that we have had a number of students meriting placement on the honor roll (earning a major GPA of 3.5 or above) each term since the INTL major was launched. In 2010-2011 there were 38 students (out of appx. 90 majors or 42%) placed on the honor roll, of whom 8 were placed on it for both semesters. In 2011-2012 there were 59 students (out of 151 majors or 39%) placed on the honor roll, of whom 13 were placed on it for both semesters. And, in 2012-2013 96 students (of 229 majors or 42%) placed on the honor roll; of these, 51 were on it in both the fall and spring terms.

**INTL Graduates**
A total of 45 students graduated with the INTL degree during the 2012-2013 academic year; that is over twice the number who graduated in the previous year (17). INTL majors are, on the whole, quite good students – in spring 2013, the average GPA of graduating INTL majors was 3.330.

We have begun connecting with our graduates through LinkedIn and by sending out email surveys to all graduating seniors. Unfortunately neither of these methods is generating the response rates we would like, so one initiative this summer will be to work with Alumni Affairs to improve our outreach to INTL alums.

**Honors and Outstanding Student Achievements:**
Levi Vonk, Elizabeth McWhinnie, and Sarah Beth Mentrup were given the INTL Outstanding Student Awards for 2012/2013 and Jonathan Black, Vasilii Nam and Yudai Sakai were given Outstanding Transfer Student Awards for 2012/2013. This was the first year that we had graduates who received Departmental Honors; this distinction went to Samantha Denning, Elizabeth McWhinnie, Sarah Beth Mentrup, Carolyn Upchurch, and Levi Vonk.
External Fellowships, Scholarships, Awards:
Additionally, we had one exceptional student who received external awards. Levi Vonk received the Rotary Global Scholarship to begin a Master's in Anthropology of Development and Social Transformation at the University of Sussex in Brighton, England. Levi is the second consecutive INTL graduate to receive this prestigious award, Elliot Dickerson ('12) began his studies in this same program in fall 2012.

Graduates // Fall 2012 - Spring 2013 – 45

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Full Name</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>April Adams</td>
<td>Cum Laude</td>
<td>Caroline Adelle Echols</td>
<td>Cum Laude</td>
</tr>
<tr>
<td>Samantha Ashikari</td>
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<td>Dustin Ellis</td>
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<tr>
<td>Douglas Ashmore</td>
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<td>Patrick Giblin</td>
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<tr>
<td>Juliann Berrios</td>
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<td>Hillary Gleason</td>
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<td>Caitlin Bettendorf</td>
<td>Cum Laude</td>
<td>Malcolm Lloyd Gosling II</td>
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<tr>
<td>Jonathan Black</td>
<td>Summa Cum Laude</td>
<td>Virginia Green</td>
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<td>Michelle Bloom</td>
<td>Cum Laude</td>
<td>Amanda Brooke-Hanlon</td>
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<td>Caroline Buddin</td>
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<td>Sloan Jordan</td>
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<td>Margaret Butcher</td>
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<td>Jacob Keller</td>
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<tr>
<td>Anna Cantrell</td>
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<td>Joseph Kerns</td>
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<tr>
<td>Adara Coney</td>
<td>Cum Laude</td>
<td>Colleen Marie Koster</td>
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<td>Celena Courchaine</td>
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<td>Henry Martin</td>
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<tr>
<td>Samantha Denning</td>
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<td>Elizabeth McWhinnie Cum Laude</td>
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<tr>
<td>Mariana Doran</td>
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<td>Arianna Megaro</td>
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<tr>
<td>Sallie Dumont</td>
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<td>Sarah Mentrup Magna Cum Laude</td>
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<td>Isabella Metz</td>
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<tr>
<td>Signe Moore</td>
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<tr>
<td>Vasilily Nam</td>
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<tr>
<td>Annie O'Brien</td>
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<tr>
<td>Alexis Patsalos</td>
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<td>Roman Rafael Perez</td>
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<tr>
<td>Michaela Leah Prostak</td>
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<tr>
<td>Katelyn Robinson</td>
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<tr>
<td>Yudai Sakai</td>
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<tr>
<td>Caya Jane Schlosser</td>
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<td>William Wallace Stewart</td>
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<td>Carolyn Upchurch</td>
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<td>Priscilla Villalta</td>
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<tr>
<td>Levi Vonk</td>
<td>Magna Cum Laude</td>
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<tr>
<td>Sarah Young</td>
<td>Cum Laude</td>
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</tbody>
</table>
Faculty Professional Development

Friedman


In Progress: Article ms. “Cuban Agricultural Imports from the United States: an Anti-Blockade Strategy”

In Progress: Article ms. “Food Diplomacy: How the Inter-American Institute for Cooperation on Agriculture tackles Food Security and Food sovereignty in the Americas”

Pehl


Under Review “Lawbreakers into Lawmakers: The Criminalization of Indian Electoral Politics”

Under Review “Wagging the Dog: Small Parties and National Coalition Formation in India”

In Progress “Duverger’s Law and the fate of third parties in the Indian States” (in preparation with Bernard Grofman and Yogesh Uppal)

In Progress “Glocalizing the Electoral Process – The Dynamics of External Voting” (with Anca Turcu, University of Central Florida)

In Progress “Party System Institutionalization in India - Omnia mutantur, nihil interit” (in preparation)


Member, Advisory Board, Conflict Barometer 2012, Heidelberg Institute for International Conflict Research/University of Heidelberg

Member, Editorial Board, Heidelberg Papers in South Asian and Comparative Politics

Samuel


Revise & Re-submit Manuscript entitled “Asymmetrical Justice: The WTO and Small Developing States.”

Under review Journal article manuscript entitled “Difference as Resource: Re-Visiting Small Developing States’ Discourses in the International Political Economy.”
Under consideration for review with 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 “Preparing for WTO Negotiations: Ethnographic Insights.”

Work In Progress Article Manuscript tentatively entitled “Commonwealth Caribbean Voices from the Margins of the WTO: A Different Perspective.”


Kathleen Foody


Book Project in Progress Critical Muslims: Knowledge, Scholarship, and Modernity in Islam

Beatriz Maldonado

Under Review: “Electoral Experience, Institutional Quality, and Economic Development in Latin America” (with Robin Grier)

In Progress: “The Cost of Dissidence: International Commodity Prices and Political Unrest in Latin America”

In Progress “The Capricious Leviathan: Volatility of Government Spending and Political Institutions”

In Progress “Female Leaders and Foreign Aid: Do Preferences Influence the Level and Composition of Aid?” (with Joan Hamory Hicks and Daniel Hicks)

Faculty Service

Friedman

Director of Latin American & Caribbean Studies
Director of International Studies Program
Chair, International Studies Search Committee, Visiting Asst. Prof. 2012-13
College Curriculum Committee, 2012-2013
Chair Pehl 3rd Year Review Committee fall 2012
Advisor, Sigma Iota Rho 2012-13
Vice-President and Board Member, Institute for Diplomatic Dialogue in the Americas, 2012-2013

College of Charleston Semester in Cuba Program Co-director - spring 2013
Treasurer, Cuba Section, Latin American Studies Association, 2012-2013
Member, South Carolina Advisory Committee – US Global Leadership Coalition, 2012-2013
Co-Coordinator, Washington D.C. Model Organization of American States, spring 2013
Organized teaching/research visit to College of Charleston - Dr. Humberto Miranda – fall 2012

Pehl

2013 Faculty Member of the Year Award, Honor Board, The College of Charleston
Member, INTL Search Committee for Visiting Assistant Professor in International Studies
Member, International Studies Steering Committee,
Member, International Scholars Program Advisory Committee
Member, International Scholars Program Selection Committee
Member, International Studies Program Curriculum Advisory Committee
Faculty Member, Honor Board
Member, Pilot Small Grants Committee, Innovative Teaching and Learning in the Liberal Arts and Sciences

Samuel

Member, INTL Search Committee for Visiting Assistant Professor in International Studies
Member, International Studies Steering Committee,
Member, Honors College Advisory Committee
Member, Honors College Aiken Fellows Selection Committee
Member, International Scholars Program Advisory Committee
Member, International Scholars Program Selection Committee
Member, International Studies Program Curriculum Advisory Committee
Member, Honors College Faculty “Honors Exploration Days” Series
Member, Honors College Faculty Lecture Series
Member, Search Committee for Dean, Honors College
Informal, pro-bono consulting on international trade matters for various Caribbean governmental entities and civil society groups.

Kathleen Foody

Member, INTL Search Committee for Visiting Assistant Professor in International Studies
Member, International Studies Steering Committee  
Member, International Studies Program Curriculum Advisory Committee  
Co-Chair, Religion and Media Workshop, American Academy of Religion, November 2012 – Present.  
Co-Chair, Religion and Colonialism Group, American Academy of Religion, November 2012 – Present.  
Faculty Advisor, International Studies Student Organization  
Introducing Islam, an invited lecture given at a local Charleston-area retirement home, November 2012.

Beatriz Maldonado

Member, INTL Search Committee for Visiting Assistant Professor in International Studies  
Member, International Studies Steering Committee  
Member, International Studies Program Curriculum Advisory Committee  
Economics and Finance Department Search Committee

First Year Experience

Pehl

Learning Community, spring 2013 “Discover the World: Regional Contexts and Global Issues”  
INTL 101 and POLS 104

Samuel

Learning Community, fall 2012 “Spanish and Latin American Studies” LACS 101 and SPAN 190

Maldonado Bird

First Year Seminar – The Economics of Globalization – spring 2013

Honors

Pehl

Fall 2012 and spring 2013 “Introduction to International Studies,” HONS 282
### International Studies Faculty Courses Fall 2012

<table>
<thead>
<tr>
<th>Course #</th>
<th>CRN</th>
<th>Title</th>
<th>Faculty</th>
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<td>ASST101.02</td>
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<td>Introduction to Asian Studies</td>
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<td>ASST390.01</td>
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<td>ECON201.05</td>
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<td>Principles of Macroeconomics</td>
<td>Maldonado Bird</td>
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<td>ECON201.06</td>
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**Total # of students in INTL 100 – 204**

**Total INTL 100 + HONS 282 – 221**
INTL 100 average class size 34
INTL 100 + HONS 282 average class size 31.6

Total # of students in all INTL excluding Indiv. Enrol. – 273
Average Class size – 27.3

Total # of students in all INTL with Indiv Enrol. – 282

Total # of all students in all INTL Faculty classes excluding Indiv. Enrol. – 471
Average class size INTL faculty classes – 27.7

Total # of students in all INTL faculty class with Indiv. Enrol. – 483

Number of classes taught by INTL faculty outside of INTL – 8
Total number of students taught by INTL faculty outside of INTL excluding Indiv. Enrol. – 215
Average class size – 26.9

Total number of students taught by INTL faculty outside of INTL with Indiv Enrol. – 218

# of courses taught by tenured/tenure track faculty -14
# of courses taught by adjunct faculty - 2
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Total # of students in INTL 100 – 195
Total INTL 100 + HONS 282 - 207

INTL 100 average class size 32.5
INTL 100 + HONS 282 average class size 29.6
Total # of students in all INTL excluding Indiv. Enrol. – 382
Average Class size – 27.3

Total # of students in all INTL with Indiv Enrol. – 385

Total # of all students in all INTL Faculty classes excluding Indiv. Enrol. – 454
Average class size INTL faculty classes – 26.7

Total # of students in all INTL faculty class with Indiv. Enrol. – 461

Number of classes taught by INTL faculty outside of INTL – 5
Total number of students taught by INTL faculty outside of INTL excluding Indiv. Enrol. – 103
Average class size – 20.6

Total number of students taught by INTL faculty outside of INTL with Indiv Enrol. - 107

# of courses taught by tenured/tenure track faculty -13
# of courses taught by adjunct faculty - 3
International Studies Courses Fall 2012
INTL 100.01 Introduction to International Studies
INTL 100.02 Introduction to International Studies
INTL 100.03 Introduction to International Studies
INTL 100.04 Introduction to International Studies
INTL 100.05 Introduction to International Studies
INTL 100.06 Introduction to International Studies
HONS 282.01 Introduction to International Studies
HONS 282.01 Introduction to International Studies
INTL 290.01 ST: Introduction to Islam
INTL 290.02 The Economics of Globalization
INTL 290.03 ST: Social Movements in Comparative Perspective

Africa Courses Fall 2012
AFST 101.01 Introduction to African Civilization
ENGL 233.01 Survey of Non-Western 20th Century Literature
ENGL 352.01 Major African Writers
FREN 490.01 Aime Cesaire
HIST 272.01 Pre-Colonial Africa
POLI 342.01 Politics of Africa
INTL 290.02 The Economics of Globalization
INTL 290.03 ST: Social Movements in Comparative Perspective

Asia Courses Fall 2012
LTAR 250.01 Arabic Literature in Translation
LTCH 250.01 Chinese Literature in Translation
ASST 101.01 Introduction to Asian Studies
ARTH 103.01 History of Asian Art
LTJP 250.01 Survey of Modern Japanese Literature
HIST 283.01 History of Modern China
RELS 115.01 Religion and Society in India and Tibet
RELS 235.01 The Islamic Tradition
HONS 382.02 China Rising
POLI 343.01 Politics of East Asia
POLI 344.01 Politics of the Middle East
INTL 290.01 ST: Introduction to Islam
INTL 290.02 The Economics of Globalization
INTL 290.03 ST: Social Movements in Comparative Perspective

International Comparative Literature Courses Fall 2012
LTAR 250.01 Arabic Literature in Translation
LTCH 250.01 Chinese Literature in Translation
CLAS 103.01 Classical Mythology
CLAS 302.01 ST: Epistles
ENGL 233.01 Survey of Non-Western 20th Century Literature
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 202.03 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 212.01 Cinema: History and Criticism
ENGL 216.01 African American Survey
ENGL 314.01 Non-Dramatic Literature of the Renaissance
ENGL 325.01 Modern British Literature
ENGL 327.01 The British Novel I
ENGL 346.01 Contemporary American Fiction
ENGL 350.01 Major Authors: Keats
ENGL 352.01 Major African Writers
ENGL 356.01 American Novel
ENGL 359.01 Contemporary American Poetry
ENGL 370.01 Melodrama
ENGL 320.01 Survey of Francophone Literature
FREN 321.01 Survey of French Literature
FREN 321.02 Survey of French Literature
FREN 327.01 Survey of French Civilization
LTGR 270.01 Recent German Cinema
LTIT 370.01 Studies in Italian Cinema
LTJP 270.01 Survey of Modern Japanese Literature
LATN 301.01 Introduction to Latin Literature
LATN 320.01 ST: Ovid
LTPO 270.01 Studies in Brazilian Film
LTPO 270.02 Studies in Brazilian Film
RELS 202.01 New Testament
RELS 202.02 New Testament
LTRS 150.01 Russian Folktales
LTRS 270.01 Post Soviet Russian Cinema
SPAN 320.01 Introduction to Hispanic Literature
SPAN 320.02 Introduction to Hispanic Literature
SPAN 320.03 Introduction to Hispanic Literature
SPAN 320.04 Introduction to Hispanic Literature
SPAN 361.01 Survey of Spanish Literature I
SPAN 362.02 Survey of Spanish Literature II
SPAN 371.01 Survey of Spanish American Literature I
SPAN 372.01 Survey of Spanish American Literature I
SPAN 458.01 Contemporary Hispanic-American Theater
SPAN 473.01 Golden Age
THTR 310.01 Theater History and Literature to 1750
THTR 310.02 Theater History and Literature to 1750
THTR 316.01 African American Theatre
THTR 387.01 Contemporary Theatre

Europe Courses Fall 2012
HIST 231.01 Ancient Greece
HIST 242.01 History of Modern France
HIST 345.01 ST: German Jewish Thought
HIST 357.01 Victorian Britain
HONS 381.02 Irish Language and Culture from Ancient Times to Present
PHIL 205.01 Existentialism
PHIL 201.01 History of Ancient Philosophy
PHIL 307.01 20Th Century Continental Philosophy
RELS 202.01 New Testament
RELS 202.02 New Testament
RELS 225.01 Jewish Tradition
ECON 308.01 Evolution of Economic Doctrines
ECON 310.01 International Economics
FREN 380.01 Le Concept de Marketing
GRMN 331.01 German for Business
SPAN 318.01 Spanish for International Business
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 202.03 British Literature since 1800
ENGL 314.01 Non Dramatic Literature of the Renaissance
ENGL 325.01 Modern British Literature
ENGL 327.01 The British Novel
ENGL 350.01 Major Authors: Keats
LTGR 270.01 Recent German Cinema
ITAL 390.01 ST: Italian Culture Today
LTIT 370.01 Studies in Italian Cinema
LTRS 150.01 Russian Folktales
LTRS 270.01 Post Soviet Russian Cinema
FREN 321.01 Survey of French Literature
FREN 321.01 Survey of French Literature
FREN 327.01 Survey of French Literature
SPAN 302.01 Introduction to Hispanic Literature
SPAN 302.02 Introduction to Hispanic Literature
SPAN 302.03 Introduction to Hispanic Literature
SPAN 302.04 Introduction to Hispanic Literature
SPAN 322.01 Civilization and Culture of Spain I
SPAN 323.01 Civilization and Culture of Spain II
SPAN 361.01 Survey of Spanish Literature I
SPAN 362.01 Survey of Spanish Literature II
SPAN 473.01 Golden Age
ARTH 277.01 Renaissance
ARTH 303.02 Studies in Renaissance and Baroque Art
ARTH 385.01 History of European Painting
ARTH 394.01 History of 18th and 19th Century Western Art
MUSC 381.01 Music History I
THTR 310.01 Theater History and Literature to 1750
THTR 311.02 Theater History and Literature to 1750
INTL 390.02 The Economics of Globalization
INTL 290.03 ST: Social Movements in Comparative Perspective

Latin America and the Caribbean Courses Fall 2012
ANTH 329.01 ST: Indestructible Maya
FREN 302.01 A Survey of Francophone Literature
FREN 490.02 Aime Cesaire
HIST 250.01 ST: Revolution and Reaction
HIST 350.01 ST: The Real Pirates of the Caribbean
LACS 101.01 Introduction to Latin American and Caribbean Studies
LACS 101.02 Introduction to Latin American and Caribbean Studies
LACS 101.02 Introduction to Latin American and Caribbean Studies
LTPO 270.01 Studies in Brazilian Film
ENGL 233.01 Survey of Non-Western 20th Century Literature
SPAN 302.01 Latin American Civilization and Culture I
SPAN 302.02 Latin American Civilization and Culture I
SPAN 302.02 Latin American Civilization and Culture II
SPAN 371.01 Survey of Spanish American Literature I
SPAN 372.01 Survey of Spanish American Literature II
SPAN 361.01 Contemporary Hispanic-America Theater
LACS 104.01 Introduction to Contemporary Chile
POLI 340.01 Politics of Latin America
INTL 290.02 The Economics of Globalization
INTL 290.03 ST: Social Movements in Comparative Perspective
International Studies Curriculum Courses – Spring 2013 – All Concentrations - All Disciplines

International Studies Courses Spring 2013
INTL 100.01  Introduction to International Studies
INTL 100.02  Introduction to International Studies
INTL 100.03  Introduction to International Studies
INTL 100.04  Introduction to International Studies
INTL 100.05  Introduction to International Studies
INTL 100.06  Introduction to International Studies
INTL 100.07  Introduction to International Studies
HONS 282.02  Introduction to International Studies
FYSM 174.01  ST: Economics of Globalization
INTL 290.02  ST: International Development
INTL 290.04  ST: Conflict and Peace in the Middle East
INTL 300.01  Comparative Methodology
INTL 300.01  Comparative Methodology
INTL 495.01  International Studies Capstone
INTL 495.02  International Studies Capstone

Africa Courses Spring 2013
AFST 101.01  Intro To African Civilization
AFST 202.01  Women in Contemporary Africa
HIST 273.01  Modern Africa
HIST 361.01  ST: Women in African History
ARTH 210.01  African Art
FREN 452.01  Literature of the Maghreb
POLI 266.01  Model African Union
HONS 381.03  South African Literature and Politics
INTL 290.02  ST: International Development

Asia Courses Spring 2013
LTAR 250.01  Arabic Literature in Translation: Modern Literature
LTCH 250.01  Chinese Literature in Translation: Traditional Literature
ASST 101.02  Introduction to Asian Studies
ARTH 103.01  History of Asian Art
ARTH 241.01  History of the Art of India
LTJP 350.01  Japanese Literature in Translation: Murakaimi Short Stories
HIST 261.02  ST: The Cold War in Asia
JPNS 390.01  ST: Current Issues in Japan
RELS 240.01  The Buddhist Tradition
RELS 240.02  The Buddhist Tradition
INTL 290.02  ST: International Development
INTL 290.04  ST: Conflict and Peace in the Middle East

International Comparative Literature Courses Spring 2013
CPLT 200.01  Introduction to Comparative Literature
CLAS 256.01  Ancient Satire
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 202.03  British Literature since 1800
ENGL 313.01  African American Literature
ENGL 318.01  The Eighteenth Century
ENGL 320.01  Literature for Adolescents
ENGL 360.01  Major Literary Themes
ENGL 390.01  Studies in Film
FREN 326.01 A Survey of Francophone Civilization
FREN 327.01 Survey of French Civilization
FREN 437.01 Literature of the 20th Century
FREN 452.01 Literature of the Maghreb
LTGR 250.01 Sports in German Culture
GRMN 365.01 Introduction to Literature
GRMN 468.01 Contemporary German Literature
LATN 301.01 Introduction to Latin Literature
LATN 321.01 Cicero
LATN 371.01 Roman Comedy
LTAR 250.01 Arabic Literature in Translation: Modern Literature
LTCH 250.01 Chinese Literature in Translation: Traditional Literature
LTIT 270.01 Introduction to Italian Cinema
ITAL 452.01 20th Century Italian Literature
LTJP 350.01 Japanese Literature in Translation: Murakaimi Short Stories
LTPO 270.01 Studies in Brazilian Film
LTRS 210.01 19th Century Russian Literature in Translation
SPAN 320.01 Introduction to Hispanic Literature
SPAN 320.02 Introduction to Hispanic Literature
SPAN 320.03 Introduction to Hispanic Literature
SPAN 320.04 Introduction to Hispanic Literature
SPAN 320.05 Introduction to Hispanic Literature
SPAN 361.01 Survey of Spanish Literature I
SPAN 362.02 Survey of Spanish Literature II
SPAN 372.01 Survey of Spanish American Literature II
SPAN 452.01 20th Century Spanish Literature
SPAN 454.01 Contemporary Spanish American Poetry
THTR 311.01 Theater History and Literature after 1750
THTR 316.01 African American Theatre
HONS 381.03 South African Literature and Politics

Europe Courses Spring 2013
EUST 400.01 European Studies Capstone
HIST 241.01 ST: Perspectives on the British Empire
HIST 270.02 ST: Witch Hunts in Early Modern Europe
HIST 441.01 Research Seminar in Modern European History
HONS 381.01 Great Britain: Monarchy from Alfred the Great to Eliz. II
HONS 381.02 Performing Shakespeare
HONS 381.04 Vikings and Valkyries: Scandinavian Culture and History
PHIL 202.01 History of Modern Philosophy
PHIL 203.01 Philosophy of Human Nature
ECON 310.01 International Economics
ECON 330.01 Comparative Economic Systems
FREN 381.01 French for World Business I
GRMN 332.01 German in International Business
INTB 322.01 International Business
MGMT 325.01 International Management
MGMT 325.02 International Management
MKTG 326.01 International Marketing
MKTG 326.02 International Marketing
SPAN 318.01 Spanish for International Business
ANTH 326.01 Peoples and Cultures of Europe
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 202.03 British Literature since 1800
ENGL 318.01 The Eighteenth Century
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<tr>
<td>SPAN 362.01</td>
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<td>SPAN 452.01</td>
<td>20th Century Spanish Literature</td>
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<tr>
<td>ARTH 225.01</td>
<td>Medieval Art</td>
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<tr>
<td>ARTH 301.02</td>
<td>Studies in Ancient &amp; Medieval Art: Pompeii</td>
</tr>
<tr>
<td>ARTH 355.01</td>
<td>History of Early Medieval &amp; Romanesque Art</td>
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<td>History of Italian Early Renaissance Art</td>
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<tr>
<td>MUSC 230.01</td>
<td>Masterworks of Music Literature</td>
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<tr>
<td>MUSC 382.01</td>
<td>Music History II</td>
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<td>THTR 311.01</td>
<td>Theater History and Literature after 1750</td>
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**Latin America and the Caribbean Courses Spring 2013**

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<th>Course Code</th>
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<tr>
<td>FREN 326.01</td>
<td>A Survey of Francophone Civilization</td>
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<td>HIST 364.01</td>
<td>Sugar and Slaves in Colonial Brazil</td>
</tr>
<tr>
<td>HIST 592.01</td>
<td>Mexican History</td>
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<td>INTL 290.02</td>
<td>ST: International Development</td>
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<tr>
<td>LACS 101.01</td>
<td>Introduction to Latin American and Caribbean Studies</td>
</tr>
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<td>LACS 101.02</td>
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<td>LACS 103</td>
<td>Introduction to Contemporary Cuba - Cuba</td>
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<td>Studies in Brazilian Film</td>
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<td>Latin American Civilization and Culture I</td>
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<tr>
<td>SPAN 327.01</td>
<td>Latin American Civilization and Culture II</td>
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<td>SPAN 327.02</td>
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<td>Survey of Spanish American Literature II</td>
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<td>Contemporary Hispanic-American Poetry</td>
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<td>POLI 266.01</td>
<td>Model Organization of American States</td>
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<td>POLI 340.01</td>
<td>Politics of Latin America</td>
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<tr>
<td>POLI 340</td>
<td>Politics of Latin America - Cuba</td>
</tr>
<tr>
<td>POLI 245</td>
<td>Cuban Revolution - Cuba</td>
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<tr>
<td>POLI 359</td>
<td>ST: Latin American Political and Social Movements - Cuba</td>
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I would just like to give you a brief overview of the International Scholars Program. It is designed to attract high-quality undergraduates who would like to major in International Studies to the CofC by providing them with certain tangible benefits. The logic behind these “top-scholar” programs is that they bring students to campus who would not otherwise consider the CofC. We are then able to cultivate them in a way that builds the broader culture of undergraduate learning on campus. These students have a chance to win nationally competitive grants and get into Top-25 graduate schools, thus raising the profile of the entire institution.

The academic profile of the International Studies Fellows is remarkable. The average SAT score at the CofC is 1220. The average SAT score in the Honors College is 1360. The average SAT Score of the first IS Fellows is 1420. The IS Fellows had a weighted high school GPA of 4.557 and graduated in the top 7% of their class. 3 are from South Carolina, and 8 are out of state. The out-of-staters are from NC, NJ, GA, VA, and MA. The class we just recruited has an average SAT of 1450 (which rounds to 1460) and average weighted high school GPA of 4.5. I only have class rankings for 5 of the students, but the average for them is top 3%. 4 are from South Carolina and 6 from out-of-state (TN, RI, FL, and 2 from VA).

Of course, this is the first group we have had, but there seems to be a lot of demand even though we did minimal marketing. Of the 500 students eventually accepted to the Honors college for 2012-2013, over 200 asked to be part of the IS Fellows. We interviewed about 60 of these. To get to our class 11, we accepted 21 students. The students who declined us are now attending Duke, Georgetown (2), UNC-Chapel Hill (3), University of Virginia, and the University of Florida, so the program is competitive with some of the best institutions in the US. This year we had about 450 students ask to participate in the program. About 32 students met the more stringent requirements associated with the Aiken Fellows. We invited 18 of these and 10 accepted. I do not have a complete list of where the other eight are going, but their schools include Clemson, Johns Hopkins, University of Southern California, and University of Virginia. What this shows is that the program is helping us recruit students who might not normally look seriously at the CofC.

Once students are in the program, they must complete a double major (International Studies and something else). The 11 IS fellows are enrolled in an Honors introduction to International Studies and all live in Honors Housing, so they have a learning community they can draw on. All students participate in a May-Away at the end of the freshman year. This year’s trip is to Cuba. Doug Friedman and I took the 11 Fellows to Cuba. They spent a week in Havana before taking a trip to the southern part of the island to live with families. The trip creates an unparalleled high-impact learning environment. Not surprisingly, the students said this was the part of the program that they liked the most. The next two are scheduled for France and India. I am hoping the fourth group can go to Estonia.

Starting in their sophomore year, students are mentored by members of the LCWA Advisory Board as appropriate (this is still in the planning stage. The program also has substantial enrichment activities attached to it. For example, the IS Fellows have access to the Grant writing, resume writing, and personal statement writing workshops via the Honors College. This semester they have all met with a State Department Official Gerry Kaufman. He has served in Saudi Arabia and Malaysia, and is currently housed at the passport facility in North Charleston. His next appointment will likely be Vietnam. Just last week they were able to meet with Pulitzer-prize winning author John Meacham twice; once in a classroom setting, and later in the evening at his talk. They had breakfast with Julia Sweig, a Cuba Scholar at the Council on Foreign Relations, in the spring. The students get personalized advising from a teaching faculty member in the IS Program and from me as the Program Director, so we are being
careful to cultivate their intellects and provide them with as many professional opportunities as possible.

Furthermore, the program is now fused to the William Aiken Society. This provides useful synergies. We can utilize their speaker series and enrichment programs such as resume writing workshops and grant writing seminars. The IS Fellows are now eligible for named scholarships, and of the incoming group of 10, 4 received such awards (including one who received a Colonial Fellowship). The Office of Nationally Competitive Grants and the Office of Undergraduate Research are also housed in the Honors College, which is convenient for us. The Aiken Fellows has a graduate student coordinator. There are costs associated with our buy-in to the program of around $10,000.00 per year, but this would be much, much higher if we had to replicate recruiting, admissions, clerical support, and professional development on our own.

I would just like to close by letting you know a little bit about what the first class accomplished this year. One of them, Madeline Edwards, won a Critical Language Scholarship from the US State Department and will travel to Jordan to study Arabic in June. A second, Eden Katz, put together a trip to Ghana to work on water purification. Although I certainly helped, she won over $1,500.00 of scholarship to help defray the cost. This trip to Africa will also satisfy her independent study requirement in the Honors College. Three of the IS Fellows (Joseph Quisol, Olivia Ghiz, Katie Booth) went with the Dean of the Honors College (Trisha Folds-Bennett) to Honduras over spring break and did all the data collection for a non-profit group working with local schools. Dr. Folds-Bennett said she mostly stood back in awe as the students self-started, utilized their fluent Spanish, and analyzed the data to build a strategic plan for the school. Furthermore, Joseph Quisol is a Gates Scholar, and he has told me on several occasions that he would not have attended the CofC with the IS Fellows (the Gates Scholarship pays for all four years of undergraduate education and two years of masters work at any institution in the USA). If you look at the 11 students as a group, the average GPA is 3.83 (the lowest is 3.573 and the highest is 4.0).
THE YASCHIK/ARNOLD JEWISH STUDIES PROGRAM
2012-2013 ANNUAL REPORT
submitted by Martin Perlmutter, Director
July 29, 2013

I. BIG HIGHLIGHTS
   A. Jewish Studies graduated its second class of Jewish Studies majors at the College of Charleston. Now entering our third year with a major, it remains the only Jewish Studies major in South Carolina, and one of only a handful in the region.
   B. We have made considerable progress in the expansion of the Sylvia Vlosky Yaschik Jewish Studies Center with a collective $1,000,000 gift toward the building project, an effort that will lead to a kosher vegan/vegetarian dining facility, tentatively set to open in December 2014. Getting all the approvals at the College has slowed the process down from its initial August 2014 opening date.
   A. Naomi Gale, Schusterman Professor of Israel Studies for the 2012-2013 academic year, recently departed Charleston after a successful year-long visit. Naomi was a valuable addition to Jewish Studies faculty, and was treasured by the community at-large. A highlight of her visit was her team-teaching a course on Middle Eastern Cultures with Professor Abuhakeema.
   B. During the spring of 2013, Gershom Gorenberg served as the Norman and Gerry Sue Arnold Distinguished Professor of Jewish Studies. A respected Jerusalem-based historian, author and journalist, Mr. Gorenberg taught the course “Writing Israel’s History,” which focused on the various ways Israeli and Palestinian histories have been written.
   C. This coming spring the Arnold Distinguished Professorship will be held by Gary P. Zola. Dr. Zola is the Executive Director of The Jacob Rader Marcus Center of the American Jewish Archives (AJA) and Professor of the American Jewish Experience at Hebrew Union College-Jewish Institute of Religion (HUC-JIR) in Cincinnati.
   D. Jewish Studies is coming off of a strong year of community programming, with a wide variety of classes and lectures delivered by visiting academics, authors and clergy. The 2013 Milton and Freddie Kronsberg Memorial Lecture was delivered by Rabbi David Wolpe of Los Angeles, considered by many to be the most influential rabbi in America. That visit was used to celebrate the $2 million gift to the College by Sam and Gina Shapiro.
   E. The Jewish Studies Program Advisory Board welcomes Chairwoman Anita Zucker, who will serve a two year term, and Vice Chair Alan Nussbaum who will serve a two year term as vice-chair before assuming the chairmanship. Outgoing chair Kevin Archer has been pivotal in helping the Program pass the $7 million mark towards our $10 million A Time to Build capital campaign.
   F. Jewish Studies has been authorized to hire a “future” director of the Program to begin August 2014, to overlap Dr. Perlmutter’s final year as Director. Our Advisory Board will be a participant in this process, represented by Alan Nussbaum.
   G. Jewish Studies has hired a tenure-track position in Hebrew for the first time in its history. Oren Segal, formerly of the University of Michigan, who will begin in August 2013.
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. Jewish Student Life Coordinator Dara Rosenblatt spent ten days this summer in Israel on a Taglit-Birthright trip with nine College of Charleston students. We estimate that there are 800 Jewish undergraduates currently enrolled at the College of Charleston.

Recruiting students to the College of Charleston remains a high priority of the Jewish Studies Program. Thanks to funding from the Henry and Sylvia Yaschik Foundation, Jodie Singer will serve as the Jewish Student Life Engagement Coordinator. Jodie is a recent graduate, with honors, from the University of North Carolina. Jodie’s main focus will be on engaging freshmen and fraternity/sorority members in our Jewish Student Life initiatives, and, in particular, Jewish student recruitment. To that end, we will continue to work closely with the Office of Admissions and the Honors College to coordinate our recruitment strategies.

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, with a concert by Charleston violinist Yuriy Bekker featured as part of the festivals Spotlight Concert Series. Our Three Rabbi Panel remains a unifying program for the Charleston Jewish Community, attracting hundreds of persons to the event each semester. And the Jewish Historical Society of South Carolina, which is housed at the College, is the largest statewide Jewish organization.

C. Academic Life

Jewish Studies is transitioning between faculty members. We bid farewell to Hebrew teacher Tzipi Wagner and Schusterman Professor Naomi Gale, as well as Adam Mendelsohn, who is taking a two year leave from the College. Joining the faculty are Oren Segal, David Slucki, replacing Adam for two years, and Josh Shanes, who is returning from sabbatical. Jewish Studies courses continue to be well-subscribed and popular with our students. We currently have about 40 majors and minors in Jewish Studies. Our classes are also heavily audited by senior citizens.

III. FACULTY REPORTS

Joshua Shanes recently completed a sabbatical, during which he was a visiting scholar at the University of Chicago working on his new book project entitled, “The Jewish Club: The First Jewish National Parliamentary Party.” Shanes is also finishing an article entitled “The ‘bloody election’ in Drohobycz: Violence, Politics and Memory of the 1911 Austrian Elections,” which he will be presenting this December at the conference of the Association of Jewish Studies in Boston.
Adam Mendelsohn was recently appointed editor of the Jewish Studies Book Series at the University of Alabama Press; he was also appointed as the Modern Jewish History subject editor at The Marginalia Review of Books, and was awarded the 2013 Lapidus Fellowship by the American Jewish Historical Society. Mendelsohn’s publications in the past year included “Samuel and Saul Isaac: International Jewish Arms Dealers, Blockade Runners, and Civil War Profiteers,” in Southern Jewish History, and “Beyond the Battlefield: Reevaluating the Legacy of the Civil War for American Jews,” in the American Jewish Archives Journal.

IV. CHALLENGES

The unique model of Jewish Studies remains problematic in the administrative structure of the College and in its financing. Our involvement in community outreach, student life, admissions, building maintenance, and an annual fund is unusual for a program that reports to a dean whose charge is primarily academic. That academic focus has helped with Jewish Studies securing a major, getting its faculty tenure, and helping supplement some of our funded academic initiatives like the Schusterman Professor, the Arnold Distinguished Visiting Professor, and the Zucker/Goldberg Professor of Holocaust Studies. But we need additional institutional support for some of our other initiatives. Funding the Community Liaison from state funds is thus a high priority, since it is part of our core mission, compatible with the institution’s mission, and beyond the ability of the Program for long-term funding.
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 2012/2013, the thirty-one courses in the LACS curriculum were taught by twenty 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 three in the spring semester which were nearly filled to capacity. In fall 2012, three sections of LACS 101 were offered enrolling 90 students. In addition, an Express II INTL 290 course – Social Movements in Comparative Perspective was sponsored by LACS. Humberto Miranda the director of our Cuba Semester Program and an instructor in that Program taught this course which is an interdisciplinary and multi-regional introduction to social movements. In spring 2013, three sections of LACS 101 were offered with an enrollment of 99 students. In addition, one section of LACS 200 ST: Drugs, Guns and Gangs in the Americas was offered, taught by former College of Charleston graduate Jason Taylor who earned his M.A. in Latin American Studies and J.D. from the University of Florida. LACS was also joined by Sarah Wuigk who earned her M.A. in Latin American Studies and History from the Free University in Berlin ana taught LACS 101 in spring 2013 and INTL 100 in fall 2012. (List attached) The above does not include LACS course taught in our study abroad program in 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 furthers internationalization efforts of the College and LCWA. Through POLI 266, LACS supports student participation in the Washington Model OAS (WMOAS) - a student simulation of the General Assembly of the Organization of American States in which over 300 university students - at least one third of them from Latin American universities - interact for a week at OAS headquarters in Washington DC. LACS is particularly active in this program as its director is a co-coordinator of the WMOAS and vice president of the Institute for Diplomatic Dialogue in the Americas (IDDA), the non-profit organization that sponsors the WMOAS. In spring 2013, the College sent a delegation of students to the Model in Washington for the 29th consecutive year. The LACS program supported the First Year Experience in fall 2012, offering a Learning Community by Lisa Samuel and Claudia Moran 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 continues to face is that the recent greater attraction of the INTL Concentration 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 2013 was 71 (11 + 60) {in 2012 it was 49 (12+37)} – the balance has decidedly shifted towards the INTL LACS concentration. The LACS faculty has addressed this issue in its meetings this year and last. While it is thought necessary to more aggressive recruit for the LACS major, the faculty is pleased that so many students are engaged in serious study of Latin America and the Caribbean.

LACS had two significant visitors in the fall of 2012. Humberto Miranda, our in-country program director for the Cuba Semester Program, returned for two months (October 13 – December 10) to teach an INTL 290 course on Social Movements and help recruit students for the spring semester in Cuba. This year our signal achievement was to be able to acquire a J-1 visa for him which allowed him to teach the course as instructor of record and join the LACS faculty. The course was quite successful with a registration of 25 and we recruited more than twice the number of students for the Cuba program compared to last year. LACS is planning to bring Dr. Miranda back to the College in fall 2013 to teach two courses. However, this is a considerable expense for the Program and needs to be otherwise funded if the College is interested in continuing these visits. Such a fund existed in the Center for International Education between 2000 and 2005 but was allocated to the Cuba Study Abroad Program when US regulations prevented Cubans from visiting the US between 2005 and 2010. In November we sponsored the visit of Dr. Alberto Perez Lara (November 11 – 16), Researcher at the Instituto de Filosofia, our partner for thirteen years in conducting the Cuba program. Dr. Perez gave a presentation to the College community on “Cuban Reforms Today” about the dramatic changes that are occurring presently in Cuba. The program held at the Addlestone Library was standing room only - 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. LACS reluctantly included LACS 101 in its assessment plans this year because an assessment at the beginning of the major was required. A Portfolio requirement as an overall assessment of the major was added as well. Confusion about when the assessment for the LACS 101 course would begin caused a lack of data collection for spring 2013. No students took the Capstone course in spring 2013, so no data for that was collected.
Faculty Professional Development Support

Douglas Friedman  
Research in Cuba summer 2012, US food sales to Cuba  
Latin American Studies Association spring 2013, present paper

José Moreira  
American Association of Teachers of Spanish and Portuguese summer 2012, present paper

Hollis France  
Research in Guyana spring 2013, Flipping the Capitalicentric Development Script? A case study of the Wowetta Women’s Cassava Income Generating Enterprise

LACS Students and Graduates

In 2012/2013 there were 11 LACS majors and 20 LACS minors. Three students graduated with degrees in Latin American and Caribbean Studies in 2012/2013.

Honors in Latin American and Caribbean Studies 2012-2013

Nancy Blayney

Outstanding Student in Latin American and Caribbean Studies 2012-2013

Nancy Blayney  
Kelley Couch.

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

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

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

Kimberly Cozart (2006) who received her MA from the London School of Economics and Political Science and taught part-time for Latin American and Caribbean Studies International Studies at the College in 2011-2012, completed her first year of Ph.D. work at the City University of New York Graduate Center in Political Science-Latin America.

David Cocia (2005) is working for the General Services Administration

Marie Morgann (2005) is World Language Teacher at the Cannon School in North Carolina

Emily Rojas (2010) is currently working on her J.D. at the University of North Carolina School of Law
Tom Laffay (2011) is Video/Photo Producer at La Isla Foundation, Nicaragua

Megan Gainey (2009) is College Visits Coordinator with College Visits Inc.

Frances Hickey (2009) is teaching Spanish and Yoga in Nantucket, Massachusetts

Kent Roth (2008) is currently owner and manager of Firehouse Hostel and Lounge, Austin, Texas

### Latin American & Caribbean Studies Courses Fall 2012

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<td>25</td>
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Total # of students = 377
Average Class size = 22.2
LACS average class size = 30

### Latin American & Caribbean Studies Courses Spring 2013

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Total # of students = 322
Average Class size = 23
LACS average class size = 31.8
Spring Cuba Semester Program

LACS 103.01 Introduction to Contemporary Cuba - 8
POLI 245.01 Cuban Revolution 9
POLI 340.02 Politics of Latin America 9
POLI 359.01 ST: Soc. & Pol. Movements In LA 9
SPAN 329.02 Current Issues Abroad – Cuba 5

LACS Graduates - 3

Fall – Spring 2012 – 2013

Nancy Eileen Blayney Cum Laude
Kelly Ann Couch Cum Laude
Julie Anna King Cum Laude

LACS Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Affiliation</th>
</tr>
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<tbody>
<tr>
<td>Nadia Avendano</td>
<td>Hispanic Studies</td>
<td>LCWA</td>
</tr>
<tr>
<td>Barbara Borg</td>
<td>Anthropology</td>
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<tr>
<td>Tim Coates</td>
<td>History</td>
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<td>Maria Colomina-Garrigos</td>
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<td>Herbert Espinoza</td>
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<td>Hollis France</td>
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<td>Douglas Friedman</td>
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<td>Simon Lewis</td>
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<td>Luci Moreira</td>
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<td>Raul Carrillo-Arciniega</td>
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<td>Andrew Sobiesuo</td>
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<td>Marianne Verlinden</td>
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<td>Elizabeth Martinez-Gibson</td>
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<td>Jose Gavidia</td>
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<td>SOB</td>
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<tr>
<td>Beatriz Maldonado-Bird</td>
<td>Int'l. Studies/ECON</td>
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<td>Mark Del Mastro</td>
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<tr>
<td>Alvaro Ibarra</td>
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<td>Humberto Miranda</td>
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<tr>
<td>Sara Wuigk</td>
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<tr>
<td>Jason Taylor</td>
<td>LACS</td>
<td>LCWA</td>
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</table>
Advisory Board Members 2012-2013

Richard Almeida
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vmiddleton@aclusouthcarolina.org
<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone Numbers</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td>Alfred Olivetti</td>
<td>1298 Hogan's Alley, Mt. Pleasant, SC 29466</td>
<td>(H) 843-856-0925 (C) 843-708-1920</td>
<td><a href="mailto:aolivetti@bellsouth.net">aolivetti@bellsouth.net</a></td>
</tr>
<tr>
<td>J.G. Richards Roddey</td>
<td>17 Rhett's Bluff Road, Kiawah Island, SC 29455</td>
<td>(H) 843-768-6911 (C) 843-813-7614</td>
<td><a href="mailto:richroddey@msn.com">richroddey@msn.com</a></td>
</tr>
<tr>
<td>William Semmes</td>
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<td><a href="mailto:was@euroamericanfunds.com">was@euroamericanfunds.com</a></td>
</tr>
<tr>
<td>Hilton Smith</td>
<td>5031 Old York Course, Hollywood, SC 29449</td>
<td>(H) 843-766-6688 (C) 301-992-8000</td>
<td></td>
</tr>
<tr>
<td>(O) 843-577-9060 x 207 Debi Hollis</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Jeffrey Weingarten</td>
<td>85 Blue Heron Pond Road, Kiawah Island, SC 29455</td>
<td>(H) 212-376-2042 (C) 843-754-9450</td>
<td><a href="mailto:Jeffrey@jmweingarten.com">Jeffrey@jmweingarten.com</a></td>
</tr>
<tr>
<td>Albert Thibault</td>
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<td>(H) 843-884-2959</td>
<td><a href="mailto:asthibaultjr@yahoo.com">asthibaultjr@yahoo.com</a></td>
</tr>
<tr>
<td>Keith Weaver</td>
<td>1607 Marsh Harbor Lane, Mt. Pleasant, SC 29464</td>
<td>(C) 410-980-8069</td>
<td><a href="mailto:keith.t.weaver@gmail.com">keith.t.weaver@gmail.com</a></td>
</tr>
<tr>
<td>Loren Ziff</td>
<td>1412 Thompson Avenue, Sullivan's Island, SC 29482</td>
<td>(H) 843-883-9510 (C) 843-270-6000</td>
<td><a href="mailto:Lziff@eastrockproperties.com">Lziff@eastrockproperties.com</a></td>
</tr>
</tbody>
</table>
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 and successful completion of a standards-based teaching portfolio. All students pass through an exit interview with three committee members.

OVERVIEW OF THE 2012-2013 ACADEMIC YEAR

Graduates
During the academic year 2012-2013 (summer 2012 / fall 2012, spring / 2013) there were eleven graduates. These graduates presented a standards-based portfolio for their capstone experience and all eleven achieved the overall target level score of 2, “meets standards” on all sections.

<table>
<thead>
<tr>
<th>Portfolio score</th>
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<tbody>
<tr>
<td>Emily Schachte, summer, 2012, TESOL</td>
</tr>
<tr>
<td>Aya Khalil summer, 2012, TESOL</td>
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<tr>
<td>Ryan East, fall 2012, TESOL</td>
</tr>
<tr>
<td>Michel Weckenman fall 2012, TESOL</td>
</tr>
<tr>
<td>Maryanne Harrelson, fall 2012, TESOL</td>
</tr>
<tr>
<td>Andrea Rachel Lewis, fall 2012, ACTFL</td>
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<tr>
<td>Tanya Zamudio Franca, fall 2012, TESOL</td>
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<tr>
<td>Elizabeth Mevissen, fall 2012, TESOL</td>
</tr>
<tr>
<td>Editha Harper, fall 2012, TESOL</td>
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<tr>
<td>Maria D. Gurovich, spring 2013, TESOL</td>
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<tr>
<td>Holly Hyde, spring 2013, ACTFL</td>
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</table>

Two students are planning to complete the program at the end of summer II, 2013.

**Courses offered and student participation**

During the academic year 2012-2013 (summer 2012 / fall 2012, spring / 2013) 27 degree-seeking students completed one or more courses in the program. 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.*)

**SUMMER 12**

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructors</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>EDFS 670 Principles and Strategies (hybrid)</td>
<td>Cozart (roster)</td>
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<tr>
<td>EDFS 672 Linguistic and Cultural Diversity (hybrid)</td>
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<tr>
<td>EDFS 685 ESOL Practicum</td>
<td>Cozart (roster)</td>
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<tr>
<td>EDFS 680 Content Areas (hybrid)</td>
<td>Ndunda (roster)</td>
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<td></td>
<td>Majors (adjunct)</td>
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<tr>
<td>EDFS 687 Technology Education</td>
<td>Perkins (roster)</td>
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<tr>
<td>EDFS 635 Research Methods</td>
<td>Skinner (roster)</td>
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<tr>
<td>SPAN 615 / SPAN 590 Topics in Lat. Am. Cul. / Civ.</td>
<td>Carrillo (roster)</td>
<td>5</td>
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<tr>
<td>LALE 602 Advanced Methods</td>
<td>Morrison (roster)</td>
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**FALL 12**

<table>
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<tr>
<th>Course</th>
<th>Instructors</th>
<th>Enrollment</th>
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<tr>
<td>SPAN 630 Seminar: Golden Age</td>
<td>Grace (roster)</td>
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<tr>
<td>LALE 601 Applied Linguistics</td>
<td>Rodriguez (roster)</td>
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</table>
EDFS 672 Linguistic and Cultural Diversity (hybrid)  Hartshorn (visiting)  4  
EDFS 635 Research Methods  O’Donnell  2  

SPRING 13  
SPAN 615 Topics in Lat. Am. Cul/Civ (film)  Owens (roster)  8  
LALE 603 Second Language Acquisition  Rodriguez (roster)  9  
EDFS 671 Reading and Writing (hybrid)  Cozart (roster)  4  

**Student Accomplishments, Honors, Employment**  
Former M.Ed. Spanish track students Erin Gilreath and Chrystal Hepler were nominated for the Sigma Delta Pi (Spanish Honor Society) teaching award, with Erin being selected as the winner. Current students Celeste De Vera and Daniel Gary received the Graduate Scholars award for the 2012-13 academic year. Robert Butler was the recipient of the Goizueta Foundation Endowment Fund Scholarship during both the 2011-12 and 2013 school years. Editha Harper, a fall 2012 ESOL track graduate, was hired as an adjunct professor of ESOL at USC Columbia.  

**Exit Committees**  
Drs. Shawn Morrison, Silvia Rodriguez-Sabater, Joseph Weyers, Ben Fraser, Robyn Holman, Angela Cozart, Mutindi Ndunda, and Mrs. Pat Majors served on our students’ exit committees this year.  

**Graduate Council**  
Robyn Holman represented the program at the Graduate Council. Ben Fraser was the at large LCWA representative.  

**Assessment**  
Learning Outcomes assessed this year: *Assessment of content knowledge, *Assessment of candidate’s ability to plan and implement appropriate teaching and learning experiences, *Assessment of candidate’s effect on student learning. All eleven candidates achieved an overall target level score of 2, “meets standards” and are competent in these three areas.  

<table>
<thead>
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<th>Name of Assessment</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Administered</th>
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</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 requirement</td>
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<tr>
<td>2  [Assessment of content knowledge]}</td>
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<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>
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<tr>
<td>3</td>
<td>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>
</tr>
<tr>
<td>5</td>
<td>a.) Assessment of candidate effect on student learning or on creation of supportive learning environments for student learning</td>
<td>a) Portfolio: ACTFL standard 3a, TESOL standard 3a, narrative statement of Teacher Competencies, M.Ed. dispositions form</td>
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**Supporting Data**

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<tr>
<th>Assessment</th>
<th>Candidate 1 (ES)</th>
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<td>Assessment 1</td>
<td><em>Content Knowledge</em></td>
<td>ACTFL stand. 1</td>
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<td>Assessment 3a</td>
<td><em>Plans/Implements Teaching</em></td>
<td>ACTFL stand. 3,4,5</td>
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<td>Narrative of field exp</td>
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<tr>
<td>Assessment 5a</td>
<td><em>Supportive Learning Environment</em></td>
<td>ACTFL stand. 3a</td>
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<tr>
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<td>Narrative of teacher competency</td>
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<td>Culture</td>
<td>ACTFL stand.2</td>
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<td>Assessment 7</td>
<td>Use of Resources</td>
<td>ACTFLstand. 4c</td>
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<td>Assessment 8</td>
<td>Prof. role/ collaboration</td>
<td>ACTFL stand. 6</td>
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<td>Teacher competency</td>
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<td>Dispositions form</td>
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| Assessment 3 | | | | |
|-------------|-------------|-------------|-------------|
| *Plans/Implements Teaching | | | |
| ACTFL stand. 3,4,5 | 2 | 2 | 2 |
| TESOL stand. 3,4 | 2 | 2 | 2 |
| Narrative of field exp | 2 | 3 | 2 |

| Assessment 5a | | | | |
|-------------|-------------|-------------|-------------|
| *Supportive Learning Environment | | | |
| ACTFL stand. 3a | 2 | | |
| TESOL stand 3 | 2 | 2 | 2 |
| Narrative of teacher competency | 2 | 3 | 3 |
| Dispositions form | 3 | 3 | 2 |

| Assessment 6 | | | | |
|-------------|-------------|-------------|-------------|
| Culture | | | |
| ACTFL stand. 2 | 2 | 2 | 2 |
| TESOL stand. 2 | 2 | 2 | 2 |

| Assessment 7 | | | | |
|-------------|-------------|-------------|-------------|
| Use of Resources | | | |
| ACTFL stand. 4c | 2 | 2 | 2 |
| TESOL stand. 3 | 2 | 2 | 2 |

| Assessment 8 | | | | |
|-------------|-------------|-------------|-------------|
| Prof. role/ collaboration | | | |
| ACTFL stand. 6 | 2 | 2 | 2 |
| TESOL stand. 5 | 2 | 2 | 2 |
| Teacher competency | 2 | 3 | 3 |
| Dispositions form | 3 | 3 | 2 |

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<tr>
<td>Dispositions form</td>
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| Candidate 11 (HH)                 |

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>*Content Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTFL stand. 1</td>
<td>2</td>
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<tr>
<td>TESOL stand. 1</td>
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<table>
<thead>
<tr>
<th>Assessment 3</th>
<th>*Plans/Implements Teaching</th>
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<tbody>
<tr>
<td>ACTFL stand. 3,4,5</td>
<td>2</td>
</tr>
<tr>
<td>TESOL stand. 3,4</td>
<td>2</td>
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<tr>
<td>Narrative of field exp</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>Assessment 5a</th>
<th>*Supportive Learning Environment</th>
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<tbody>
<tr>
<td>ACTFL stand. 3a</td>
<td>2</td>
</tr>
<tr>
<td>TESOL stand.3</td>
<td>3</td>
</tr>
<tr>
<td>Narrative of teacher competency</td>
<td>3</td>
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<tr>
<td>Dispositions form</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Assessment 6</th>
<th>Culture</th>
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<tbody>
<tr>
<td>ACTFL stand. 2</td>
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<thead>
<tr>
<th>Assessment 7</th>
<th>Use of Resources</th>
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<tbody>
<tr>
<td>ACTFL stand. 4c</td>
<td>2</td>
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<tr>
<td>TESOL stand. 3.</td>
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</table>
Although all Spanish track students are meeting the target level of 2 for ACTFL standard 1, *Language, Linguistics, and Comparisons*, many have particular difficulty with the supporting standards dealing with linguistics (phonology, morphology, syntax, and semantics). To improve performance on this standard a seminar course called “Spanish Linguistics for Teachers” will be offered in the fall of 2013.

The program has begun admitting fewer non- and pre-teachers, as candidates in this category have more difficulty meeting standards. Now, applicants who wish to teach in the SC public schools and who do not have certification are admitted conditionally to the program and are required to discuss pathways leading to certification with the program director.

**External Review**

The M.Ed. in Languages, along with the other School of Education programs, underwent a NCATE review this year. All advanced programs met NCATE and State standards.

**Excerpt from State Report** *(Both reports are available in their entirety upon request.)*

<table>
<thead>
<tr>
<th>National Standards Adopted as State Standards</th>
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**State Standard 14:** Advanced Programs for the Preparation of Teachers

_Evidence:_ The unit aligns its advanced programs, including MAT programs, with the conceptual framework and the five core propositions of the National Board for Professional Teaching Standards (NBPTS) as evidenced by the target level of the Advanced Program Rubric and course syllabi such as MTLA 603.

_Results:_ The unit meets SC Standard 14.