

Developing Global Understanding in Undergraduate Students

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A QUALITY ENHANCEMENT PLAN

**Submitted by St. Edward's University
To the Southern Association of Colleges and Schools Commission on Colleges**

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Developing Global Understanding in Undergraduate Students: A Quality Enhancement Plan

EXECUTIVE SUMMARY

In the current environment, it is especially critical for St. Edward's University to expand its attention to how students grow in global understanding. Our age is characterized by the interconnection of peoples, cultures, technologies, markets, problems, and politics on a world scale. This interconnectedness is creating a worldwide market for an exchange of higher education and a worldwide network of knowledge production and dissemination that increasingly requires engagement by institutions that want to remain at the forefront of the academic enterprise. Thus it is imperative that an education at St. Edward's prepares students with the knowledge, skills, and orientations that they will need to successfully understand and navigate the global society in which they are ever more deeply embedded. St. Edward's University proclaims in its mission statement that it educates its students in an environment that includes the broader community. More specifically, the mission dedicates us to helping students recognize their responsibility as members of the world community and apply their knowledge of the liberal arts and their specific disciplines, and their skills in moral reasoning and critical thinking, to the solution of social problems and the promotion of peace and social justice. The established educational tools for such preparation and engagement—language studies, study abroad, international and area studies, collaborative research, and faculty exchange—are already in place, but they must receive greater emphasis and effort if the achievement of academic excellence in global understanding is to pervade the experience of a St. Edward's University student.

A commitment to increased global understanding will require a long-term institutional commitment that is both deep and broad. The proposed Quality Enhancement Plan envisions three student-centered approaches to global understanding that combine elements of academic and co-curricular activities. The first initiative involves all traditional undergraduate students at St. Edward's University. As part of the St. Edward's QEP we will redesign our general education requirements such that we can make the following commitment: *All traditional graduates of St. Edward's University will have significantly increased their understanding of global issues.* The second initiative is to develop the **Global Understanding Program** in order to provide students recognition for their outstanding achievements in all components of global understanding—knowledge, communication skills, and experiential learning. This plan requires the most extensive student commitment, and its satisfaction is worthy of special recognition for the student. The third initiative is a broader, theme-based university program that ensures that all of our students—traditional, adult, and graduate—have the opportunity to be involved in the global understanding initiative. This initiative will draw on the efforts of faculty, administrative support and student support areas to enhance the learning environment for global understanding at St. Edward's University.

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ST. EDWARD'S UNIVERSITY'S COMMITMENT TO GLOBAL UNDERSTANDING

Heritage and Mission

True internationalization of the St. Edward's experience will require a long-term institutional commitment that is both deep and broad. Such a commitment is not new, indeed it is intrinsic, to the university's mission and is firmly grounded in our Holy Cross heritage (see **Appendix A**). St. Edward's University proclaims in its mission statement that it educates its students in an environment that includes the broader community. More specifically, the mission dedicates us to helping students recognize their responsibility as members of the world community and apply their knowledge of the liberal arts and their specific disciplines, and their skills in moral reasoning and critical thinking, to the solution of social problems and the promotion of peace and social justice.

The distinguishing characteristics of an institution in the Holy Cross tradition include "an international perspective." For an institution grounded in the Holy Cross ethos, practice, and heritage, "international perspective" describes an outreach and interaction with diverse cultures that demands flexibility, an open mind and heart, a willingness to both give and receive, and an openness to participate, learn from, appreciate, and critique.

The strong international focus in the St. Edward's mission places it among the 35 percent minority of colleges and universities in the United States that articulate such a commitment at this level (Siaya & Hayward, 2003). The mission and Holy Cross heritage of the university thus provide a very firm foundation for expanding the international focus in the St. Edward's educational mission across the campus so that it infuses the life of the institution.

The Environment for Internationalization

Expanding its international perspective is especially critical for St. Edward's in the current environment. The increasingly substantive and consequential interconnection of peoples, cultures, technologies, markets, problems, and politics on a world scale is a defining feature of our age. This interconnectedness is creating a world wide imperative to prepare students with the knowledge, skills, and orientations that they will need to successfully understand and navigate the global society in which they are ever more deeply embedded. A worldwide market now exists for an exchange of higher education and a worldwide network of knowledge production and dissemination that increasingly requires engagement by institutions that want to remain at the forefront of the academic enterprise. The established educational tools for such preparation and engagement—language studies, study abroad, specifically international and area studies, collaborative research, and faculty exchange—are receiving greater emphasis and effort, as is multinational diversity of university student bodies, faculty, and staff. Increasingly, however, the achievement of academic excellence is taking the form of extending global understanding into the curriculum, encouraging personnel exchanges, and fostering discrete educational and developmental experiences across entire institutions.

The Global and National Environment for International Education

An international element in higher education is by no means new (De Wit, 2002). The modern university stems directly from the 11th-century associations formed by scholars from different countries who found themselves “studying abroad.” Much later, imperial administrations exported European educational systems and personnel to the colonies and imported colonial subjects to European educational institutions to cultivate local elites. More recently national needs for expertise to fight Cold War political battles fostered international education, especially language and area studies, in the United States. Since the 1990s, international education initiatives in the West have been primarily market driven (De Wit, 2002; Scott, 1998).

Higher education student populations are burgeoning worldwide. As knowledge and skill become increasingly critical to the economic prospects of societies and individuals, especially those in the developing world, the premium for higher education grows. Students and their sponsors frequently cross borders to find the best college option. From 2000 to 2025, the number of students in higher education worldwide is expected to grow from 97 million to 260 million, and those studying abroad will likely increase from 2 million to 7 million (Maslen & Tysome, 2002). Competition for these students, and for preeminence on the new global education landscape, has led colleges and universities, especially in the U.S., the U.K. and Australia, to launch aggressive marketing and recruiting campaigns, develop branch campuses and institutes abroad, establish dual degree programs and collaborations with offshore institutions, and offer global online degree programs.

For the United States, growth in onshore education to international students has slowed since the terrorist events of 9/11. Visa restrictions and extremely cumbersome procedural barriers have led many students from other countries, particularly those from China, India, and Korea, to attend schools in Australia and the UK. Australia’s international student population increased 16.5% in the 2002–2003 academic year. Much of this growth must be attributed to robust marketing, program development, and outreach by Australian universities in pursuit of international students. However, a healthy portion of the slowdown is also a function of U.S. visa practices (Bollag, 2004). During this same period, U.S. colleges and universities saw only 0.6% growth in international students. The movement of international scholars into the United States for scholarly and scientific exchange of all types has also been constrained by visa policy.

The State and Local Environment

Texas and the Austin region have been profoundly affected by globalization and have responded in ways that have great potential for supporting internationalization efforts at St. Edward’s. At both the state and regional levels, globalization has fostered development of governmental, business, professional, and community organizations and initiatives that, taken together, provide a rich set of international resources.

The state of Texas, through the Office of International Business, supports a wide variety of international trade and tourism initiatives and has especially strong programs for Mexico. The state participates in educational internationalization primarily through its institutions of higher education. In 2002–2003, Texas ranked third, following only New York and California, among states hosting international students (Chin, 2003). Those 45,672 students—up 3.3% from the previous year—and their dependents made a net direct contribution of \$794,899,000 to the state economy. The University of Texas at Austin (UT) enrolled 4,926 of those students, primarily in engineering, business, and the sciences. UT–Austin’s International Office very successfully delivers a comprehensive set of services to international students, and offers a close-by resource for program and service models, and collaboration, that could enhance how St. Edward’s recruits and serves international students.

International activities and organizations in the city of Austin are positive, relatively vibrant for a landlocked city of its size, and evolving steadily. There is widespread cultural and material support for programs that aid citizens, businesses, and institutions of higher education to engage and benefit from internationalization. Moreover, a wide variety of the world’s religions are represented in Austin, a milieu of faith and belief that is quite cosmopolitan. As part of their Religious Studies courses, students at St. Edward’s are already engaging local communities of Jews, Muslims, Orthodox Christians, Buddhists, and Hindus. There is great opportunity to further and enhance this learning, both qualitatively and quantitatively. One very significant example of this is the International Center of Austin (ICA). ICA was inaugurated in 2003 after 3 years of planning by the International Partnership of Greater Austin, the City of Austin, the Greater Austin Chamber of Commerce, and others. ICA is host to and seeks synergies among Austin Sister Cities International, the city of Austin International Program, the International Hospitality Council, the Austin U.S. Export Assistance Center, and an ICA-founded Bureau for International Business Education and Training. By providing business assistance, hosting hundreds of international delegations each year, developing sister-city relationships, and connecting all of this to a wide variety of local individuals and organizations, including colleges and universities, ICA plays a major role in connecting Austin culture, business, government, and education to the world. A St. Edward’s dean serves on the ICA board and our business students help staff its education desk.

ICA is a signal example of the degree to which Austin is becoming an international city. Locally, internationalization is being impelled by migration, trade, and intercultural exchange with Mexico; the global reach of the state’s flagship university; and the international activity of Austin’s global corporations, e.g., AMD, Applied Materials, Dell, Freescale, and Samsung. Internationalization is also being fostered and manifested by many other groups and activities, e.g., promotion of international aviation and exchanges with international aviation delegations, if not yet many international flights at Austin-Bergstrom International Airport (AERO Mexico now has a direct connection to Mexico City); ethnically grounded chambers of commerce with cultural and material linkages to countries of origin; headquarters for international educational consortia; international professional associations; and affinity groups of immigrants from societies worldwide. One indicator of the increasingly international character of the city is its selection, in competition with cities such as Chicago, Mexico City, and Sao Paulo, to host the World Congress on Information

Technology in 2006. The World Congress attracts approximately 2,000 global leaders from business, government, and education to discuss IT policy, direct the future of technology, and drive social and economic development worldwide.

Implications of Mission and Environment for this Proposal

The current state of global, national, state, and local environments for international education indicates that **St. Edward's should and can move to offer its students the opportunity to prepare themselves for this new global environment.** The 21st-century world in which today's students study, work, and live requires this if we are to continue to live the mission. Careful, comprehensive planning and vigorous, sustained implementation will be required if those resources are to be mined in a way that serves to offer all of our students the opportunity to internationalize their educational experience.

The university's commitment to international education is long-standing and grounded in its mission. Recognizing the new and extensive claims on this commitment now made by the accelerating global processes, the St. Edward's community and leadership have developed the Quality Enhancement Plan to allow our students to prepare themselves for the new reality.

The Importance of Global Understanding

Calls for Improvement in International Education

Focus at the Federal Level

"There is a flickering spark in us all which, if struck at just the right age...can light the rest of our lives, elevating our ideals, deepening our tolerance and sharpening our appetite for knowledge about the rest of the world. Educational and cultural exchanges...provide a perfect opportunity for this precious spark to grow, making us more sensitive and wiser international citizens through our careers" (About NAFSA, 2006).

These words describing the benefits gained by individuals participating in educational exchange programs were spoken by President Ronald Reagan in 1982, during an era in which international education was thought of as a traditional "junior year abroad" experience and referred to in terms of the benefits it affords individuals who have such an experience. Since 9/11, however, the concept of international education has become intricately linked to the urgent need to understand people around the world and to have those people understand the United States. Post-9/11 comments from the country's leaders concerning international education, whether discussing the difficulties international students have experienced obtaining visas to study in the United States or extolling the virtues of education abroad opportunities for U.S. students, have focused on the importance of this mutual understanding among peoples of the world. This quotation from a 2004 statement by Colin Powell provides an example of this new sense of urgency:

The more we know about each other, the more we learn about each other, the more we engage on differences that we have between our societies and between our social systems and between our political points of view, the better off we are. The more dialogue we have at every level, and especially at the academic level, where opinion-makers are located...the better off we are. (About international, 2006)

Policy makers at the federal level have taken this rhetorical urgency seriously, as demonstrated by new initiatives that focus on the improvement of international education programming at all levels of the U.S. education system. In late 2005, the U.S. Senate declared 2006 the “Year of Study Abroad,” with the goal of increasing “the visibility of study abroad and [setting] the stage for further action on the national level to expand study abroad opportunities” (*Year of Study Abroad*, 2006). In early 2006, President Bush made the following comments about a newly developed National Strategic Language Initiative at a meeting of university presidents gathered to discuss international education:

It’s interesting, isn’t it, that the State Department and the Defense Department are sponsoring a language initiative. It says something about the world we live in. I felt certain that the Secretary of Education would be here. After all, we’re talking about education. And I want to thank you for being here, Margaret. But I also find it’s interesting you’re sitting next to John Negroponte, who is the Director of National Intelligence.

In other words, this initiative is a broad-gauged initiative that deals with the defense of the country, the diplomacy of the country, the intelligence to defend our country, and the education of our people. And it’s an important initiative. (Remarks by President Bush, 2006)

The National Strategic Language Initiative is a “comprehensive national plan to expand U.S. foreign language education beginning in early childhood (kindergarten) and continuing throughout formal schooling and into the workforce with new programs and resources” (*National Security*, 2006). The initiative involves interagency cooperation among the Departments of Education, State, and Defense and the Directorate of National Intelligence.

The recent focus at the federal level on the interconnectedness of the U.S. strategic position and knowledge of multiple languages and cultures reinforces this comprehensive approach to international education. The concept of international education is no longer as simple as the “junior year abroad” experience of the past. Universities that are serious about their commitment to internationalization must infuse an international component into all areas of the campus experience.

Challenges from Educators

International educators in institutions of higher education have been focused on campuswide internationalization since at least 2003 when NAFSA: Association of International Educators began to publish a report entitled “Internationalizing the Campus: Profiles of Success at Colleges and Universities.” In addition to recognizing institutions of

higher education for innovative and comprehensive international education programming, the report aims to “define ‘international education’ and ‘internationalizing the campus’ in a broad, inclusive, non-restrictive sense” that encompasses:

- curricular initiatives, such as area studies, global studies, business education, etc.
- innovation in educational philosophy and pedagogy
- education, teaching, research, and work abroad by U.S. students and faculty
- study by international students and scholars in the United States
- faculty and scholar exchanges
- international opportunities through career planning/placement services
- co-curricular activities
- international linkages through interinstitutional connections
- foreign language training and English language training
- corporate/university partnerships
- campus/community interaction
- international development projects (Senator Paul Simon Award, 2006)

Derek Bok, in his controversial book *Our Underachieving Colleges*, argues that colleges and universities are failing to prepare students in eight vital areas, one of which is “preparing for a Global Society.” Bok cites four objectives in this area that colleges should seek to fulfill (Bok, 2005, pp. 226–227):

1. A foundational knowledge and interest that leads some students to specialize in languages and particular knowledge of regions, countries, and international problems (area specialists).
2. Broad knowledge of international relations, global issues, and the role of the United States. in order to make informed judgments and decisions.
3. An understanding of foreign cultures and societies enabling students to function effectively in “an increasingly cosmopolitan environment.”
4. A comparative understanding of other countries, cultures, values, and institutions in order to better understand one’s own.

Bok identifies four significant elements for achieving these objectives (Bok, 2005, pp. 230–248):

1. Coursework: Require students take courses in international relations, comparative politics, world religions, and foreign policy; also, it is useful for students to take a course on a particular country.
2. Foreign Languages: The current and common methods of teaching foreign languages need rethinking; some of the arguments against language requirements have credibility (students don’t gain a reasonable proficiency, and students are unable to anticipate which language they will end up needing in the future); nevertheless, it continues to be important for colleges to build a foundation of knowledge through language courses.

3. Education Abroad: Programs need to reach more students, provide greater depth (and be longer), and require preparation in language and readings on culture and politics before participation.
4. International Students: Recruit more, with financial aid if necessary, and ensure that they interact with other students, especially in the residence halls, at meals, and in organizations.

The most difficult task of achieving “intercultural competence,” given the independent nature of college departments, is to design an educational experience that has coherence in achieving the four separate objectives identified above. Bok believes that, given this challenge, there are two courses that all American students should be required to take: 1) America’s role in the world and 2) how to understand other cultures (Bok, 2005, p. 252).

The Concept of Global Understanding and St. Edward’s University

It should be noted that while St. Edward’s University has selected global understanding as the unifying theme of our QEP, we are not alone in recognizing and utilizing this concept. Dr. Joseph Tullbane, director of the award-winning International Program at St. Norbert College, made the following remarks in an interview with the *Academic Leader*: It is “imperative that graduates from our nation’s colleges and universities understand other cultures and be able to relate to peoples from other societies. The value of global understanding facilitated by a well-integrated international program is two-fold: (1) greater capability to operate successfully in a global community and (2) improved citizenship in an increasingly diverse American society” (Tullbane, 2006).

The assessment of student progress in global understanding has become a focus for funding from some foundations. The recent Difficult Dialogue initiative launched by the Ford Foundation has global understanding as a major component in many of the funded grants. Further, a more recent request for proposals by the Teagle Foundation has listed global understanding first in its list of potential areas for assistance in developing better means of assessment of student progress in higher education. The Teagle Foundation is a potential source of external funding for our global understanding assessment.

FOCUS OF THE PLAN

Foundation in the General Education Program

In order to enhance the quality of the education we offer our students, St. Edward's University has developed a plan that will provide to our students multiple and enriched opportunities to achieve a significant degree of **global understanding**. To understand our choice of this focus for the QEP, it is instructive to review the history of the General Education program for all traditional undergraduate students at St. Edward's University. The current general education model was developed and implemented over 15 years ago, but is actively reviewed, discussed, and adjusted by a faculty dedicated to its delivery and a dean who actively manages its implementation. Briefly, the general education requirements include studies in the following areas:

1. Foundations for values and decisions
 - the human experience and the liberal arts
 - science in perspective
 - science in depth
 - ethics
 - religious studies/philosophy
2. Studies in foundational skills
 - rhetoric and composition
 - mathematics
 - computational skills
 - non-English languages
 - oral communication
3. Cultural foundations
 - the American experience
 - American dilemmas
 - the identity of the West
 - contemporary world issues
 - an understanding and appreciation of the arts
 - the human experience through literature

The cumulative learning from this general education core is captured in the student learning evident in a senior capstone course that involves selection of a thesis topic and a paper integrating values, skills, and cultural foundations. Student learning outcomes have been identified for each of the values, skills, and foundations areas, and data on these outcomes are regularly considered in the annual reviews of the program delivery by faculty who attend summer workshops. These data are used to make changes to strengthen the program and increase achievement of the student learning outcomes.

Our last major institution-wide curricular initiative was the development of this general education common core. The project involved moving undergraduate general education from a cafeteria-style distribution requirement to a strong common core curriculum

that was specifically designed to assure that all undergraduates achieved the student learning outcomes promised in our mission statement. The new curriculum was designed, implemented, assessed, and revised until we were satisfied that it assures that the student learning outcomes are achieved.

The Globalization Working Group and the Global Education Task Force

Once this major curricular revision was in place and functioning, we turned our collective attention to our next major curricular/co-curricular project that involves the internationalization of the St. Edward's educational experience. The university under the leadership of Executive Vice President and Provost Sister Donna Jurick formed a Globalization Working Group that had a number of subcommittees with faculty, staff, and student members. The group surveyed the state of international education at St. Edward's and made recommendations. The group's findings are presented in its report *Institutional Education at St. Edward's University: Institutional Review Fall 2004*. A summary of the report can be found in **Appendix B**.

All major new initiatives at the university are made in accordance with, and for the advancement of, the university's strategic priorities. The third strategic priority calls for exceptional student experiences through **innovative academic and campus life programs**, including global education. At the administrative staff strategic planning retreat in August 2004, global education was the focus of discussion and planning. A retitled **Global Education Task Force** was formed and expanded to explore and make recommendations for international education at St. Edward's. The membership and work of this committee is summarized in **Appendix C**. The committee worked to further develop plans for the internationalization of the university. As the discussion continued during the 2004–2005 academic year, it became naturally intertwined with the ensuing Quality Enhancement Plan required for Southern Association reaccreditation. During the summer administrative planning meetings, the August faculty and academic administrative meeting, the Student Affairs staff retreat, and the September 2005 Board of Trustees meeting, Global Understanding was affirmed as the University's Quality Enhancement Plan.

In late 2005 and early 2006 Executive Vice President and Provost Sister Donna Jurick formed a QEP working group composed of a subset of Global Education Task Force members. Their charge was to draft and present a proposed Quality Enhancement Plan for the university. They were to use the results of the two previous committees on global education and the results of earlier 2005 discussions to develop a "carefully designed and focused course of action that addresses a well-defined topic or issue(s) related to enhancing student learning" at St. Edward's University (*SACS Handbook for Reaffirmation of Accreditation*, p. 21). This report is largely an edited rewrite of the previous reports with a focused initiative to develop global understanding in our traditional undergraduate students.

The members of this working group are as follows:

Dr. Marianne Hopper, Dean of University Programs

Dr. Willard Pannabecker, Director of the university’s Counseling and Consultation Center (Student Affairs)

Dr. Brenda Vallance, Dean of the School of Behavioral and Social Sciences

Dr. Janice Randle, Associate Professor of Spanish & Senior Faculty Fellow, Center for Teaching Excellence

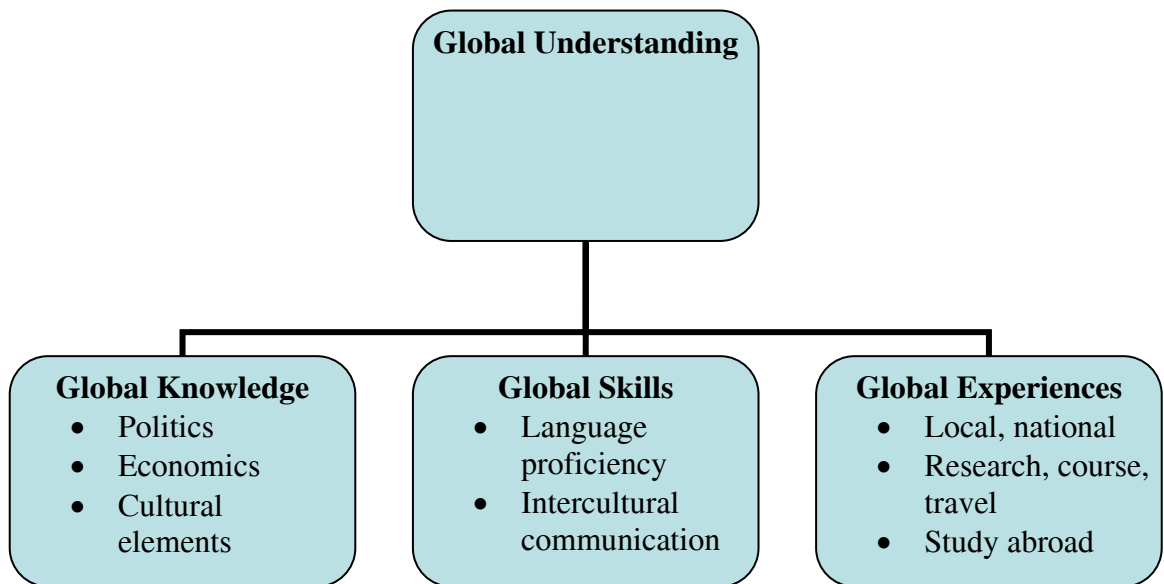
Ms. Erin Ray, Director of the Office of International Education

Dr. Robert Strong, Assistant Professor in University Programs

Résumés for the members of the working group can be found in **Appendix D**. This committee was convened to develop a Quality Enhancement Plan that would target the learning opportunities of all traditional undergraduate students, and that would offer levels of distinctions for students who choose to pursue a more complex and extensive integration of global understanding. Through Spring and Summer 2006, this working committee submitted draft proposals to the deans of the undergraduate colleges for consideration. At two meetings in Summer 2006, the deans and members of the working committee identified the major components and ideas of the QEP effort and made iterative improvements that resulted in the proposal below. In Fall 2006, this proposal was presented to the faculty, discussed in the Academic Council and with Student Affairs, and crafted into the final document.

A Working Model of Global Understanding

We conceptualize global understanding as a meta-construct that includes knowledge, skills, and experiences as illustrated in the following model:



Global Knowledge

- 1. Global Politics** (including international policy, the role of non-government organizations—NGOs—and civil and human rights)

2. **Global Economics** (including trade, monetary, and environmental policy)
3. **Cultural Elements in a Global Society** (including cultural and gender identities and world religions)

In the proposed Quality Enhancement Plan, students will have the opportunity to develop understanding of and competency in three knowledge areas: politics, economics, and culture. The knowledge-based courses covering these areas will expose students to the differences among international states and other cultures. An increased awareness of differences is a foundational element of developing global understanding.

4. **Global Communication Skills** (including non-English proficiency and facility in intercultural communication)

An important aspect of second-language acquisition is the capacity to think and communicate within the experience of the culture in which that language is the primary communication medium. Attention to the contextual and cultural nuances that facilitate effective and efficient communication further extends the capacity of perspective-taking in another culture.

5. **Global Experiences** (including study, research, and work abroad, nationally and locally)

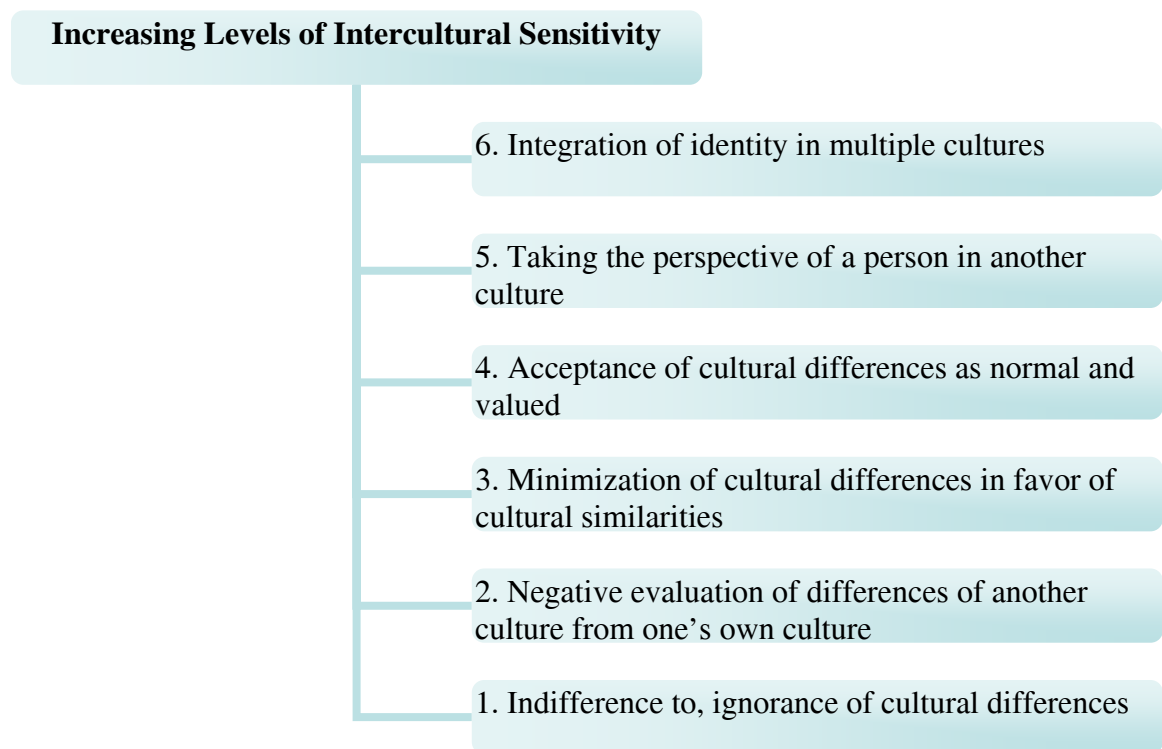
The ideal global experience would involve immersion in a culture with prior acquisition of language and communication skills, and grounding in the politics, economics, and cultural elements. The purpose of an intensive experience of this kind is to advance the capacity of the student to develop a sense of identity that transcends more than one culture. That is, a student can reflect on and understand herself/himself within a second culture as well as the culture of origin. However, we recognize that only a minority of traditional undergraduate students can participate in an extended immersion experience for a variety of reasons including finances, family, academic programming, and personal comfort. Nevertheless, we believe that global experience can include a range of encounters with a culture other than one's own, and that each of these encounters can have value for extending global understanding.

The Process of Developing Global Understanding

Although the knowledge, skills, and experiences defined above constitute the content of global understanding, the QEP will attend to the developmental learning processes of increasing global understanding. Specifically, the QEP is intended to develop and support greater **awareness** of cultural differences and **sensitivity** to the human experience within other cultures. As noted in the following statement by a well-respected researcher of intercultural development, a number of research studies have identified the components of **intercultural sensitivity**, but few have addressed the developmental process of increasing awareness of cultural differences and sensitivity to human experience in other cultures.

There is a large theoretical literature on what intercultural sensitivity means, but a much smaller body of work has viewed intercultural sensitivity in more dynamic and developmentally oriented terms. (Paige et. al., 2003, p. 468)

We find some guidance for our efforts to identify the learning processes of global understanding in the research model of Bennett (1993). His developmental model of intercultural sensitivity incorporates an individual's affective, cognitive, and behavioral organization of and response to cultural differences with increasing knowledge, skills, and experiences. Increasing intercultural sensitivity reflects a movement on a spectrum ranging from—at the most undeveloped end—naïve, benign neglect, indifference to, or ignorance of cultural differences, to—at the most developed end of the spectrum—internalization of multiple cultural worldviews resulting in a personal identity not based primarily in one culture. Intermediate “stages” on this continuum include recognition of, but negative evaluation of, cultural differences (“we-they” dualistic thinking); minimization of cultural differences in favor of similarities across cultures; acceptance of cultural differences in behaviors as normal and valued as desirable; and the capacity to take the perspective of persons in a culture other than one's own.



We believe that much of the work of development of students in a program of global understanding will involve these intermediate stages of growth, namely articulation and valuing of differences between cultures over universal similarities, and developing a capacity to shift perspectives into alternative cultural worldviews. A few students, with more intensive learning experiences, will develop to the point of identifying themselves as part of multiple cultures.

An important element of this developmental process is **reflection** on global experiences. We believe that reflection should be intentional and the learning outcomes should be planned for each global experience. Thus the QEP proposal heightens the importance of learning from experience through the process of reflection.

An Overview of the Proposed Program

St. Edward's University proposes a three-tiered approach to developing global understanding in our students. The **first initiative** involves the process of having all traditional undergraduate students at St. Edward's University increase their global understanding. The **second initiative** of the three-pronged effort requires the greatest commitment of student time and effort. This initiative involves establishing a **Global Understanding Program** that recognizes student growth and experiences. The **third initiative** involves **Global Understanding Thematic Programming** and is the method by which **all** students, faculty, and staff at St. Edward's University will be able to develop some degree of global understanding.

As part of the St. Edward's QEP we make the following commitment:

All traditional undergraduates of St. Edward's University will have demonstrated a significant increase in global understanding by the time of their graduation.

CONTENT AND ASSESSMENT OF THE PLAN

First Initiative: Global Understanding through Cultural Foundations Courses

Modifying Two Required General Education Courses

To achieve the goal of increased global understanding on the part of all traditional undergraduates, we plan to significantly redesign/reconfigure the two courses in the general education requirement (CULF 3330 and CULF 3331) that specifically focus on international/global issues. These courses are typically taken during the 2nd and 3rd year by students matriculating at St. Edward's University as freshmen.

Sample syllabi for CULF 3330 and CULF 3331 as they are currently configured appear in **Appendix E**. A working group of core faculty from each of these courses will meet this summer to plan the course reconfigurations. CULF 3330 is currently a course on the development of Western Civilization. This course will be modified to cover essentially the last third of the development of Western Civilization and then discuss how this led to the development of the current state of global processes.

Both courses will require the addition of a substantial co-curricular component. Student activities professionals will meet with faculty for this process and will continue to work with both core faculties each semester to plan and coordinate the student activities programming required for the courses. Staff members in the Office of Student Affairs are already

developing and piloting the co-curricular transcripts that will be used to document the students' on- and/or off-campus experiences that contribute to global understanding. The co-curricular transcript was specifically designed to document (with verification) that specific learning and leadership activities were accomplished in settings and activities *outside* of learning activities that received academic, for-grade evaluation. The co-curricular transcript will have standing, since it will come from the Registrar's Office just as the academic transcript does.

1. **CULF 3330 History and Evolution of Global Processes: Global Economics, Global Politics, and Cultural Issues in a Global Society.** This course focuses on the history of global economics, global politics, and cultural processes from the 16th to the 21st centuries. It explores the evolution of their interrelationships in an increasingly interdependent world. Students must demonstrate an understanding of these issues in order to successfully complete the course. Students will have on- and/or off-campus curricular and co-curricular experiences that contribute to global understanding. These experiences will be documented on the students' co-curricular transcripts.

Student Learning Outcome (SLO) #1

Students will demonstrate understanding of the history and evolution of global processes. **Assessment:** A rubric for evaluating short papers on common reading assignments and a research paper that evaluates a student's ability to identify differences and critique similarities of cultures in a historical and evolutionary context.

Student Learning Outcome (SLO) #2

Students will demonstrate understanding of the history and evolution of global processes through participation in and reflection on both on- and/or off-campus experiences. **Assessment:** A rubric for evaluating entries in a reflective journal and a co-curricular transcript.

2. **CULF 3331 Contemporary World Issues.** This course focuses on significant contemporary world issues as they impact a particular (non-U.S.) area of the world. Students will demonstrate knowledge of global processes including current global economics, global politics, and cultural issues as they influence and are changing at least one non-U.S. area in relation to the rest of the world. Students will have on- and/or off-campus curricular and co-curricular experiences that contribute to the understanding of contemporary world issues. These experiences will be documented on the students' co-curricular transcripts. This course requires a project in which students will be required to demonstrate global understanding of the impact of global processes including global economics, politics, and cultural issues in this particular region of the world.

Student Learning Outcome (SLO) #1

Students will demonstrate understanding of current global economics, global politics, and cultural issues as they influence and are changing at least one

country or region of the world. **Assessment:** A rubric will be developed for evaluating the extent to which a student is aware of differences in economics, politics, and cultural issues as evidenced in a research paper and presentation dealing with political, economic, and cultural issues.

Student Learning Outcome (SLO) #2

Students will demonstrate understanding of the evolution and continuing impact of global processes (especially in politics, economics, and culture) through on- and/or off-campus experiences that span enrollment in CULF 3330 and 3331. **Assessment:** A rubric for evaluating entries in a reflective journal and a co-curricular transcript.

Assessment of the First Initiative

Process-Outcome Assessment. Students entering CULF 3330 will be pre-tested by survey to determine how important global understanding is to them and their level of confidence in their knowledge of global understanding. Students exiting CULF 3331 will be post-tested by survey to determine how important global understanding is to them, their level of confidence in their knowledge of global understanding, and the contributions that CULF 3330 and CULF 3331 made to their progress. Importance and confidence are essential elements of a sense of personal efficacy in encountering other cultures.

Summative Assessment of Course Sequence. On the *Survey of Graduating Students* at least 75% of CULF students will indicate “Essential/Very Important” for Global Understanding, and at least 75% for “Great/Very Great” progress in their Global Understanding. According to a spectrum model of developing global understanding through increasing intercultural sensitivity, we expect that students will be able to (1) identify and articulate differences in history, economics, politics, and culture, (2) recognize that differences exist beyond similarities with one’s own culture, and (3) identify the value of construing a non-U.S. people’s history, politics, economics, and cultural elements within their own cultural context. These three elements will be incorporated into the evaluation rubrics for the SLOs for CULF 3330 and CULF 3331.

Second Initiative: Recognition of Global Understanding through a Certificate

The Global Understanding Program

The second initiative involves the greatest commitment of student time and effort of the three program options. The purposes of the initiative are (1) to structure intensive global understanding opportunities and (2) to provide recognition to students for their achievement of elements of the program of learning. In addition, we wish to strengthen our study abroad opportunities for all St. Edward’s undergraduate students.

Students wishing to graduate in the **Global Understanding Program** must complete a special series of five general education courses; must demonstrate proficiency in a non-English language as well as competency in intercultural communication; must participate in local, national, and study abroad experiences; and must write and publicly present a senior

capstone project related to global understanding. For successful satisfaction of these activities, a student's transcript will note that she/he has successfully completed the Global Understanding Program.

Course Requirements

The five required Global Understanding (GU) general education courses provide a venue in which GU students have the opportunity to develop understanding of and demonstrate competency in the three global knowledge areas (listed above). The five courses include CULF 3330 and CULF 3331 described above in the first initiative. Besides these courses, GU students also take specially designated GU sections of CULF 1318 Literature and the Human Experience and CULF 1319 Understanding and Appreciating the Arts. Finally, they take a World Religions course. In addition to completing these courses, students participating in the Global Understanding Program must demonstrate that they have met the Student Learning Outcomes associated with each of the following GU components through the specified assessment measures. In summary, the five courses are the following:

1. **CULF 3330 History and Evolution of Global Processes** (described above).

2. **CULF 3331 Contemporary World Issues** (described above).

3. **CULF 1318 GU Literature and the Human Experience.** Students will read, discuss, and write about an ethnically and/or culturally diverse selection of fiction, poetry, drama, and *belles lettres*. They will learn the characteristics of these major literary genres and become familiar with some of the cultural conventions that both shape and are shaped by works of literature. Students will be expected to become familiar with various terms of literary criticism used in the analysis of poetry and fiction. Students will be expected to participate in class discussions, as well as write several short papers.

Student Learning Outcome for CULF 1318 GU: Students will demonstrate knowledge about a representative selection of fiction, drama, poetry, or *belles lettres* from another country or world region, including the characteristics of these major literary genres and familiarity with some of the cultural conventions that both shape and are shaped by works of literature.

Assessment Measures: Literature and the Human Experience (CULF 1318 GU) writing including final paper demonstrating such understanding of literature.

4. **CULF 1319 GU Understanding and Appreciating the Arts.** This course will introduce students to a range of artistic expression, including the visual, performing, and/or cinematic arts of a particular region or country. Through a variety of readings, lectures, and discussions, by attending plays, exhibits, and films, students will be exposed to aesthetic principles and arts vocabulary as well as the role of criticism. This course will explore the relationship of various art forms to each other, placing them in a historical and cultural context. Students will also study one art form in depth, focusing on the immediate creative experience, while developing critical criteria for viewing and appreciating all art.

Student Learning Outcome for CULF 1319 GU: Students will develop critical criteria for viewing and appreciating a representative selection of art from another country or world region.

Assessment Measures: Understanding and Appreciating the Arts (CULF 1319 GU) projects including final project demonstrating such understanding of art.

5. All GU students are required to complete one World Religions course.

RELS 1304 Introduction to Religions of the World. This course examines the historical development and sacred writings of the five major religious traditions of the world: Hinduism, Buddhism, Judaism, Christianity, and Islam. By utilizing historical methodology, the student learns the context in which major religious ideas emerged.

RELS 2302 Abrahamic Traditions. This course will explore the religious, philosophical, and theological developments of the three Abrahamic traditions: Judaism, Christianity, and Islam. By focusing on the historical development of each of these traditions, students will be in a position to appreciate the dynamic nature of each tradition and to raise questions about the future of these traditions.

RELS 2303 Asian Traditions. This course will explore the religious, philosophical and theological developments of three Asian traditions: Hinduism, Buddhism, and either Taoism, Confucianism, or Shintoism. By focusing on the historical development of each of these traditions, students will be in a position to appreciate the dynamic nature of each tradition and to raise questions about the future of these traditions.

Student Learning Outcomes for World Religions course (RELS 1304 Introduction to Religions of the World, RELS 2302 Abrahamic Traditions, or RELS 2303 Asian Traditions): Students will develop an understanding of the principle tenets and practices of world religions and diverse religious traditions.

Assessment: Students will write essays that are reflections of encounters with living religious traditions that demonstrate understanding of those traditions.

Global Communication

Students graduating under the **Global Understanding Program** must (a) demonstrate proficiency in a non-English language and (b) demonstrate a level of proficiency in intercultural communication.

(a) Students graduating under the Global Understanding Program must demonstrate proficiency in a non-English language.

Student Learning Outcome: Students will be able to communicate with native speakers concerning most routine tasks and uncomplicated social situations, including exchange of basic information related to work, school, and particular interests.

Assessment: Students of western European languages will achieve the level of

intermediate high on the American Council of Teachers of Foreign Languages (ACTFL) scale. Students of Arabic, Japanese, and Chinese will achieve a minimum level of intermediate mid. Demonstration of the required level will be accomplished by recognized multiple skill proficiency tests, such as STAMP (University of Oregon), MLPA (University of Minnesota), or the ACTFL Oral Proficiency Interview (OPI). The SLO will have been met when the student scores the required level on three of four multiple-skill tests or the required level on the ACTFL OPI.

(b) All GU students must successfully complete COMM 3344 Communication and Culture and achieve the Student Learning Outcomes listed below and demonstrated as noted. It should be noted that CULF 3344 is the only course required of GU students that does not count as part of the university's general education requirements.

COMM 3344 Communication and Culture: The dynamic relationship between communication and culture will be the area of study. Students will survey intercultural, international, cross-cultural, multicultural, and cultural studies approaches in order to advance awareness of the ways in which culture shapes how individuals and groups communicate and how that communication also sustains, expresses, and affects culture. Distinct patterns and styles of communication as well as shared values and goals within, between, among, and across national, ethnic, racial, and social groups will be examined.

Student Learning Outcome #1: Students will develop a new (or deeper) appreciation and understanding of cultural systems other their own.

Student Learning Outcome #2: Students will demonstrate understanding of how various cultural differences can affect the communication process, including the roles played by experience, perception, history, gender, and religion.

Student Learning Outcome #3: Students will identify obstacles to intercultural communication and discuss methods that might be used to overcome some of the obstacles.

Assessment of Student Learning Outcomes 1–3:

Successful completion of cross-cultural personal interview (filmed, with consent) and class presentation on key takeaways. Successful completion of course paper analyzing difficult cultural issue.

Global Experience Requirement

Students completing the **Global Understanding Program** must satisfy a Global Experience requirement. The students must demonstrate significant curricular and co-curricular **Global Experiences** internationally, nationally, and locally. This will require a study abroad experience. There will be designated pre-study abroad preparation and post-study abroad presentation in order to achieve and demonstrate global experience SLOs. As noted, global experiences must be documented (the co-curricular transcript will be used) and students must demonstrate that they have achieved the SLOs specified for **Global**

Experiences.

Global Experiences Internationally, Nationally, and Locally. GU students will document their non–study abroad experiences in CULF 3330 and CULF 3331 as described in the first initiative above. In addition to this, all GU students must complete a study abroad experience that requires a pre–study abroad preparation course, study abroad activity and a post–study abroad course and presentation. Some students may choose to study abroad during the summer and there are a number of trips led by faculty members from St. Edward’s that are especially designed for this purpose.

Pre-Experience Preparation Course. GU students will enroll in a one-credit-hour course the semester before they study abroad designed to prepare students to study abroad to and provide them with the knowledge and strategies to maximize their study abroad experience. Among other resources, the course will incorporate the University of Minnesota *Maximizing Study Abroad: A Student’s Guide to Strategies for Language and Culture Learning and Use*. In this course students will explore their motivations and expectations for studying abroad; will set goals for cultural immersion, language acquisition, and personal development; and will gain general and country-specific knowledge that will help them to prepare for study abroad and achieve an appropriate level of understanding of their host culture during their program abroad.

Student Learning Outcome #1: Students will develop general knowledge and skills that will help them be successful abroad, including cross-cultural communication skills; reflective journal writing skills; an understanding of the role cultural stereotypes might play in their study abroad experience; an understanding of and coping strategies for culture shock; and strategies for maximizing their time in the host country.

Assessment: Course assignments to include reflective writings, group activities, class discussion, and assignments from *Maximizing Study Abroad: A Student’s Guide to Strategies for Language and Culture Learning and Use*.

Student Learning Outcome #2: Students will develop specific knowledge about the host country in which they will study, including knowledge of the politics, economy, and cultural elements of the host country.

Assessment: Course assignments and a research paper on a specific aspect of the host country.

Student Learning Outcome #3: Students will explore their expectations for study abroad and develop specific goals for their time in country, including goals for language acquisition (if applicable), cultural immersion, and personal development.

Assessment: Course assignments to include goal-setting activities and participation in class discussion.

Education Abroad Activity. GU students will participate in an education abroad program. The program of study may include traditional classroom learning, credit-bearing internship or research programs, or a combination of these experiences. GU students will be

advised by the Office of International Education about approved programs of study in locations worldwide. In addition to successfully completing the program of study, students will be required to participate in guided journal writing to reflect upon their experiences.

Student Learning Outcome #1: Students will successfully complete one or more education abroad experiences.

Assessment: Successful completion of the student's approved program of study, demonstrated by academic transcripts, internship, and research supervision.

Student Learning Outcome #2: Students will demonstrate critical thinking skills applied to a variety of experiences they have while abroad (intercultural, academic, and linguistic).

Assessment: Evaluation of required, guided journal entries written while abroad.

Post-Experience Course and Presentation. In the first full semester (fall or spring) following the study abroad experience, GU students will enroll in a two-credit-hour course designed to help them reflect upon and integrate aspects of their study abroad experience into their lives on campus and their remaining studies. The course will incorporate a symposium for students to present an academic paper (described below) to the campus community.

Student Learning Outcome #1: Students will incorporate knowledge, experiences, and insight gained from studying abroad into their academic program.

Assessment: Completion, presentation, and evaluation of an academic paper that reflects advanced understanding through the study abroad experience of a particular issue related to the student's host country and/or major or minor course of study.

Student Learning Outcome #2: Students will complete an in-depth reflection of their study abroad experiences, including cultural, academic, and personal growth and understanding.

Assessment: Evaluation of course assignments, class participation, and essays.

Senior Capstone

Finally, students completing the **Global Understanding Program** must complete a senior capstone project involving global issues and demonstrating global understanding. At the completion of each semester, there will be a Global Understanding Forum where students completing the **Global Understanding Program** will present their capstone paper/project to program faculty for evaluation. This presentation will represent one final holistic measure of the student's global understanding. Ideally, the student's required study abroad experience should take place in a location that contributes to the completion of the capstone project.

Transcript Notation

Students who successfully complete these **Global Understanding Program** requirements will have their academic transcripts annotated as having graduated under the **Global Understanding Program** and the accompanying co-curricular transcript will reflect

their global experiences.

Assessment of the Second Initiative

The overall effects of the Global Understanding Program will be assessed with several holistic measures. Assessment rubrics will be developed to evaluate the content of these measures.

Holistic Measure 1. GU students' capstone projects and presentations

Student Learning Outcome: Students participating in the Global Understanding Program must complete a senior capstone project involving global issues and demonstrating global understanding.

Assessment: GU faculty will attend forum presentations of GU students' capstone projects and use these presentations to gauge the progress our GU students are making in achieving global understanding.

Holistic Measure 2. GU students Intercultural Development Inventory levels upon entry and on completion of the Global Understanding Program

Student Learning Outcome: GU students will develop and demonstrate greater cultural awareness and sensitivity by completing the Global Understanding Program.

Assessment: We will administer the **Intercultural Development Inventory** to each student upon entry into and then upon completion of the GU program. We are in the process of sending two faculty members and one developmental psychologist from the Counseling and Consultation Center (Student Affairs) to the IDI training program, and we will set our goals in this area after they return with information on appropriate goals for our GU students.

Holistic Measure 3. We are setting **numerical goals** for students participating in the Global Understanding Program and have set the following target numbers of students in the Global Understanding Program at the end of each of the 5 academic years.

AY 07–08	15 students
A Y 08–09	30 students
AY 09–10	45 students
AY 10–11	70 students
AY 11–12	100 students

Third Initiative: Global Understanding through Thematic Programming and Co-curricular Learning Opportunities

The third initiative, Global Understanding through Thematic Programming and Co-Curricular Learning Opportunities is the method by which all students, faculty, and staff at St. Edward's University will have opportunities to develop some degree of global understanding.

Thematic Programming

Each year a distinct global theme will be identified and a variety of activities planned to illustrate the theme. The Global Understanding Steering Committee will meet annually to determine a theme for each academic year (themes will be projected 2–3 years in advance to accommodate planning). These themes could parallel those used by larger, international organizations such as the United Nations (the UN Literacy Decade, or the Water for Life Decade) or could be themes, regions, or countries the steering committee chooses to highlight. This idea is based on the example of curricular and co-curricular collaboration presented by the last 2 years' common Freshman Studies curriculum in which a number of activities (in and out of the classroom) were coordinated around the themes of the farm workers' rights movement (2005–2006) and "The Many Faces of Islam" (2006–2007).

In 2005–2006 the common theme for entering freshmen was farm workers' rights and all entering freshmen read the common book *Fight in the Fields*, attended the common play *César and Ruben*, and heard major speaker Delores Huerta. All freshmen were to read and discuss the common text, to attend the selected play, and to attend the Huerta speech. Most of the discussions took place in the common freshman class: Freshman Studies. In 2006–2007 the common freshman theme is "The Many Faces of Islam." The major fall speaker was Latif Bolat, a Sufi musician, poet, and scholar. He came October 20 to read poetry, play music, and speak on Islam and the Middle East. The events are open to all St. Edward's students but all freshmen are expected to attend. This year the common book is *What's Right With Islam is What's Right With America* by Imam Feisal Abdul Rauf. Ev Lunning, theater director, commissioned Playwright-in-Residence Steve Moore to write the common play *Kneeling Down at Noon* with Islamic themes.

Additional Contributions to the Annual Theme from Academic Units

We envision an extension of this collaboration that will provide a structure that allows all campus units to contribute to the internationalization of the university. Once selected, the common global theme would be announced across campus allowing all student services and academic units to define their contribution to the theme. The early determination of the themes by the Global Understanding Steering Committee will provide sufficient time for units to plan academic and co-curricular programming in accord with the theme. Each academic year, each school will identify and develop one global learning experience with a duration that is less than traditional study abroad programs. Schools will be asked to solicit competing submissions to select from among those possibilities, and to advance that nominated activity for consideration from funds in an academic affairs account reserved for

this purpose. Because these funds will be budgeted, schools must present proposals that honor the budget limitations of available funds. Some of these learning experiences might include activities such as those listed below.

Program Goal: Each of the schools supporting traditional undergraduate students will advance one learning experience that involves global understanding and an experiential component that is virtual or *in situ*. This effort will tie in with the global theme that has been selected for a given academic year.

International Relations Major. The School of Behavioral and Social Sciences is planning a revision of the existing major in International Relations. Renamed Global Studies, the major would broaden to include cultural elements and global processes; would require foreign language proficiency; would require an area study (Latin America and Europe are already in place; East Asia and Middle East area studies are in development); and would offer a thematic track in international business or in political economy and international governmental organization.

The proposed revisions would broaden the major to include cultural elements, would double the requirement for non-English languages, and would require a study abroad experience and completion of a track in either Latin American or European studies. The revised major would provide an enhanced academic opportunity for students intensely interested in global issues, and would complement the three initiatives of this Quality Enhancement Plan.

Faculty-led, Course-related Global Experiences. In recent years, individual faculty members have organized global education experiences in which one or several faculty members have led a group of students to a location outside of the United States for a period of time of less than two months. For example, one faculty member has led groups of students on a six-week summer study abroad trip to Seville, Spain, on two occasions. Another faculty member has led small groups of students for a visit to Monterrey, Mexico, for each of the past 4 years. A faculty member is planning a two-week trip to China in Summer 2007 as part of an arts course. Faculty members typically develop learning experiences as part of a course or credited research work. A faculty member has incorporated consultation visits in a graduate course in the Master of Business Administration program to Belize, Costa Rica, Guatemala, Germany, Denmark, Belgium, Slovakia, Hungary, and the Czech Republic. In 2007, course-related trips are planned to China, Ireland, India, and Slovakia. We seek to build on this base of experience by developing more regular and planned learning opportunities that broadly represent the programs of study for traditional undergraduate students. Moreover, we hope to design experiences that will enable students to use their academic knowledge and skills to address specific problems or issues in those global settings. Some of these experiences might reflect the university's mission statement's call to provide service to others. Experiences might range from virtual podcasts from global locations to *in situ* visits of briefer durations ranging from days to weeks. Students might participate as visitors or as members of a team that sends representatives to global locations. Clearly, we are in the process of exploring possibilities, and have not yet identified resources, costs, and outcomes for these targeted learning experiences.

Global Business Education and Social Justice Institute. The School of Management and Business has proposed a Global Business Education and Social Justice Institute that would serve all undergraduate and graduate students enrolled in the International Business and Global Business concentrations. This program would expand the experiential and service learning opportunities for students in the summer months with minimal disruption of student progress toward their undergraduate degrees during the regular academic year. The proposed program would build on an active global Master of Business Administration course on consultation that has involved visits to the sites listed above.

Complementary Co-Curricular Learning Opportunities

Global Understanding Living and Learning Community. Student Affairs and Academic Affairs have been working collaboratively to develop a Global Understanding Living and Learning Community (LLC) to support the QEP. Current plans are to make this opportunity available to entering freshmen in Fall 2007. The Global Understanding LLC is a collaborative program involving the areas of Residence Life, Academic Affairs, and a specified community of selected students. The Global Understanding LLC is a unique residential community at St. Edward's University for students wishing to further develop both a collective and personalized contextualization of the greater global community, its academic challenges, and the social responsibilities it demands. The LLC has set an enrollment goal of 18–24 freshmen. We expect this to be an excellent recruiting locus for the Global Understanding Program. As noted above, Student Affairs is a partner with the academic area in all courses and assessment activities in the QEP initiative.

Global Understanding Living and Learning Community Goals:

The community is structured such that participants will:

- develop a supportive learning environment through group activities and discussions, a shared residential environment, and shared course experiences
- grow a holistic awareness of cultural similarities and differences across global communities
- begin to systematically examine the factors that contribute to the development of cultures, institutions, and events around the world
- begin to develop analytic and critical thinking skills to understand and evaluate issues confronting global communities
- apply Holy Cross values to both individual and group goals

Living and Learning Community Components:

The requirements for participation in the LLC include the following:

- reside with community members on the first floor (south side) of Teresa Hall
- enroll in an introductory course that will be offered by a faculty member with expertise in international relations
- present on the community service project at a year-end event

- participate in a monthly community dinner featuring a guest speaker followed by tabletop discussion
- participate in a monthly fireside chat, an informal gathering facilitated by the peer advisor in Teresa Hall
- engage in 15 hours of community service

Model Organization of American States. In Fall 2006, faculty members in the School of Behavioral and Social Sciences, staff in Student Life, and the Career Planning Office's internship coordinator collaborated to prepare a group of students for the Model Organization of American States convention that was held in San Antonio. Students in this collaboration enrolled in a Political Science course, POLS 332: The Governments and Politics of Latin America. This effort will be repeated in future academic years.

Campus Ministry–Sponsored Trips. In keeping with its role as a source of support for students' spiritual lives and personal development, the Office of Campus Ministry has scheduled trips for students to non-U.S. parts of the world. Current plans are to lead groups of students to Ireland and Peru around themes of social service. These trips offer additional global experiences to students and feature mission elements of service to others.

Assessment of the Third Initiative

Freshman students will be required to attend seminars and lectures related to the annual global theme. For these students, a required essay on a lecture will provide some basis for assessing learning. Thereafter, attendance at events related to the annual global theme will be voluntary. A few survey questions at the time of graduation might elicit attendance, value, and impact for students. The assessment of this initiative might be included in the overall assessment of the Quality Enhancement Plan.

Summative Assessment of the Quality Enhancement Plan

The critical question is whether or not, and to what extent, the proposed Quality Enhancement Plan will result in students who are more aware of global and intercultural issues as they graduate from St. Edward's University. A corollary to this question is whether the environment of learning at St. Edward's reflects an emphasis on global understanding.

Increased global awareness and understanding. All undergraduate students at St. Edward's University will develop and demonstrate a degree of global awareness and understanding after participating in the Global Understanding Thematic Programming.

Goal 1: Baccalaureate graduates of St. Edward's will recognize the great importance of global understanding and will believe that they have made great or very great progress in achieving global understanding.

Assessment: Pre-test of incoming freshmen to assess their perception of the importance of global understanding and their level of competence in the area. While students are enrolled in the capstone course, they will be administered a post-test on

the same two variables. On the **Survey of Graduating Students**, 75% of baccalaureate graduates will indicate “Essential/Very Important” for Global Understanding and 85% will report that they made “Great/Very Great” progress in achieving global understanding while at St. Edward’s. In addition, this assessment will elicit students’ reports of their participation in **Global Understanding Thematic Programming** and their perception of the contribution of the programming to their progress.

Increased numbers of students with global experience. As the number of students in the **Global Understanding Program** grows (see projection above), we anticipate a significant increase in the percentage of traditional St. Edward’s graduates who will have studied abroad. We also expect that the number of students not formally pursuing the Global Understanding Program (perhaps because of its rigor) who study abroad will also increase dramatically as the options increase. These non-GU students also will take the pre- and post-study abroad courses and we expect their numbers to help meet our aggressive study abroad goals. We anticipate that by the end of 5 years, 15–20% of traditional St. Edward’s graduates will have had a study abroad experience. To help reach this goal we anticipate establishing two or three remote St. Edward’s campuses outside the United States.

Goal 2: After 5 years (Spring 2012), 15–20% of traditional St. Edward’s graduates will have had a study abroad experience.

Assessment: Measure of study abroad by graduates.

Goal 3: In order to support study abroad experiences, St. Edward’s University will **establish at least two or three continuing learning opportunities** in other countries.

Assessment: Existence of ongoing learning sites in non-U.S. countries.

Summary

The proposed program envisions three student-centered approaches to global understanding that combine elements of academic and co-curricular activities. The **first initiative** involves all traditional undergraduate students at St. Edward’s University. As part of the St. Edward’s QEP we will redesign our general education requirements such that we can make the following commitment. **All traditional graduates of St. Edward’s University will have demonstrated a significant measure of global experience and understanding.** The **second initiative** is to develop the **Global Understanding Program** to provide students the opportunity to graduate under a program that will let them develop and demonstrate all five components of global experience and understanding. This plan requires the most extensive student commitment. The **third initiative** is a broader, theme-based university program that ensures that all of our students—traditional, adult, and graduate—have the opportunity to be involved in the global understanding initiative.

INSTITUTIONAL CAPABILITY FOR THE INITIATION AND CONTINUATION OF THE PLAN

The mainstay of the proposed Quality Enhancement Plan—that is, the first initiative involving all traditional undergraduate students—is founded in a program of general education that has existed in the St. Edward's curriculum for over 15 years. During this period, the General Education program, led by Dean Marianne Hopper, has operated with identified learning outcomes, has engaged in assessment, has used assessment data to improve the general education effort, and has provided annual faculty development workshops to coordinate and regularize the efforts of the many faculty members who make contributions to the General Education program. In the 2006–2007 academic year, 15 faculty members were involved in teaching sections of CULF 3330 and 3331. Thus, the first initiative builds on what is already a strong asset in the curriculum. In the Spring 2007 semester and in the early summer, the university will implement the initial elements of the Quality Enhancement Plan by drawing on funds reserved for this purpose in the 2006–2007 fiscal year budget. These activities and the estimated costs, which are listed in the table below, include workshop training in an outcome assessment measure, development and design of promotional materials for the Quality Enhancement Plan, two workshops for faculty involved in redesigning and developing the CULF 3330 and 3331 courses, and two workshops for 30 to 40 faculty members who will be teaching the CULF 3330 and 3331 courses in the 2007–2008 academic year.

The second initiative—the Global Understanding Program, which recognizes student achievements in global knowledge, skills, and experiences—also builds on the General Education program. Again, faculty will redesign targeted sections of the art and literature courses to include content and outcome goals central to the initiative. This curriculum development work also will be accomplished in Summer 2007. Materials advertising the Global Understanding Program will be prepared during Summer 2007 semester for dissemination to new and continuing students. Two faculty members and a member of the Student Affairs staff will attend an external training workshop in March 2007 to learn how to administer an outcome instrument assessing growth in global understanding.

The third initiative, a global theme plus complementary curricular and co-curricular programs, will build on the tradition of adopting an annual freshman-year theme. The Steering Committee for selecting a global theme for the entire university will convene in late Spring 2007, and will identify speakers for the 2007–2008 academic year. Funds have been allocated in the 2007–2008 fiscal year to engage speakers and to provide promotional support for those events. Each school has some funds available to support global understanding initiatives emanating from that school, and some funding has been reserved to support initiatives that support the global theme. Some funds have been reserved to support the process of identifying continuing opportunities for shorter-term learning experiences abroad that are integrated with St. Edward's University courses. Student Affairs has budgeted for resources related to the Global Understanding Living and Learning Community that will be launched in Fall 2007. The Office of Undergraduate Admission will include descriptive and promotional literature among the materials disseminated to new students.

The budget for the 2007–2008 fiscal year includes funding for two new faculty positions and one staff position directly related to the Global Understanding Quality Enhancement Plan. One of these positions will supplement existing faculty in the General Education program. A second position will contribute both to the Cultural Foundations courses and to the revised major in International Relations, as well as to the Global Understanding Living and Learning Community . A third position adds to the staff in the Office of International Education. This position supplements the existing director by coordinating international learning experiences. In addition, the Office of International Education will be involved in identifying additional study abroad opportunities in conjunction with faculty sponsors.

The following table summarizes the budgetary commitments to the Quality Enhancement Plan in the remainder of the 2006–2007 fiscal year and the approved budget for the 2007–2008 fiscal year:

**Quality Enhancement Plan Implementation Timeline and Budget
2007–2008**

Academic Year	Activities	Personnel	Budget
<u>2006–2007</u>			
Spring	1. Send 3 faculty/staff to workshop on scoring of outcome instrument	1. Two faculty members, staff member travel, registration expenses	1. \$7,500
Spring	2. Modify 2007–2008 bulletin to reflect Quality Enhancement Plan initiatives		
Summer	3. Develop brochure to promote Global Understanding Program		3. \$3,000
Summer	4. Conduct two course/faculty development workshops (5 faculty each) for revision and development of CULF 3330 and 3331	4. 10 faculty stipends and materials	4. \$12,000
Summer	5. Conduct two one-day workshops (20 faculty each) to teach CULF 3330 and 3331	5. 40 faculty and materials	5. \$5,000
Summer	6. Add material on GUP to orientation sessions		
			Total: \$27,500

<u>2007–2008</u>			
Summer	1. Identify multiple speakers and activities for the global theme across the academic year (involves multiple university programs)	1. Global Steering Committee	1. \$20,000
Summer	2. Add 2.0 FTE faculty and 1.0 FTE staff	2a. International Relations/Global Understanding faculty member	2a. \$49,000
		2b. General Education faculty member	2b. \$49,000
		2c. Coordinator position in Office of International Education	2c. \$44,000
Summer	3. Develop and disseminate promotional materials to publicize the Quality Enhancement Plan	3. Steering Committee, Marketing, Admission	3. \$8,000
August	4. Enroll first students in GUP		
August	5. Initiate Living and Learning Community	5. Residence Life staff and faculty members teaching course	
		5b. Programming for LLC	5b. \$5,000
Fall	6. Research “continuing opportunities” for global experiences abroad	6. Faculty and coordinator of Study Abroad	6. \$15,000
Spring	7. Training in assessment of non-English language proficiency	7. Faculty in Foreign Languages	7. \$8,000

Summer	8. Conduct two course/faculty development workshops (15–20 faculty each) for teaching of CULF 3330 and 3331 and knowledge courses	8. 30–40 faculty stipends	8. \$25,000
	9. Contingency		9. \$30,000
			Total: \$253,000

The president and the provost have made a commitment to continue funding for the Quality Enhancement Plan initiatives in budgets beyond 2007–2008, and are committed to adding funding as the initiatives evolve. For example, one or more centers offering study abroad opportunities for St. Edward’s University students would require substantial funding. Likewise, the addition of faculty lines to augment curricular opportunities supporting the global understanding efforts would require substantial additional funds. Moreover, we anticipate that some existing funds in the fiscal budget will be reallocated to align with the goals of the Quality Enhancement Plan as decisions are made to sharpen the focus of programming on global understanding.

BROAD-BASED INVOLVEMENT OF THE COMMUNITY

As noted in the introduction to this Quality Enhancement Plan proposal, faculty, staff, and students have been involved in the development and design of the proposal. The Globalization Working Group and the Global Education Task Force included representatives from all of these areas of the university, and these groups deliberated over a period of several years. The final shaping of the proposal involved discussions of iterative versions between the Global Education Task Force and the deans of the university’s seven schools. The focus and components of the proposal were shared with the faculty, discussed in the Academic Council, and introduced to the members of the Board of Trustees.

Faculty members who are teaching in the General Education program, especially the CULF 3330 and 3331 courses, will be most involved in the first initiative, namely the provision of learning opportunities in global understanding for all traditional undergraduate students. The Dean of University Programs, Dr. Marianne Hopper, will continue to oversee the Quality Enhancement Plan implementation effort. She will be supported by a Global Understanding Steering Committee, which will include holdover members of the Work Force Committee plus some expansion to reflect other involved areas of the university. Although the proposed plan does not explicitly include students in adult-only undergraduate programs (New College) or students enrolled in graduate programs, it is expected that students in these programs will participate in some elements of the three-pronged effort to increase global understanding.

The second initiative will involve additional faculty members who are participating in the General Education program as well as the two professional staff members in the Office of International Education. Although this aspect of the proposal will involve a smaller number

of students, their deeper involvement will be sustained over a longer duration while they are enrolled as students at St. Edward's University. Moreover, the efforts to identify and establish additional study abroad opportunities likely will have the positive effects of expanding opportunities for study abroad for all St. Edward's students.

The third initiative has the potential of involving all members of the St. Edward's community. The speakers and events associated with the annual global theme will be open to faculty, staff, and all students. With sufficient marketing of these initiatives, it can be expected that nearly all members of the St. Edward's community will be aware of an intentional emphasis on global issues. The School of Behavioral and Social Sciences has targeted the revision of its major in International Relations as a key academic program to support this initiative. Likewise, the School of Management and Business is seeking to expand its experiential opportunities in international business to include undergraduate students as well as Master of Business Administration students. Student Affairs has designed, and will implement in Fall 2007, a Living and Learning Community focused on global understanding. While the enrollment in this Community is yet to be determined, its presence should heighten awareness among students of the potential for learning about the experiences of peoples in cultures other than their own. Finally, the proposed program will more closely align learning opportunities with an important dimension of the stated mission of the university. The articulation and measurement of global learning opportunities will enable a more comprehensive assessment of the match between the ideals of a St. Edward's education and the experiences of its graduates.

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Appendix A

ST. EDWARD'S UNIVERSITY MISSION AND HOLY CROSS COMMITMENTS TO INTERNATIONAL EDUCATION

The following excerpts from the St. Edward's mission statement and the constitutions of the Congregation of Holy Cross express the character of the university's heritage and the intrinsic nature of international education and service to its mission:

"St. Edward's University is an independent Catholic university that welcomes qualified students of all ages, backgrounds and beliefs and serves a culturally diverse student body."

"The university promotes excellence in teaching and learning in an environment that encompasses the campus classroom, student life programs and the broader community. Students are helped to understand themselves, clarify their personal values and recognize their responsibility to the world community. The university gives the example of its own commitment to service."

"St. Edward's was founded by the Congregation of Holy Cross, from which it acquired distinguishing characteristics: the courage to take risks, an international perspective, and the commitment to provide educational opportunities for students of varied cultural, religious, educational and economic backgrounds."

"For many of us in Holy Cross, mission expresses itself in the education of youth in schools, colleges and universities... Wherever we work we assist others not only to recognize and develop their own gifts but also to discover the deepest longings in their lives. And, as in every work of our mission, we find that we ourselves stand to learn much from those whom we are called to teach." (Const II, art 16)

"Our mission sends us across borders of every sort. Often we must make ourselves at home among more than one people or culture, reminding us again that the farther we go in giving the more we stand to receive. Our broad experience allows both the appreciation and critique of every culture and the disclosure that no culture of this world can be our abiding home." (Const II, art. 17)

Appendix B

International Education at St. Edward's University: Institutional Review Fall 2004

The introductory section and the conclusions of the *International Education at St. Edward's University: Institutional Review Fall 2004* are presented below. A full copy of this document is available on request.

A Report from the Globalization Working Group

This report supports a strategic initiative to develop international education at St. Edward's into campuswide internationalization of the St. Edward's educational experience. In what follows, the current state of international education at the university is reviewed and recommendations made for moving St. Edward's toward full internationalization. *International education* encompasses a wide range of college and university programs and activities: student study, service, and work abroad; international students studying in the United States; international student-faculty exchange; research conducted with international colleagues or at sites abroad; campus events and activities with an international component; and international, area, comparative, and foreign language studies. Historically, in U.S. colleges and at St. Edward's, such sets of discrete and diverse international activities and programs have stood, in relative isolation, alongside other aspects of higher education and have themselves lacked integration (Green and Olsen, 2003). *Internationalization*, in contrast, is a process of synergistically weaving international and intercultural elements into the overall university experience so that they become integral features of the curricular, co-curricular, scholarship, and service functions of the institution.

This review summarizes the results of campuswide investigations of the international dimension of the St. Edward's experience conducted by the Globalization Working Group (John Houghton, Marsha Kelliher, Brother John Paige, James Payne, Janice Randle, Erin Ray, and David Trott) during Fall and Spring 2003–2004. The investigations were undertaken in preparation for, and confirmed the need for, a campuswide effort to develop and implement a 5-year plan to fully internationalize the St. Edward's experience. At the end of that plan, St. Edward's should be nationally and internationally distinguished by the outstanding ability of the university and its graduates to live, work, serve, and lead in an ever-increasingly global community.

Conclusions: Planning and Implementing a Fully Internationalized St. Edward's

Our review of international education at St. Edward's indicates that the university is poised to join and lead the project of global education that is, in many ways, now imperative. The very existence of St. Edward's University is a direct expression of the international educational mission of the Congregation of Holy Cross, now delivered in 15 countries on five continents. Based on this heritage, the university's own mission is committed to fostering responsibility for the world community, a more just world, and an international perspective. Thus, in an age that is forging the world community as a day-to-day material reality for all humanity, an age in which world peace and justice are critical issues for all

individuals, both our heritage and our mission require us to vitally and systematically extend international education to full internationalization of the St. Edward's experience.

The current environment of globalization clearly indicates that internationalization is also required by our vision of the future St. Edward's as one of the best small universities in the nation and, now we might say, the world. Globalization makes it imperative that we prepare our students with the knowledge, skills, and orientations that they will need to successfully understand, navigate, serve, and lead the global society in which they are ever more deeply embedded. The achievement of academic excellence in the global era demands that our curricula, programs, student population, and discrete educational and developmental experiences become truly international.

It also is likely that internationalization will be critical to the university's enrollment and financial vision. The process of rapid globalization means, in many multifaceted ways, the globalization of higher education itself. Indeed, higher education is one of the most active of the emerging world markets in services. The United States, along with Great Britain and Australia, is one of the leading exporters to this market. It is the leading importer, especially at the graduate level, of students to be served by its home market. As emerging economies such as China, India, and Mexico grow more dependent on a highly educated workforce, they send their students abroad and welcome "foreign" providers, especially U.S. universities, at home. Opportunities for international study and experience are increasingly important factors in attracting students to universities worldwide. As the market for higher education becomes increasingly global in these and other ways, St. Edward's will need to be competitive in that global market in order to gain its share of the best students, reputation, enrollments, tuition, and gifts.

Critical Elements for Internationalization. True internationalization of the St. Edward's experience will require long-term, sustained effort by the entire community. That effort must be continuously encouraged and materially supported by university leadership at all levels, especially the highest. The effort must be guided by a comprehensive plan that includes well-defined goals, objectives, and priorities that are supported by the community, specific implementation strategies, assignment of resources and responsibilities, timelines, and objective measures of success.

Based on our own and others' experiences, the internationalization effort should focus on, enhance and integrate seven key dimensions:

- First and foremost, the plan should specify and work to ensure a set of **global competencies** that the St. Edward's experience, particularly but by no means exclusively the undergraduate experience, will deliver to our graduates and, through them, our world. These competencies should be those that prepare our graduates for material, social, moral, and spiritual success in a global age. It is very unlikely that campuswide internationalization can be achieved without a clear focus on such outcomes, ongoing assessment of the degree to which they are attained, and continuous improvement in the effectiveness of their delivery.

- Second, we should plan for the international reformation and development of the **curriculum and co-curriculum** to achieve internationalization. Those are the areas that most directly and immediately affect attainment of global knowledge, skills, and attitudes. While we have done more than many to provide international education to our students, we now need to attend to internationalization across the entire curriculum and co-curriculum if we are to meet the contemporary global challenge.
- Third, the plan should provide for enhanced **study, service, and work abroad and international student and faculty exchanges** so that they can be used to synergistically support the international competency impact of the curriculum. St. Edward's currently lags rather far behind those that have most fully utilized these opportunities to provide an internationally rich educational experience to their students.
- Fourth, the plan should specify how the university will increase the presence and integration of **international students, faculty, and staff** at St. Edward's, and how they will be increasingly involved in the teaching-learning process and campus life. Setting and attaining such goals will be necessary to ensure that the student body and university personnel are appropriately representative of the diversity of the global community and that the university's share of the international market for higher education is sufficient to its vision.
- Fifth, we should develop plans to integrate the curricular, co-curricular, service, study abroad, research, and other international activities of the university with the increasingly **international community of greater Austin**. As the institutional review makes clear, globalization is occurring on our doorstep. Both the efficiency and effectiveness of internal internationalization efforts will be enhanced to the extent that they support and are supported by the multiple international communities, organizations, and linkages at play in the Austin region.
- Sixth, it is unlikely that the university will be able to reach its internationalization goals without developing new **international programs** that join us more fully with the larger international community. Leading universities worldwide are internationalizing by engaging in dual-degree programs with foreign universities, establishing campuses abroad, and delivering educational programs to international students in their home countries through standard or technological means. Our aspirations for internationalization leadership require the planning process to consider such options and implement those that are most feasible and beneficial.
- Finally, as is the case with most universities, international education at St. Edward's currently lacks the integration, central organizational focus and coordination, and the resources necessary to becoming a fully internationalized institution. Thus, planning for each element of the St. Edward's internationalization initiative will simultaneously require planning for the university **organization, policies, procedures, and resources** necessary to the realization of internationalization goals and objectives.

Appendix C

Global Education Task Force Charge and Activities: Internationalizing St. Edward's University

Our **ultimate goal** in this initiative is:

A fully developed curricular/co-curricular program and services to support it that better prepare our U.S. and international students, as well as faculty and staff, to live effectively in and provide leadership for a global community.

One of our first tasks was to specify a set of **student learning outcomes** that would help achieve our ultimate goal.

Global Education Student Learning Outcomes

1. Experience and interact successfully with another culture.
2. Demonstrate flexibility, sensitivity, openness, empathy, and respect for personal and cultural differences.
3. Understand the need to protect and support human rights such as education, health care, and employment.
4. Communicate competently in a second language including an immersion experience in a second language.
5. Identify and discuss international and cultural issues including the relationships between politics, the economy, culture, and the environment.

Additionally, every St. Edward's graduate will understand the international dimensions and implications of their major.

Now the Global Education Task Force has turned to developing a 5-year plan for accomplishing the ultimate goal and the student learning outcomes. The Task Force has formed the following subcommittees to help develop the 5-year plan.

Global Education Task Force Subcommittees

- **Curriculum & Co-curriculum**—Marianne Hopper, Lisa Kirkpatrick, Will Pannabecker and Father Rick Wilkinson
- **Study Abroad and Student Faculty Exchange**—Janice Randle and Erin Ray
- **International Students**—James Payne and Erin Ray
- **Global Education Programs**—Marsha Kelliher
- **Participation in Greater Austin International Community and Programs**—Marsha Kelliher and David Trott
- **Networking for Global Alliances**—Sister Amata Miller and David Uribe

Deans have been presented with information on internationalizing the curriculum and have discussed this material with their faculty in the process of developing their 5-year plans.

Other administrative units also considered internationalizing the university in their 5-year plans.

On October 13, 2005, Dr. Marianne Hopper, chair of the Global Education Task Force and Dean of University Programs, sent out an e-mail to all St. Edward's University faculty and staff inviting them to submit ideas for the Quality Enhancement Plan. After proposals were received, Executive Vice President and Provost Sister Donna Jurick (St. Edward's SACS liaison officer) worked with Dr. Hopper; Erin Ray, director of the Office of International Education; and Dr. Brenda Vallance, dean of the School of Behavioral and Social Sciences, to take the ideas submitted for the QEP (in the context of all of the ideas generated by the faculty, staff, and students for global education) to propose a carefully designed and focused action plan that addresses a well-defined topic related to enhancing student learning in the area of global education.

The QEP has been a continuing topic of discussion at the Council of Deans meetings over Summer 2006 and additions, deletions, and revisions have been made. At the general faculty meeting August 22, 2006, Provost Sister Donna Jurick presented the QEP to the faculty. On August 25, 2006, at the Teaching Showcase there was a session on the QEP that was a combination of focus group and workshop. Changes suggested at this session were subsequently incorporated into the QEP. On October 3, 2006, at the Student Affairs Workshop the QEP was presented and discussed. Student participation in the process has generally been under the auspice of Student Affairs meetings and activities. Finally, the QEP has been presented and discussed at the Academic Council in late Fall 2006.

Appendix D

Résumés for members of the QEP Working Group

Dr. Marianne Hopper, Dean of University Programs

Dr. Willard Pannabecker, Director of the St. Edward's Counseling and Consultation Center
(Student Affairs)

Dr. Janice Randle, Associate Professor of Spanish & Senior Faculty Fellow, Center for
Teaching Excellence

Ms. Erin Ray, Director of the Office of International Education

Dr. Robert Strong, Assistant Professor in University Programs

Dr. Brenda Vallance, Dean of the School of Behavioral and Social Sciences

MARIANNE HOPPER

**Dean, University Programs
Professor, Sociology & Criminal Justice
St. Edward's University**

EDUCATIONAL BACKGROUND

1974–1979	The University of Texas, Austin, Texas Ph.D., Sociology
1972–1974	The University of Texas, Austin, Texas M.A. Sociology
1968–1972	Rice University, Houston, Texas B.A., Behavioral Science (summa cum laude)

SELECTED PROFESSIONAL OFFICE AND OTHER ADMINISTRATIVE EXPERIENCE

2005–Present	Dean, University Programs St. Edward's University, Austin, Texas
2000–Present	<i>AGLS News</i> Editor (newsletter editor) for Association for General and Liberal Studies (National General Education Association)
1998–2001	Executive Council Member, Association for General and Liberal Studies (National General Education Association)
1995–2005	Dean, School of Behavioral & Social Sciences St. Edward's University, Austin, Texas
1994–2005	Director, University Programs St. Edward's University, Austin, Texas
1991–Present	Director, Cultural Foundations St. Edward's University, Austin, Texas
1990–1991	Chair, Cultural Foundations Committee, General Education Revision Process, St. Edward's University, Austin, Texas
1984–1992	Dean, School of Behavioral & Social Sciences
1979–1990	Consulting Editor, <u>The Journal of Applied Behavioral Science</u>
1979–1983	Director, Honors Program St. Edward's University, Austin, Texas

SELECTED GRANTS

2001–2006	Title V Hispanic-Serving Institutions Program Grant of more than \$2 million over 5 years. Federal Grant. Facilitated receiving grant and administer Activity Two-Psychology.
1991–1992	Project Director, NEH-sponsored “Engaging Cultural Legacies: Shaping Core Curricula in the Humanities” Association of American Colleges and Universities

SELECTED PUBLICATIONS

Hopper, Marianne.	“Sustaining Vitality in an Established General Education Program,” <i>AGLS News</i> , (Forthcoming).
Hopper, Marianne.	“Why Multicultural Education?” <i>AGLS News</i> , 15,3 (Spring 1999), pp. 1–2.

SELECTED GENERAL EDUCATION PRESENTATIONS

- 1994 “American Commitments: To What, By Whom, For What Ends?” Session Chair (Terry Newton co-chair) at the National Curriculum Conference on U.S. Diversity, Association of American Colleges and Universities American Commitments Program. New Orleans, February 26–28, 1994.
- “Curricular Models For Diversity: What do We Hope Students Are Learning And Where Are The Gaps?” Session Chair at the National Curriculum Conference on U.S. Diversity, Association of American Colleges and Universities American Commitments Program. New Orleans, February 26–28, 1994.
- 1995 “U.S. Pluralism and the Pursuit of Justice.” Invited session at the Association of American Colleges and Universities Annual Meeting. Seattle, January, 1995.
- “U.S. Ethnic Diversity and Social Justice.” Invited presenter and session moderator at Association of Catholic Colleges and Universities meeting “Catholic Higher Education: Practice and Promise.” St. Paul, MN at St. Thomas University, August 3–6, 1995.
- 1997 “Diversity and General Education: Effects on Student Learning and Campus Climate.” invited session at the American Council on Education meeting “Educating One-Third of a Nation VI: Diversity, Opportunity, and American Achievement.” (held in conjunction with Ford Foundations Campus Diversity Initiative). Miami, October 1997.
- 1999 “Cultural Foundations: Implementation and Assessment of a Required Multicultural Curriculum” Chair at Council of Independent Colleges Meeting “Creating Cultures of Learning.” St. Louis, June 2–5, 1999.
- 2000 “Special Components of General Education Programs.” invited session at the Association of American Colleges and Universities meeting “General Education in the New Millennium: Opportunities, Principles, Politics.” San Antonio, February 24–27, 2000.
- 2002 “Sustaining Vitality in an Established General Education Program” invited session at the Association of American Colleges and Universities meeting “General Education and the Assessment of Student Learning.” Dallas, February 21–23, 2002.
- 2003 “ Better Teaching through Assessment (BETA) Project: Progress Report” at Association for General and Liberal Studies 43rd Annual conference “Building Bridges: Education and Community in a Diverse World,” joint conference with the HBCU Faculty Development Network, Charlotte, October 23–25, 2003.

WILLARD J. PANNABECKER, PH.D.
(ABBREVIATED C.V.)

EDUCATION

PhD, 1974

TEXAS TECH UNIVERSITY, Lubbock, TX 79409. Department of Psychology, Counseling Psychology Program. Minor fields: Rehabilitation Psychology, Special Education. Internship: Veterans Administration Medical Center, Temple, TX.

MA, 1969

THE UNIVERSITY OF TEXAS AT AUSTIN, Austin, TX 78712. Department of Educational Psychology, Counseling Psychology Program. Minor fields: Behavioral Studies in Higher Education, Special Education.

MDiv, 1967

ASBURY THEOLOGICAL SEMINARY, Wilmore, KY 40390.

BA, 1963

BETHEL COLLEGE, Mishawaka, IN 46544. Major Field: English. Minor Field: Psychology.

EMPLOYMENT

July 1998 to present ST. EDWARD'S UNIVERSITY, Austin, TX

Director, Counseling & Health Services. Duties include (1) all administrative functions and clinical supervision of psychological services to students through the *Counseling & Consultation Center* and (2) administrative oversight of health services provided in the *Student Health Center* under a contract with a local medical clinic.

1996 to 2004 ST. EDWARD'S UNIVERSITY, Austin, TX

Adjunct Faculty appointments. College of Graduate and Professional Studies, and Undergraduate College. Taught courses in Advanced Abnormal Psychology, and Counseling Chemically Dependent Persons.

June 1995 to July 1998 Private Practice, Austin and Round Rock, TX.

General practice involving individual, marital, and family therapy. Psychological evaluation of adults. Consultation and treatment services to geriatric residents of nursing homes.

June 1993 to May 1995 GENESIS BEHAVIORAL HEALTH CLINIC, Austin, TX 78754

Psychologist. Duties include diagnostic and treatment services for patients of the clinic, including inpatient, partial care and outpatient services. Clinical Director of inpatient/partial hospital services for Genesis patients at Shoal Creek Hospital.

September 1987 to May 1993 PHILHAVEN HOSPITAL, Mt. Gretna, PA 17064

Senior Psychologist. Duties include diagnostic and treatment services for inpatient psychiatric patients, group psychotherapy, and outpatient individual, marital, and family therapy. Founding Director, Psychology Predoctoral Internship Program. Established an APA accredited internship in 1989.

January 1991, January 1992 THE PENNSYLVANIA STATE UNIVERSITY, Harrisburg, PA 17057 Instructor (part time). Taught course in marital and family therapy for two years.

April 1979 to September 1987 VETERANS ADMINISTRATION MEDICAL CENTER, Waco, TX 76708 Psychologist with administrative and supervisory responsibilities (GM 13). (1984–1987).

June 1977 to December 1985 PRIVATE PRACTICE, Waco, TX. General practice involving individual, marital, family, and group therapy. Psychological evaluation of children and adults. Forensic Psychology—evaluation of and expert witness in child custody, criminal offense, and personal liability cases.

June 1977 to May 1978 BAYLOR UNIVERSITY, Waco, TX 76706

Instructor (part time). Taught courses in advanced psychopathology and social psychology.

September 1976 to May 1978 McLENNAN COMMUNITY COLLEGE, Waco, TX 76708
Instructor (part time). Taught courses in abnormal psychology and personal growth.

November 1974 to May 1977 HEART OF TEXAS REGION MHMR CENTER, Waco, TX 76703

Program Director, Adult MH Outpatient Service. (2/76–5/77).

May 1973 to October 1974 VETERANS ADMINISTRATION MEDICAL CENTER, Temple, TX 76501

Summer Traineeship (500 hours). (5/73–8/73). Predoctoral Internship (2000+ hours).

September 1971 to May 1973 TEXAS TECH UNIVERSITY, DEPARTMENT OF PSYCHOLOGY, Lubbock, TX 79409

Doctoral graduate student. Research Assistant. (9/72–5/73). Counseling Assistant. (9/72–5/73).

January 1969 to August 1971 UT–AUSTIN COUNSELING–PSYCHOLOGICAL SERVICES CENTER, Austin, TX 78712

Staff Psychologist (MA level). Specialist in emergency and crisis intervention counseling.

Curriculum Vitae

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Current position:

Associate Professor of Spanish and Linguistics, St. Edward's University
 Senior Faculty Fellow, St. Edward's Center for Teaching Excellence

Education:

Ph.D., 1976	University of Texas, <i>Major field: Applied Linguistics; Spanish</i> Dissertation: <i>A Test of English and Spanish for Bilingual Children</i>	Austin, Texas
M.A., 1966	University of Texas, <i>Major field: Foreign Language Education; Spanish</i>	Austin, Texas
B.A., 1962	University of Texas, <i>Major: Mathematics Minor: French</i>	Austin, Texas

Teaching experience:

1977 to present	St. Edward's University, Austin, Texas Current Position: Associate Professor <i>Courses taught: Spanish beginning/intermediate advanced/ Spanish Linguistics, Hispanic cultures, Contemporary World Issues. Normal load is 4 classes per semester; Foreign Language Area Coordinator 1978-1995</i>
summer 1986	University of Texas (UT Austin), Austin, Texas Position: Visiting Lecturer, Department of Bilingual Education, School of Education <i>Courses taught: Comparative linguistics</i>
summer 1980	University of Texas at San Antonio (UTSA), San Antonio, Texas Position: Visiting Lecturer, Department of Foreign Languages and Linguistics <i>Courses taught: Introduction to (General) Linguistics, First year Spanish</i>
1975-1977	Texas A&M University, College Station, Texas Position: Coordinator First year Spanish, Assistant Professor <i>Courses taught: First year & second year Spanish; Coordinator first year Spanish</i>
1972-73	Universidad de Valladolid, Valladolid, Spain Position: Fulbright Junior Lecturer (Dept of English, Facultad de Filosofía y Letras) <i>Courses taught: History of English, English dialectology</i>
1969-1972 and 1973-75	University of Texas (UT Austin), Austin, Texas Teaching Assistant, later Assistant Instructor, Coordinator Spanish 406 (16 sections of first semester course) <i>Courses taught: First year Spanish, accelerated first year Spanish (Usually one class plus coordination or two classes)</i>
1966-1969	St. Edward's University (adjunct), Austin, Texas

Honors and awards:

NEH Summer Seminar, 2005	Fulbright Junior Lecturer,
Fulbright Summer Seminar, 1999	University of Valladolid, Spain, 1972-73
Teaching Excellence Award, SEU, 1996-97	Graduate fellowship,
NEH Summer Seminar 1989	University of Texas at Austin, 1965
	Phi Beta Kappa, University of Texas, 1962

Professional and other Memberships:

ACTFL American Council of Teachers of Foreign Language
 AATSP American Association of Teachers of Spanish and Portuguese
 CALICO Computer Assisted Language Instruction Conference
 Phi Beta Kappa
 Fulbright Association

Professional development:

2005 NEH Summer Seminar “Andean Worlds,” Peru, 2005
 2004 CIEE Faculty Seminar “Chile and Argentina: Democratization and Economic Integration” (two weeks)
 2002 Study tour with Heifer Project International (non-profit sustainable development organization, Peru and Bolivia, three and one-half weeks)
 2000, 1996 Summer Technology Institutes, St. Edward’s University, Austin, TX (three-four weeks)
 1999 Fulbright Summer Seminar Peru and Ecuador: Biodiversity and Sustainable Development (six weeks)
 1997 Seminar on Spanish Film, University of Barcelona, Spain (two and one-half weeks)
 1994 Summer seminar, Centro Interamericano de Estudios, Cuenca, Ecuador (six weeks, Indigenous cultures, women)
 1993 Summer short course in linguistics (*cursillo*) University of Salamanca, Spain
 1992 LIBRA training workshop Southwest Texas State University (computers in foreign language education, two weeks summer)
 1991 Quincentennial Program for Teachers/Fundación Jose Ortega y Gasset, Madrid (six weeks)
 1989 NEH Summer Seminar: “Encounter of Two Worlds: Indigenous Literatures in the New World” (Maya, Aztec and Inca) Austin, Texas (six weeks, summer)
 1988 Professional Development Program/Spanish for Business Seminar (five weeks, summer) University of South Carolina School of International Business, Columbia S.C.
 1987 ACTFL Oral Language Proficiency Interview training
 1981 Title VII Bilingual Teacher Trainer Institute University of Texas, Austin, TX
 July 1973 Summer short course (*cursillo*) in linguistics, University of Oviedo, Oviedo, Spain

Publications and recent presentation(s):

Issues in the Spanish-Speaking World. Greenwood Press, 2003.
Lingüística Aplicada para el Maestro Bilingüe, unpublished manuscript, c.1985
 “Leveling in Stem-Changing Verbs in Texas Spanish Speakers,” Journal of the Linguistic Association of the Southwest, c.1981.
 “The role of women in the transmission of Hispanic culture in the New World,” World History Organization Conference, Austin Texas November, 1999.
 “Andean Worlds before the Incas,” presentation St. Edward’s University, Spring 2006
 “Francisco Goya,” presentation St. Edward’s University, Spring 1998.

Translations (unpublished as of date):

de la Torre Paz, Carlos. "Chakana: An Andean Meditation with Prayer."

de la Torre Paz, Carlos. "Andean Nations and the State."

de la Torre Paz, Carlos. "The great religious traditions of ancient Peru: past and present"

Research and curriculum development interests

Most of my work for the last 25 years has been focused on teaching, foreign language administration and university service rather than research for publication, although I have done some internal research on campus in the area of developmental writing and reading courses and the Spanish of bilingual speakers. The Andean region is my most recent area of interest, along with Latin American Women's History.

Revised June, 2006

ERIN J. RAYEDUCATION

St. Edward's University, Austin, Texas Anticipated
 August 2007
 Master of Liberal Arts

Texas A&M University, College Station, Texas
 August 2002
 Graduate Certificate in Advanced International Affairs

Texas A&M University, College Station, Texas
 May 1998
 Bachelor of Arts in International Studies

PROFESSIONAL EXPERIENCE

Director, Office of International Education

St. Edward's University, Austin, Texas July 2004–Present

- Define office initiatives and goals toward campus internationalization
- Contribute to the development of the Quality Enhancement Plan for university re-accreditation
- Manage staff appropriately to maintain progress toward annual and long-term goals
- Hire new staff members as necessary and approved by administration
- Supervise, train and conduct performance evaluations for three full-time staff members
- Oversee and support study abroad and international student advising conducted by advisors
- Collaborate with offices across campus to provide study abroad and international student services
- Oversee all budgetary expenses and financial planning for office
- Represent the office on various campus committees
- Created and fostered institutional process for development of faculty-led study abroad programs
- Wrote successful grant application to IFSA Foundation to provide \$50,000 in scholarship funding for study abroad participants
- Initiated and institutionalized campus-wide celebration of International Education Week

International Advisor and Interim Director

St. Edward's University, Austin, Texas July 2003–June 2004

- Advised students on study abroad program selection and transfer of academic credit
- Reviewed financial support documents and issued Form I-20 for incoming international undergraduate and graduate students
- Advised international students on immigration matters and student life in the U.S.
- Participated in new international student orientation

- Conducted SEVIS registration of enrolled international students each semester
- Participated in pre-departure orientations of outgoing study abroad students
- Collaborated with various university departments to provide services to study abroad and international student populations
- Assumed sole responsibility of office as Interim Director from March to June 2004

Career Services Coordinator

Texas A&M University, College Station, Texas

August 2002–July 2003

Study Abroad Advisor

Texas A&M University, College Station, Texas

February 2001–July 2002

ADDITIONAL RELEVANT EXPERIENCE

NAFSA: Association of International Educators Annual Conference,

May 2006

Montréal, Canada, *Presenter*

- Presented session entitled “Hiring, Training and Professional Development of Entry-Level Staff in the Busy Study Abroad Office” with colleagues from Brown University and University of Maryland
- Attended sessions supporting conference theme of “Advancing Our International Commitment”

Association for General and Liberal Studies/Association for Integrative Studies

October 2005, **Joint National Conference,** Fairfax, Virginia, *Presenter*

- Co-presented session entitled “Internationalizing the University” with administrators and faculty members from St. Edward’s University
- Attended sessions supporting conference theme of “Integrations: Liberal Learning in a Diverse World”

Rotary International Group Study Exchange, Finland, May–June 2000

- Studied education system of Finland, specifically university system and adult education
- Visited Finnish industry, government agencies and cultural points of interest
- Made presentations about Texas to Finnish Rotary clubs and about Finland to Texas clubs

Texas A&M University Study Abroad Semester, Castiglion Fiorentino, Italy, January–May 1997

- Completed undergraduate courses in Classical Sociology, Economic Development of Europe, Art History, and European Civilization

ROBERT W. STRONG

Vita

EDUCATION

Doctor of Philosophy in Information Science, University of Texas at Austin, 2005.

INFORMATION ACCESS & USABILITY

Master of Library Science, The University of Texas at Austin, 1975.

INFORMATION SYSTEMS DESIGN & EVALUATION.

Bachelor of Arts, St. Edward's University, Austin, Texas, 1973.

HISTORY/POLITICAL SCIENCE.

PROFESSIONAL EXPERIENCE

Employment:

1984–Present

St. Edward's University, Austin, Texas

ASSISTANT PROFESSOR, University Program (Aug. 2006–Present)

POST DOCTORAL ASSOCIATE, University Programs (Aug. 2004–Aug. 2006)

ADJUNCT INSTRUCTOR, University Programs and New College (1984–Smr 2004)

Courses Taught: Capstone: 22 yrs; American Dilemmas: 10 yrs;
The American Experience: 3 yrs

1997–2001

The University of Texas at Austin, Austin, Texas

RESEARCH ASSISTANT, IMLS/UTLOL Web Site Usability Study (2000–2001)

TEACHING ASSISTANT, GSLIS (Spr & Smr 1997; Smr 1998; 1998–1999 Acad Yr)

RESEARCH ASSISTANT, COLLEGE OF COMMUNICATION (Spr & Smr 1997)

1995–1996

Texas Society of Professional Engineers, Austin, Texas

EXECUTIVE ADMINISTRATOR

1992–1995

Texas Commission on Fire Protection, Austin, Texas

1994–1995

DIRECTOR, RESOURCE & EDUCATION SERVICES DIVISION

1992–1994

ASSISTANT TO THE EXECUTIVE DIRECTOR

1984–1991

St. David's Episcopal Church, Austin, Texas

BUSINESS ADMINISTRATOR

1975–1984

St. Edward's University, Austin, Texas

1982–1984

DIRECTOR OF PLANNING & INSTITUTIONAL RESEARCH

1978–1982

DIRECTOR OF PLANNING & INSTITUTIONAL

1975–1978

DIRECTOR OF LEARNING RESOURCES CENTER

1973–1975

Presidial Press/Military History Press, Austin, Texas

MANAGING EDITOR

PUBLICATIONS: Strong, Robert W., ed. *The American Dilemmas Handbook*. Kendall Hunt Publishing, 2007.

“Online Graduate Degrees: A Review of Three Internet-based Master’s Degree Offerings.” *The American Journal of Distance Education*, 1997, Vol. 11, No. 3, pp. 58–70. (w/E. Glynn Harmon) [Republished in 2000 in *Web-based Communications, the Internet, and Distance Education*, Edited by Michael G. Moore and Geoffrey T. Cozine]

Guide to Texas State Documents, 1974, Texas State Library, 1975. (Contributor)

Handbook of Governments in Texas, Texas Advisory Commission on Intergovernmental Relations, Austin, 1973. (Lead Writer & Editor)

CONFERENCE PARTICIPATION & PAPERS: “Creating a Viable 2nd Semester Freshman Experience.” Paper presented at the Association for General & Liberal Studies 46th Annual Conference—*Alignments and Linkages: Strengthening Curriculum to Improve General Education*, in Indianapolis, IN, on Oct. 21 2006.

Association of American Colleges & Universities General Education Conference, Phoenix, AZ.

Mar. 9–11, 2006: Roundtable Discussion Co-leader: “Closing the Assessment Loop.”

Association of General & Liberal Studies/Association of Integrative Studies 2005 Joint National

Conference, Fairfax, VA. Oct. 6–9, 2005. Panel Moderator: “Virginia Progress: New College Paradigms.”

CONTINUING EDUCATION Developing Leaders in the Public Sector, Lyndon B. Johnson School of Public Affairs (1995)

Texas State Agency Ethics Conference, Texas Ethics Commission/Southwest Texas State University (1994)

COURSES: Leadership Development Program, Governor’s Center for Management Development (1994)

Quality Service in Texas, Synergy Solutions, Inc. (1993)

Management Development Program, Governor’s Center for Management Development (1993)

BRENDA J. VALLANCE, Ph.D.

brendav@stedwards.edu

EDUCATION

- 1992; PhD, University of California, Los Angeles; Political Science Dissertation: “Neotraditionalism and the Military: The Problems of Reform in Communist Systems”
- 1976; MA, University of Oklahoma; Soviet Studies Thesis: “Politics Among Russia’s Youth in the Young Communist League”
- 1975; BA, University of Texas at Arlington; Foreign Languages (Russian, German)

PROFESSIONAL SUMMARY

St. Edward’s University

Dean, School of Behavioral and Social Sciences (2005–Present)

United States Air Force (1977–2005)

United States Air Force Academy, CO (1992–2005)

Deputy Chair (Assistant Dean) and Full Professor, Department of Political Science (1994–2005) [Acting Chair—Spring, 2002]

Fulbright Scholar, University of Latvia (Spring 2003)

Fellow, American Council on Education (1999–2000)

Division Chair (Department Chair) and Associate Professor, International Politics and Defense Studies (1992–1994)

Ph.D. Student, UCLA (1989–1992)

Instructor of Political Science (1987–1989)

PROFESSIONAL ASSOCIATIONS

International Studies Association

Inter-University Seminar on Armed Forces & Society

American Association for the Advancement of Slavic Studies

Alpha Chi National Honor Society

Pi Sigma Alpha Political Science Honor Society

Colorado Springs World Affairs Council

AWARDS AND HONORS

- 2003, Fulbright Scholar, University of Latvia.
- 2001, Presidential Fellow, Salzburg Seminar, “Sustaining Democracy in the Modern World.”
- 1999–2000, U.S. Air Force Academy Nominee—CASE Professor of the Year Award.
- 1999–2000, Fellow, American Council on Education.
- 1998–1999, U.S. Air Force Academy Nominee—CASE Professor of the Year Award.

- 1995, Coble Award, Outstanding Publication in Political Science.
- 1995, Air Force Representative, "A World Transformed." Discussions with George Bush, Mikhail Gorbachev, Margaret Thatcher, Brian Mulroney, and François Mitterrand.
- 1989–1992, Fellow, UCLA/RAND Center for Russian Studies.

PUBLICATIONS

Books

American Defense Policy, 7th edition, Baltimore: John Hopkins University Press, 1997, (co-edited).

Selected Articles

"Corruption and Reform in the Soviet Military," *The Journal of Slavic Military Studies*, 7:4, (Dec 1994).

"No Department Is an Island: The Integrated University Response to 21st Century Challenges" with Douglas J. Murray, *The Department Chair*, 13:1 (Summer 2002).

"Russia's Mothers: Voices for Reform," *Minerva: Quarterly Report on Women and the Military*, 18:3-4 (Fall/Winter 2000).

"The Yugoslavian Crisis," *Military Art and Science Quarterly*, 2:11, (Feb/Mar 1993).

Selected Reviews

Richard F. Staar, *The New Military in Russia: Ten Myths That Shape the Image*, Annapolis: Naval Institute Press, 1996, for *Naval War College Review*, 50:3, (Summer 1997).

Richard H. Shultz, Jr., Roy Godson, and George H. Quester, eds. *Security Studies for the 21st Century*, Washington: Brassey's, 1997, *Armed Forces and Society*, 25:2, (Winter 1999).

Marcia A. Weigle, *Russia's Liberal Project: State-Society Relations in the Transition from Communism*, University Park: The Pennsylvania State University Press, 2000, for *Demokratizatsiya*, 10:4 (Fall 2002).

INTERNATIONAL CONSULTANCIES

- 2000, Curriculum Development and Education Programs for Armed Forces, Slovenia.
- 1998, 1999, Democratization and Reform in Uzbekistan.
- 1996-1997, Canadian Political Asylum Case.
- 1994, 1995, Democratization and Reform in Bulgaria.

Appendix E

Sample Syllabi for CULF 3330 and CULF 3331 as they are currently configured.

Cultural Foundations 3330.01—Spring 2007

“The Identity of the West”

Tuesday–Thursday 12:30–1:45, Moody Hall 211

Prof: Dr. Mity Myhr Office: Andre Hall, 222 Campus Mail: 967
Office Hours: MW 10:00–11:00 and Tu/Th 11:00–12:00 or by appointment
Office Phone: 233-1677 E-mail: mitylenm@stedwards.edu

Course Description: This course will examine the patterns of thought, systems of values, and social relations within Western Civilization, which have resulted in the formation of western culture and made it influential in the world. In keeping with the St. Edward’s mission statement, the development of critical thinking and communication skills, both oral and written, will be primary objectives.

In order to establish “the identity of the West,” we must search for characteristic modes of political and economic organization, for an intellectual tradition, and for an artistic heritage. To facilitate analysis we will divide “Western” history in three broad periods: 1) Antiquity; 2) the Middle Ages and the Renaissance; 3) Modernity. We will then trace four central themes through each period:

- 1) The nature of religion and ethics in the West.
- 2) Western political theory and forms.
- 3) Relationships between community and individuals.
- 4) Western construction of philosophy, science, rational thought, and economics.

Learning Objectives: Through the use of exams, writing assignments, group work and class discussions, the student will demonstrate:

- 1) Knowledge - the ability to recall the basic events, persons, movements, and ideologies of Western Civilization.
- 2) Comprehension - the ability to identify and explain critical issues in the evolution of the identity of the West.
- 3) Application and Analysis - the ability to analyze the origins and effects of ideas, movements and events in Western Civilization.
- 4) Synthesis - the ability to develop an understanding of the interrelationships of the elements of Western Civilization in different societies or time periods from different perspectives (e.g., political, economic, artistic...).
- 5) Evaluation - the ability to appraise and assess the successes and failures of Western Civilization.

Class Policies and Requirements

Course Structure: Classes will combine lectures with class discussions of the assigned

texts. You should complete the assigned readings before coming to class. The exams will be based upon material discussed in class, essays in the readers, primary source readings, and the textbook. If I feel the class is not well prepared for discussion, I will give pop quizzes on the assigned readings.

Attendance: It is very important for you to attend class regularly because you will be responsible for the lecture content on the exams. I will take attendance in each class. It will be very difficult for you to pass the class without attending lectures. If you miss class you are responsible for turning in assignments, obtaining lecture notes from a classmate, and checking with the professor for announcements. More than five unexcused absences may result in a WA.

Class Etiquette: While in class, you should refrain from activities that prevent you from paying attention to lectures or discussion or distract your neighbors from full participation. These distractions include, but are not limited to: using or looking at your cell phones (should be off and put away before class begins), reading newspapers, magazines, or other books, and leaving class. If your behavior becomes a distraction, I reserve the right to confiscate your cell phone or ask you to leave.

Academic Dishonesty: “The St. Edward’s University *Undergraduate Bulletin* and the *Student Handbook* state that a student who is dishonest in any work may receive the maximum penalty of a mark of F for that course. Withdrawal from a course is not allowed when an F in the course for academic dishonesty has been imposed. Students caught committing academic dishonesty in this course will be subject to the full range of penalties as described in the *Undergraduate Bulletin* and in the *Student Handbook* .”

In keeping with St. Edward’s University’s emphasis on ethics and accountability, by remaining in this course students have agreed that all required papers and homework assignments may be subject to submission for textual similarity review to turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The instructor will require that the short essays be submitted in both paper and electronic form. The class ID for turnitin.com is Failure to do so will result in a 10 point deduction from the assignment grade.

Required Texts:

Brian Levack, ed., *The West: Encounters & Transformations*
Voltaire, *Candide*

Homework: Each student, as part of a small group, will be responsible for organizing and leading small group discussion one time over the course of the semester. There will be seven opportunities. Each small group will be responsible for preparing reading and discussion questions to be given to the class in advance and then for leading a discussion of the assigned texts. Student preparation will be done in consultation with the professor. This assignment will count for 10% of your homework grade.

The other 25% of your homework grade will come from the short homework essays you submit in response to distributed questions.

Exams: There will be three exams. Their dates are indicated on the syllabus. A review sheet will be distributed one week before the exam. If you know that you will be absent you must arrange an alternative time and place with the professor.

Short Research Paper: You will write a short research paper (3 pages) this semester. We will discuss the project in class and a more detailed description of the requirements will be distributed. Late papers will be penalized 5 points per class period. You will submit the essay to turnitin.com.

Late Papers: You should take care to turn your assignments in on time. Crashing computers, homework-eating dogs, printer problems, and lost disks are not valid excuses for late papers. If you are having legitimate trouble with your papers, it is best to get in touch with me before the date, rather than after. Then I can help you work through your problems, rather than allowing yourself to be overcome by them. Unexcused late papers will be penalized 5 points per class period. Assignments will not be accepted two weeks after the due date.

Grades:	Attendance	5%
	Homework	35%
	Three exams	45% (15% each)
	Research Paper	15%
	total = 100%	

If you fail to complete an exam or an assignment, you will receive a grade of “F” (0) for that assignment. If you fail to complete an exam or turn in the research paper, it will be impossible for you to pass the course. Extra credit is due by the last day of class.

Disabilities: If you have a documented disability and need accommodations for this class, please let me know as soon as possible so that your learning needs may be appropriately met.

Course Schedule

Antiquity

Week One: Introduction to Ancient Societies

Tuesday, January 9: Introduction and The Birth of Civilization
 Class Discussion of “The Code of Hammurabi”
 Textbook: pp. 11–22

Thursday, Jan. 11: The Hebrews
 Textbook Reading: Ch. 3, pp. 53–57
 Ancient History Sourcebook: Moses and Monotheism, “Exodus” (at this site), Ch. 19: 1–6, Ch. 20–21

Week Two: The Greeks

Tues., Jan. 16: The Greeks I: Government and Society

Textbook Reading: Ch. 3, pp. 59–66
Ancient History Sourcebook: Greece, Athenian Democracy, Thucydides: Pericles’ Funeral Oration [At this Site] and Sparta, Xenophon: On the Spartans [At CSUN]
Class Discussion: What do the Greeks of Athens and Sparta value most?

Thurs., Jan. 18: The Greeks II: Religion, Science and Philosophy
Textbook Reading: Ch. 3, pp. 66–72 and Ch. 4, pp.75–83, “Trial and Execution of Socrates the Questioner,” pp. 70–71
Class Discussion of “Questions of Justice,” p. 71

Week Three: The Romans

Tues., Jan. 23: The Roman Republic & Society
Textbook Reading: Ch. 4, pp. 84–95 and 107–110, “The Ruinous Effects of Conquest,” p. 91

Ancient History Sourcebook: Rome: The Growth of Republican Institutions, “The Twelve Tables” (at this site), and chart, “The Roman Government: Checks and Balances”

Thurs., Jan. 25: The Roman Empire & Religion
Textbook Reading: Ch. 5, pp. 95–107, 172–176, Ch. 6, 117–122
Ancient History Sourcebook: The Principate to 192 CE, Tacitus, “The End of the Republic”, Chart: “Roman Government under Augustus,” Religion, “Accounts of Roman State Religion” (read at least two selections) and Late Antiquity, Roman Mystery Religions, Isis, Lucius Apuleius, “Initiation into the Mysteries of Isis”

Class Discussion #1: The Values of the Roman Empire

Week Four: Christianity & Rome’s Successor States

Tues., Jan. 30: Christianity
Textbook Reading: Ch. 5, pp. 111–114, Ch. 6, pp. 122–128
Ancient History Sourcebook: Christian Origins, Jesus of Nazareth, Teachings, “Ethics” (Matt. 5: 1–11), Historical Evidence, Josephus, “Description of Jesus” (U Penn), Paul of Tarsus, Theology, “Faith and Law” (both Romans and Galatians), The Triumph of the Church, “Edict of Milan (313)”

Thurs., February 1: Islam and Exam Review
Textbook Reading: Ch. 7, pp. 145–152

Week Five: Exam #1 & Medieval Europe

Tues., Feb. 6: Exam #1

The Medieval World

Thurs., Feb. 8: Early Medieval Europe
Textbook Reading: Ch. 7, pp. 152–157, Ch. 8, pp. 161–172, “Revealing the Truth: Oaths and Ordeals,” pp. 168–169
Class Discussion of “Questions of Justice,” pp. 168–169

Week Six: Medieval Europe

Tues., Feb. 13: High Middle Ages

Textbook Reading: Ch. 9, pp. 183–202

Medieval Sourcebook: Crusades, The First Crusade, Urban II's Speech, 1095, Robert the Monk: "Urban II's Speech at Clermont" and Attacks on the Jews, Solomon bar Samson, The Crusaders in Mainz

Class Discussion #2: Motivations for the Crusading Movement

Thurs., Feb. 15: High Middle Ages, pt. 2: "White Garment of Churches"

Distribution of Essay Assignment

Week Seven: Late Middle Ages and The Renaissance

Tues., Feb. 20: Late Middle Ages

Textbook Reading: Ch. 10, pp. 205–222 (skip 207–209), and "The Trial of Joan of Arc," pp. 216–217

Class Discussion: "Questions of Justice," p. 217

Thurs., Feb. 22: The Renaissance & Age of Exploration

Textbook Reading: Ch. 11, pp. 225–243 and Ch. 12, pp. 247–266

Medieval Sourcebook: Renaissance: Politics and Politicians, Niccolo Machiavelli, "The Prince" excerpts and Exploration, Maritime Exploration and Conquest, Columbus, Christopher Columbus, Letter to King and Queen of Spain [At Medieval Sourcebook]

Class Discussion #3: Humanism and Exploration

Week Eight: The Reformation

Tues., Feb. 27: The Reformation I

Textbook Reading: Ch. 13, pp. 269–274

Medieval Sourcebook: Protestant Reformation, Luther, "Letter to the Archbishop of Mainz"

Distribution of Exam Study Sheets

Tues., March 1: The Reformation II

Textbook Reading: Ch. 13, pp. 276–280, "The Trial of Anne Boleyn: The Dynastic Crime," pp. 440–441, and pp. 282–288

Medieval Sourcebook: Protestant Reformation, England, Henry VIII, "Act of Supremacy (1534)"

Week Nine: Early Modern Europe and Exam

Tues., March 6: Conclude Lectures and Exam Review

Thurs., March 8: Exam #2

March 12–16: Spring Break, No Classes

The Modern World

Week Ten: Towards Modern Europe

Tues., March 20: Early Modern Government: Absolutism and Constitutionalism
Textbook Reading: Ch. 15, pp. 313–320, 326–330, “Trial of Charles I,” pp. 328–329
Modern History Sourcebook: The Ancient Regime, Structures of Politics—
Absolutism, France, The Sun King, Jean Domat, “On Social Order and Absolute Monarchy,”
and Alternative Politics & Economies, The Glorious Revolution, “English Bill of Rights,”
1689, excerpts

Class Discussion #4: The Nature of Sovereignty

Thurs., March 22: The West and the World
Textbook Reading: Ch. 17, pp. 357–377

Week Eleven: The French Revolution

Tues., March 27: The Scientific Revolution and The Enlightenment
Textbook Reading: Ch. 16, pp. 335–352 (skim) and Ch. 18, pp. 381–399
Discussion of Voltaire’s *Candide*

Thurs., March 29: The French Revolution I
Textbook Reading: Ch. 19, pp. 401–413, “The Trial of Louis XVI,” pp. 408–409
Modern History Sourcebook: The American and French Revolutions, Liberal
Revolution, Abbe Sieyes, “What is the Third Estate?” [At this site], “Declaration of the
Rights of Man” and Radical Revolution, “The Marseillaise” [At this site]

Class Discussion #5: Shifting Concepts of Sovereignty

Week Twelve: 19th-Century Europe

Tues., April 3: The Napoleonic Era
Textbook Reading: Ch. 18, pp. 413–420
Modern History Sourcebook: The American and French Revolutions, Napoleon I
Bonaparte (1769–1821), “The Imperial Catechism”

Enlightenment Essay Due

Thurs., April 5: Easter Break, No Classes

Week Thirteen: 19th-Century Europe

Tues., April 10: The Industrial Revolution
Textbook Reading: Ch. 20, pp. 423–441, “The Sadler Committee on Child Labor”
pp. 436–437

Modern
History Sourcebook: Industrial Revolution, Social and Political Effects, “Women Miners in
the English Coal Pits,” and Urban Life: New Social Classes, Frederick Engels, “Industrial
Manchester, 1841,” Andrew Ure, “The Philosophy of the Manufacturers, 1835”

Class Discussion #6: Transformation of Europe

Thurs., April 12: 19th Century Ideologies

Textbook Reading: Ch. 21, p. 445-464

Modern History Sourcebook: Socialism, Marxism, Karl Marx and Frederick Engels, Communist Manifesto [At WSU]

Week Fourteen: Late 19th-Century Europe

Tues., April 17: 19th-Century Society and Culture

Textbook Reading: Ch. 22, pp. 467–470, 475–483, and Ch. 23, pp. 487–496

Thurs., April 19: New Imperialism

Textbook Reading: Ch. 23, pp. 496–505

Modern History Sourcebook: The Long 19th Century, Responses to Economic Growth: Imperialism, Motives and Attitudes, Capt. F.D. Lugard, “The Rise of Our East African Empire, 1893”, Jules Ferry, “On French Colonial Expansion” and Celebrations and Objections, Rudyard Kipling, “The White Man’s Burden”

Class Discussion #7: European Expansionism

Week Fifteen: Early 20th-Century Europe

Tues., April 24: 20th-Century Europe

Textbook Reading: Ch. 24, pp. 509–525 and Ch. 25–26 (skim)

Distribution of Exam Review Sheets

Thurs., April 26: Conclude Lectures and Exam Review

Final Exam: Thursday, May 3, 11:15 to 1:15

CULF 3331.08: Contemporary World Issues
Spring 2007: Decolonization in Senegal and Vietnam

Tues.–Thurs. 9:30–10:45, Moody Hall 202

Dr. Mity Myhr

Office: Andre 222

E-mail: mitylenm@stedwards.edu

Office Hours: MW 10:00–11:00 and TR 11:00–12:00 or by appointment

Office Telephone: 233-1677

Campus Mail Box 967

Course Description:

The purpose of this class is to introduce students to two non-Western regions of the world and to address crucial issues relating to those regions. This course will examine two former French colonies: Senegal and Vietnam. We will compare and contrast their experiences of colonization, their very different trajectories following their independence, and the challenges each faced at the end of the 20th century and early 21st century as a result. We will compare the development of new national identities as separate from their former identities as members of the French empire. The class will also compare the two countries' experiences with the globalization of economies, cultures, and diseases.

Course Objectives:

1. An understanding of the variety of ways with which France controlled its colonies.
2. Familiarity with the important events and personalities of both countries since the mid-20th century.
3. Ability to analyze a variety of sources for their significance in the development of national identity.
4. Familiarity with the geography of Senegal and Vietnam and their regions.
5. A basic understanding of the process of globalization and its effects on West Africa and Southeast Asia.

Learning Outcomes:

1. The student will demonstrate factual knowledge about contemporary issues and global processes by passing two exams.
2. The student will demonstrate ability to analyze and evaluate global issues and their impact on Africa and Southeast Asia through book reviews and a research paper.

Required Reading:

Sembene Ousmane, *God's Bits of Wood*
Graham Greene, *The Quiet American*
Nguyen Thi Thu-Lam, *Fallen Leaves: Memoirs of a Vietnamese Woman from 1940–1975*
Reading Packet

Course Structure and Policies:

Class will be a combination of lecture and class discussion, both in small groups and with the class as a whole, of the reading assignments. Lectures, discussion topics, and reading assignments are noted in the syllabus. You should have completed the assigned

reading before coming to class. The exams will be based upon material discussed in class and reading assignments.

Attendance

Students are required to attend class. Attendance will be taken at the beginning of each class and will be a part of your class participation grade. Much of the educational value in the class will come from lectures and class discussions; therefore, your presence is important. If you miss class you are responsible for turning in assignments, obtaining lecture notes from a classmate, and checking with the professor for announcements.

Academic Dishonesty

“The St. Edward’s University *Undergraduate Bulletin* and the *Student Handbook* state that a student who is dishonest in any work may receive the maximum penalty of a mark of F for that course. Withdrawal from a course is not allowed when an F in the course for academic dishonesty has been imposed. Students caught committing academic dishonesty in this course will be subject to the full range of penalties as described in the *Undergraduate Bulletin* and in the *Student Handbook* .”

In keeping with St. Edward’s University’s emphasis on ethics and accountability, by remaining in this course students have agreed that all required papers and homework assignments may be subject to submission for textual similarity review to turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The Class ID is.

Class Etiquette

While in class, you should refrain from activities that prevent you from paying attention to lectures or discussion or distract your neighbors from full participation. These distractions include, but are not limited to: using or looking at your cell phones (should be off and put away before class begins), reading newspapers, magazines or other books, and leaving class. If your behavior becomes a distraction, I reserve the right to confiscate your cell phone or ask you to leave.

Disabilities:

If you have a documented disability and need accommodations for this class, please let me know as soon as possible so that your learning and testing needs may be appropriately met.

Course Requirements:

Homework: There will be five short homework assignments based upon the assigned reading. The assignments are meant to help you pick out important themes and organize the reading material. The questions are listed on the syllabus.

Book Reviews: You will write a series of three short (2 pages) book reviews based upon the novels we discuss in class. Like the homework, these are assigned to help you identify themes and organize the material.

Tests: There will be two tests in class, one over each country. They will be a mixture of map identifications, short identifications, and essays. A review sheet will be distributed a week before the test.

Research Paper: The research paper will focus upon nationalist movements in other former European colonies in Southeast Asia and Africa. The paper will explore themes developed in class in other cultural, political, and economic contexts. A more detailed description of the assignment will be distributed in class.

Late Papers: You should take care to turn your assignments in on time. Crashing computers, homework-eating dogs, printer problems, and lost disks are not valid excuses for late papers: they are part of the challenges associated with modern academic life. If you are having legitimate trouble with your papers, it is best to get in touch with me before the due date, rather than on or after. Then I can help you work through your problems, rather than allowing yourself to be overwhelmed by them. Late papers will be penalized 5 points per class meeting. Assignments will not be accepted two weeks after the due date.

Grades:

Attendance & Homework	20%
Reviews	25%
Research Paper	25%
Tests	<u>30%</u>
	100%

Class Schedule

Week 1: Introduction

Tues., January 9: Introduction and Distribution of Syllabus

Thurs., Jan. 11: Background to European Colonization: Motivations and Means
Reading & **Homework #1:** Internet Assignment, Modern History Sourcebook

Week 2: French Colonization

Tues., Jan. 16: Background to French Colonization

Thurs., Jan. 18: French Colonies: Administration and Relationships

Week 3: Introduction to Senegal

Tues., Jan. 23: Senegal: Physical and Human Geography

Thurs., Jan. 25: History of Senegal Before the French

Week 4: Senegal and WWII

Tues., Jan. 30: French Administration

Turn in Research Paper Topic and Short Bibliography

Thurs., February 1: Discussion of "God's Bits of Wood"

For background and historical accuracy of work, go to
<http://courses.wcupa.edu/jones/his311/archives/sec/sembart.htm>

Week 5: Senegal and Independence

Tues., Feb. 6: Early Independence Movements

Reading Packet: Selection of Poems by Léopold Sédar Senghor and Senghor, “What is Negritude?”

Homework Question #2: How does Senghor define ‘negritude’? What does it mean to be an African in France in the mid-20th century? Be sure to pick out specific examples in the poems and essay to support your response.

Thurs., Feb. 8: The Move Toward Independence

Reading Packet: *The Ideologies of the Developing Nations*, Selections by Mamdou Dia and Leopold Sedar Senghor and BBC Letter: “Senegal’s Secret Soldiers”

Discussion Questions: According to Dia, what are the challenges facing newly independent states? How does African socialism differ from European? How do the BBC veterans reflect the problems of identity we have been discussing?

Book Review of “God’s Bits of Wood” Due

Week 6: Senegal and Independence

Tues., Feb. 13: Organization of the State

Reading Packet: *Contemporary West African States*: “Senegal”

Homework Question #3: Identify the major challenges facing Senegal. Why has Senegal remained a stable state, despite the economic, social, and political challenges it has faced since the retirement of President Senghor?

Thurs., Feb. 15: Independence & Relationship with France

Week 7: Senegalese Society, Culture, and Religion

Tues., Feb. 20: Senegalese Society, Culture, and Religion

Thurs., Feb. 22: Senegal and Globalization

Homework #4: “Globalization and its Critics”

Homework Question #4: In your opinion, is globalization a positive or a negative force? (be sure to support your opinion with facts and examples)

Distribution of Exam Study Sheets

Week 8: Exam #1

Tues., Feb. 27: Compete Lectures and Exam Review

Thurs., March 1: **Exam #1**

Week 9: Introduction to Vietnam

Tues., March 6: Vietnam: Physical and Human Geography

Thurs., March 8: Vietnam Before the French

Reading Packet: *The Birth of Vietnam*

Discussion Question: What elements of Vietnamese culture do these stories preserve? What is the relationship with China reflected in them?

Week 10: Spring Break, March 12–16, No Classes

Week 11: Introduction to Vietnam

Tues., March 20: France and Indochina

Thurs., March 22: Independence Movement

Reading: Modern History Sourcebook: SW Asia, Asia since 1900, Vietnam, Ho Chi Minh (1890–1968): “Program for Communists of Indochina” (1930) and “Vietnamese Declaration of Independence” (1945)

Homework Question #5: How does Ho Chi Minh attempt to unify his followers in Vietnam? In what ways are the documents aimed at an international audience?

Week 12: Development of a Nationalist Movement

Tues., March 27: “Indochine”

Research Papers Due

Thurs., March 29: “Indochine”

Week 13: French War

Tues., April 3: American Involvement & The “American War”

Reading Packet: “Traveling on the Edge”

Thurs., April 5: Discussion of *The Quiet American*

Week 14: Early American Intervention

Tues., April 10: The “American War”

Thurs., April 12: Easter Break, No Classes

Week 15: American Intervention

Tues., April 17: Discussion of *Fallen Leaves*

Thurs., April 19: “Vietnam Today”: Vietnam and Globalization

Book Review of *The Quiet American* Due

Week 16: Establishment of the Socialist Republic of Vietnam

Tues., April 24: Vietnamese Society, Culture, and Economy

“Wide Angle: Avian Flu”

Thurs., April 26: Last Day of Class, Conclude Lectures and Exam Review

Book Review of *Fallen Leaves* Due

Final Exam: Thursday, May 3, 9:00–11:00 a.m.

Homework #1

Go to the Modern History Sourcebook:

<http://www.fordham.edu/halsall/mod/modsbook34.html>

Click on Imperialism

Read the following texts (You should print them out & bring to class):

Motives and Attitudes:

British Missionary Letters: “Urging the Annexation of the South Seas Islands” (1883)

Capt. F.D. Lugard: “The Rise of Our East African Empire” (1893)

Jules Ferry: “On French Colonial Expansion” (1884)

Africa:

Kaiser Wilhelm II “A Place in the Sun” (1901)

Using these texts answer the following questions. Your responses should be typed, double-spaced, and edited for clarity.

1. What are the motives that led Europeans to undertake the time consuming and expensive project of establishing colonial empires? Answer this question for each text.
2. What are the underlying assumptions about non-Europeans/Westerners that appear in each text?