

The Internationalization of Curriculum at ASU: Personal Reflections on a Disparate Evolution

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This article is a revision of a presentation made to participants attending Faculty Symposia on Internationalizing Courses at Albany State University (ASU) in 2016. It traces the evolution of efforts and dynamics of the faculty and administration since the 1980's to infuse internationalization into the academic disciplines at the campus. The Department of English spearheaded this effort through some University System of Georgia support, federal and state grants, the Association of Colleges and Universities, and through collaboration of faculty in ASU academic disciplines. The results include ASU sending and receiving faculty Fulbright grantees, and the establishment of a full-fledged Bachelor of Arts degree in International Studies; and while there is a realization that much has been accomplished, much more needs to be done.

Keywords: internationalization, curriculum, international studies

While there is no specific date designating the origin of the internationalization of curriculum in higher education, there is ample documentation that the pioneering works of scholars in the 1980s and 1990s, including M. Harari, B.B. Burn, S. Groennings, and others laid the foundation for the internationalization of curriculum in higher education as it is known today. Although the internationalization of curriculum in higher education was in its infancy in the 1980s and 1990s, evolving with diverse approaches amidst uncertainties, many of the leading scholars reached consensus about the need for internationalization of the undergraduate curriculum in colleges and universities. Harari (1989) declared that the rationale for the internationalization of the undergraduate curriculum is consistent with the liberal arts tradition. Groennings (1990) focused on the importance of the academic disciplines, especially the role of faculty, as the impetus for internationalization. Burn (1995), on the other

hand, issued a clarion call for the need for research to guide the development of internationalization in higher education. While the faculty and administrators at Albany State College in the late 1980s and early 1990s were certainly aware of internationalization at other universities, neither the institution's mission nor its academic activities were focused on internationalization or globalism. Most of the college's efforts during this time were devoted to its curricula and physical expansion.

When I arrived at Albany State College (now University) as Chair of the Department of English, I had served as English Department Chair at my previous institution; and I came with several major goals for my ASC department, including internationalization. Among my major academic goals were developing a strong and diverse faculty and department, implementing a Writing across the Curriculum (WAC) program, and of course, pursuing the internationalization of the ASC curriculum and the campus. Despite my uncertainty about the paths necessary to achieve internationalization at ASC, I was certain about the goal: expanding the international dimensions of the ASC curriculum to give students access to a more global education. Since Albany State College had not yet established an institutional approach to internationalization, I was certain, too, that my department could seize the opportunity to begin to fill the void.

Building on the ASC Foundation

Like many Historically Black Colleges and Universities (HBCUs), Albany State University has long been international and diverse, almost since its founding; for as the institution progressed, ASU, (then Albany State College), developed a diverse and international faculty and curriculum. In addition to the traditional courses in Western history, literature and foreign languages, there were, too, internationally focused courses in a few disciplines across the curriculum. The Department of History and Political Science, for example, had developed courses in the History of Latin America and International Relations; and in Sociology, faculty members had added such courses as the Culture of Africa and Comparative Ethnology. Subsequently, as the history of ASC unfolded, international courses in these and other disciplines across the campus increased incrementally. Such was the status of the internationalization of the curriculum when I arrived at ASC; however, my primary focus here is the activities in which I have been

involved since 1977, not a comprehensive review of ASU's internationalization.

As Chair of the Albany State College Department of English, I remained committed to my goal of the internationalization of the curriculum and the campus. Subsequently, therefore, I have worked to actualize this goal, both individually and collaboratively, with faculty in my department and in other disciplines. My efforts to effect more internationalization of the ASC curriculum began, of course, in the Department of English, now English, Modern Languages and Mass Communication. Understanding that external funding might be the most immediate, convenient and direct way to achieve real change in internationalization at ASC and that institutional funds for internationalization were limited, my department faculty and I began our search for external funding to achieve and support the internationalization of our department's curriculum

Securing Resources to Build ASC's International Capacity

Georgia Humanities Council (GHC) Grant - 1986

The first internationally focused grant that the Department received was from the Georgia Humanities Council (GHC). In 1985, Dr. Alsylvia Smith, Coordinator of Foreign Languages, and I co-wrote and submitted a proposal to the Georgia Humanities Council; and in 1986, our Department received a \$26,000 grant from the GHC to conduct a Summer Institute for Foreign Language Teachers in Southwest Georgia school system. Directed by Dr. Alsylvia Smith, the institute involved 15 teachers in a successful four-week language enhancement program. The objectives of the summer institute were to: (1) provide intensive training for public school foreign language teachers, (2) improve resources for teaching and learning foreign languages in public schools and at ASC and (3) provide opportunities for the professional development of foreign language teachers. Participants' evaluations at the end of the institute were very positive, some recommending a repeat institute the following summer.

Study Abroad

While the recent additions of the Study Abroad programs at ASU, i.e., China, Portugal, Costa Rica, Jamaica, Belize and others, are welcomed

components of the current internalization of ASU, they are not, in fact, the university's first Study Abroad programs. In 1986, the Department of English and Modern Languages (now combined) received a small grant of \$4,300 from the Georgia Board of Regents, which was a part of the University System of Georgia's International Intercultural Studies Initiative; and with this small grant and other departmental and university funding, Dr. Alsylvia Smith and Dr. Arnold Odio, both departmental faculty, conducted the first ASC Study Abroad program, taking a group of students to Ivory Coast, Africa to study French. Fortuitously, the foreign language faculty in the department had envisioned conducting future Study Abroad programs and had, in fact, developed a series of Study Abroad courses. Thus, the students who participated in the first Study Abroad program took courses for academic credit and their experiences were evaluated by Drs. Smith and Odio.

First Southwest Georgia (SOWEGA) International Studies Program - 1989

Subsequently in 1989, three years after the summer institute on foreign language and ASC's first Study Abroad program, the Department of English and Modern Languages received a \$110,000 two-year grant from the U.S. Department of Education to conduct its first Southwest Georgia (SOWEGA) International Studies Program, the focus of which was strengthening the department's foreign language instruction and curriculum. Funded by the Undergraduate International Studies and Foreign Language (UISFL) program of the U.S. Department of Education, the grant had several objectives: (1) strengthening the teaching and learning of foreign languages at ASC, (2) further internationalizing some current foreign language courses and developing new courses, (3) providing resources to improve the teaching of foreign languages in the department and adding library resources, and (4) providing professional development for ASC foreign language faculty. In the two-year grant period, faculty revised several courses in the major, purchased instructional resources to improve foreign language teaching and library resources and attended professional conferences, each faculty member attending at least one national foreign language conference. The evaluative data for the project was included in the final report for the grant.

Broadening the Department's Approach to Funding for Internationalization

During this same period, the department adopted an additional strategy to facilitate and support the internationalization of the ASC curriculum; that is, pursuing a different avenue to secure external funding. One of the most direct and successful strategies was the department's exploration and securing of grants for Fulbright Scholars to visit ASC. Such grants the department concluded could readily assist with the internationalization of the ASC curriculum and the campus in a more immediate and strategic ways. From 1990-2001, therefore, the Department of English and Modern Languages at Albany State University hosted three Fulbright Scholars:

First CIES Grant for a Fulbright Scholar in Residence - 1989

The same year in 1989, the department developed and submitted a Fulbright Scholar application, and in 1990, received a \$42,000 grant from the Council on the International Exchange of Scholars (CIES) to bring an African Fulbright Scholar in Residence to Albany State College. From Nigeria, Dr. Niji Oladeji was a language and literature scholar who spent two years (1990-1992) at ASC teaching and lecturing; and during his Fulbright residency, he also helped the department improve its curriculum, specifically developing the current sequence of Yoruba courses offered at the university and the African Literature course the department now offers. Following his return to Nigeria for the mandatory CIES two-year hiatus required of foreign Fulbright Scholars who have served residences in the United States, ASC subsequently hired Dr. Oladeji as a full-time faculty member in the department, where he served effectively until his death.

Second CIES Grant for a Caribbean Fulbright Scholars in Residence - 1992

The department's success in securing its first CIES Fulbright Scholar grant proved so beneficial that the department submitted a second grant application and received a \$43,000 CIES grant (1992-1993) to bring a Caribbean Fulbright Scholar in Residence to ASC. Professor Wayne Brown, a Caribbean poet and short story writer at the University of the West Indies, spent a year at ASC; and he, too, assisted the department in expanding its

curriculum by developing the Caribbean Literature course the department now offers.

Third CIES Grant for a Fulbright Scholar in Residence - 2000

The department continued to pursue the Fulbright funding pathway and in 2000 secured a third Fulbright Scholar in Residence grant for \$46,000 to bring another African scholar to the institution (now renamed Albany State University). From Swaziland, South Africa Dr. Nester Dalamini was scheduled to spend a full year (Fall, 2000 - Fall, 2001) at ASU; however, the illness of her mother necessitated her leaving in early July 2001. While here, however, she taught courses in the department, lectured at ASU and at other local sites and was also instrumental in developing several international courses, i.e., South African Literature and a Zulu language sequence which, unfortunately, the department has not yet been able to add to the curriculum. Table 1 lists the Fulbright Scholars' countries, years at ASU and disciplines.

Table 1

Fulbright Scholars in Residence at Albany State University, 1990-2001

Name and Country	Duration of Residence	Scholar's Discipline
Dr. Niyi Oladeji Nigeria	1990-1992	Language and Literature
Dr. Wayne Brown Jamaica	1992-1993	Poetry and Fiction
Dr. Nester Dhlamini Switzerland	2000-2001	Language and Literature

There is ample evidence that Fulbright Scholars significantly enhanced the internationalization of the ASU campus, including generating additional interest in internationalization across the campus. In 2002, for example, the Dean of the College of Business, Dr. Abiodun Ojemakinde, was successful in securing a Fulbright Scholar in Residence from Tanzania, who spent the

academic year 2002-2003 teaching and lecturing in the ASU College of Business.

ASU Faculty as Fulbright Scholars

Further, ASU's internationalization of curriculum and Fulbright Scholar activities on the campus concurrently increased the interest of faculty in the Department of English and Modern Languages in becoming Fulbright Scholars. From 1993-1994, Dr. Marva O. Banks, Professor of English, served as a Fulbright Scholar at Fourah Bay College, University of Sierra Leone, West Africa. Subsequently, after the turn of the century, two additional English faculty members received appointments as Fulbright scholars. Dr. Benjamin Lawson, Professor of English, served two stints as a Fulbright Scholar, one at the University of Helsinki in Finland during the Fall Semester, 1991 and a second at the University of Utrecht in the Netherlands during the Fall Semester, 2000; and Dr. Sandy Cohen, also a Professor of English, spent a year in China from 1992-1993. Several ASU faculty members listed in Table 2 had also previously received appointments as Fulbright-Hays Scholars.

Table 2

Albany State University Fulbright-Hays Scholars, 1980's -1990's

Name	Department	Country Visited
Dr. Alsylvia Smith	English & Modern Languages	Egypt
Dr. Arnold Odio	English & Modern Languages	Sierra Leone & Senegal
Dr. Veula Rhodes	History & Political Science	India

Dr. Alsylvia Smith in 1984 and Dr. Arnold Odio in 1987 participated in Fulbright-Hays Seminars in Cairo, Egypt and in Sierra Leone and Senegal, Africa respectively; and several years later, Dr. Veula Rhodes, Professor of History in the Department of History and Political Science, participated in a Fulbright-Hays Seminar in India.

While the primary rationale and focus of faculty participation in Fulbright and Fulbright-Hays Scholar activities was the development of individual faculty members, the Department of English and Modern Languages benefited significantly from the experiences of faculty. When they returned to campus from abroad, Fulbright and Fulbright-Hays faculty members shared their experiences with students and faculty in the department and in other disciplines; and they enhanced the department's curriculum by infusing their experiences into courses they taught, including adding international works of literature from countries they visited. Further, Dr. Banks and Dr. Odio were also regularly assigned and alternated teaching the courses in Caribbean Literature and African Literature.

Faculty Development for Internationalization of Curriculum across ASU Disciplines

By the turn of the twenty-first century, the internationalization of curriculum in higher education had evolved significantly in concept and in meaning. As J. Knight (2004) observed, internationalization had evolved to mean a variety of activities, including, academic programs, study abroad, partnerships and research; it had come to mean delivery of education to other countries by face-to-face or technological methods and it had also come to mean international, intercultural or global curriculum in the teaching and learning processes (p. 6). In effect, as Knight (2004) concluded, internationalization had become "more important, complex and confusing" (p. 5), necessitating the need to reach some consensus on a definition of internationalization. At the beginning of the twenty-first century, therefore, Knight (2004) proposed the following working definition for internationalization: "the process of integrating an international, intercultural or global dimension into purpose, function or delivery of post-secondary education" (Knight, 2004, p.11).

Other Campus Internationalization Activities and the USG International Studies Consortium, 1996-1998

Concurrently, the ASU internationalization activities also spawned a variety of other activities. From 1985-1991 the Department of English and Modern Languages sponsored foreign language competitions with the four local high schools. Internationalization activities at ASU also motivated faculty to attend meetings and workshops on internationalization over the

years, and the University System of Georgia (USG) provided opportunities for faculty members to participate in its International Studies Consortium. Dr. Arnold Odio, Professor of English, served as the ASU's Coordinator for the USG Nine University International Studies Consortium, which offered conferences throughout Georgia from 1996 to 1998; and as a part of the Consortium, ASU hosted Dr. Jinghuan Shi from Beijing Normal University in 1996. Later in 2002, the Department of History and Political Science worked toward the development of a minor in International Studies, a program designed to capitalize on the advantages of the Ronald H. Brown International Trade Center, which was built to facilitate internationalization through support of local communities; however, the objectives of the International Trade Center have never been realized. Additionally, ASU students have also been afforded opportunities to travel, study and work abroad since the 1990s through the Camp Adventure Program coordinated by the ASU College of Education.

Through its internationalization activities on the ASU campus, the Department of English and Modern Languages, without adequate resources and institutional resolve, dedicated its efforts to addressing the spirit of the prevailing definition of internationalization. While internationalization activities in the department before 2000 had primarily focused on strengthening curriculum, the department's activities were not, however, intended as a model for internationalization of curricula at ASU; nor was there an implied grand scheme or message to the university. The department's activities were simply an effort to keep abreast of the internationalization movement to ensure that its curriculum was current; nonetheless, the success of the department's internationalization activities and grants did serve to expand its focus beyond the department to faculty and curricula across the disciplines.

National Endowment for the Humanities (NEH) Internationalization Grant, 2000

In 2000, continuing its pursuit of the internationalization of the curriculum, the department received a \$25,927 grant from the National Endowment for the Humanities (NEH) to advance the internationalization of ASU's curriculum. The department's second Southwest Georgia (SOWEGA) International Studies Program grant, entitled "Junctures:

African and Caribbean Cultures in the New World,” was a two-year grant (2000-2002) that focused on Africa and the Caribbean as targeted areas of study for the department’s future Bachelor of Arts degree in International Studies. The NEH grant had the following objectives:

- To improve the internationalization of the university curriculum through incorporation of African-Caribbean emphases in existing courses and development of new courses focusing on Africa or the Caribbean.
- To conduct a three-day faculty and curriculum development retreat to provide an opportunity for faculty to explore the possibilities for revising courses or creating new courses.
- To provide consultants with expertise in African and Caribbean cultures to assist faculty in initiating and completing curricula changes.
- To strengthen the university’s library resources through acquisition of print and non-print resources on African and Caribbean cultures.

Primarily a faculty and curriculum development grant, this project focused on acquainting faculty across the disciplines with academic and pedagogical issues in teaching African and Caribbean cultures and in exploring approaches to revising existing courses. To participate in the NEH project, faculty members completed a Participation/Commitment Form indicating the courses to be revised or developed and committing to report the results. Additionally, during the grant period, faculty members from across the disciplines participated in a two-day workshop with Dr. Carole Boyce Davies from Northwestern University as the lead scholar. In the final project meeting of the cohort, participating faculty members made oral reports on their efforts to revise curriculum in their disciplines, and each faculty member received a stipend for participation.

American Association of Colleges and Universities Internationalization Grant, 2001

In 2001, the department developed and submitted a grant application for Albany State University to participate in a \$609,494 American Association of Colleges and Universities (AACU) project on

internationalization of the curriculum; and in 2002, the university received two-year funding to support the ASU team's participation in the AACU project, the department's third SOWEGA International Studies Program. Albany State University was one of eleven institutions and the only Historically Black College and University (HBCU) selected nationally and internationally for the AACU project. Our faculty team listed in Appendix A consisted of Dr. Adansi Amankwaa, Dr. Peter Ngwafu, Mr. Leonard R. Minter, Dr. Stephanie Hankerson and Dr. James L. Hill. During the two-year grant period, the ASU team participated with the other ten teams in three AACU conferences held in Washington, D.C. Additionally, AACU identified a nationally recognized consultant with internationalization expertise for each team and charged the teams with developing and implementing internationalization projects at their universities which focused on upper level courses in the curriculum. The ASU faculty team collaborated to develop courses in the various faculty members' departments, and through the university's curriculum approval process, added several new international courses to the curriculum, which are currently being taught in the various departments' curriculum cycles. Dr. Hill and Professor Minter (Humanities) developed the course Explorations in History and Culture; Dr. Hankerson (Humanities) developed the Introduction to Humanities course; Dr. Ngwafu (History and Political Science) organized the course Race and Politics in the United States and the Caribbean; and Dr. Adansi Amankwaa developed the Sociology course, Culture and Global Citizenship. Appendix A provides a summary of the AACU project.

Fourth Southwest Georgia (SOWEGA) Internationalization Grant, 2009

In 2009, the department submitted a proposal and received a \$162,000 two-year grant in from the U.S. Department of Education for a fourth Southwest Georgia (SOWEGA) International Studies Program. Designed to involve faculty across the disciplines in the internationalization of curriculum, the grant had four broad objectives: (a) to develop and approve elementary, intermediate and advanced language sequences in Yoruba, Arabic, French and Applied Spanish, (b) to develop new courses for a B.A. degree in International Studies, (c) to conduct two faculty retreats to assist faculty in developing, pilot teaching, revising and refining new or revised courses and (d) to establish an International Studies Lecture Series.

Designed specifically to achieve measurable objectives, this grant was written and funded with the intention of culminating the department's internationalization efforts with the implementation of a Bachelor of Arts degree in International Studies.

During the first year of the grant, the Department recruited faculty participants from disciplines across the university, eventually identifying twenty-five who committed to participate in the project and revise existing courses or develop new ones. Also, the department's current foreign language faculty agreed to develop the elementary, intermediate and advanced language sequences in Yoruba, Arabic, French, and Applied Spanish. Subsequently, early in the grant period, the project developed and completed plans for an off-campus faculty retreat. Conducted on December 18-19, 2009 in Atlanta, Georgia, the retreat had a full agenda on the internationalization of curriculum and four distinguished scholars who led the retreat sessions: Dr. Neal McCrillis, Columbus State University; Dr. Kathleen Phillips Lewis, Spelman College, Dr. Jacqueline Pollard, Formerly Spelman College; and Dr. Carole Boyce Davies, Florida Atlantic University. Appendix B provides the agenda for the retreat. Following the retreat, the twenty-five participating faculty members (Appendix C) devoted their efforts to revising courses with international emphases or developing new courses in their disciplines, which would be pilot taught and refined the following year.

In the second year of the grant on December 12, 2010, the project held an on-campus retreat for faculty to report on their course development and the pilot teaching of their courses. Curriculum development during the two-year period of the grant resulted in the completion of twenty-four new courses, twelve of which were new foreign language courses. The participating faculty members reviewed and approved the proposed new degree in International Studies shown in Appendices D and E. Further, as now required by the U.S. Department of Education, Dr. J. Barron Boyd, Le Moyne College, served as the external evaluator for the project, and he submitted a very favorable review of the project.

Central to the 2009-2011 International Studies grant project was the conduct of a two-year International Studies Lecture Series; and during this period and an extended grant year, the Department hosted nationally acclaimed scholars who engaged ASU faculty and students in exploration, discussion and reflection on international ideas and issues. Table 3 gives a

list of the distinguished scholars the department presented in its 2010-2012 International Lecture Series.

Table 3

*Fourth Southwest Georgia (SOWEGA) International Studies Grant
International Lecture Series Scholars, 2010 - 2012*

2010-2011	2011-2012
Dr. Brenda F. Berrian Professor of African Studies, English and Women's Studies University of Pittsburgh	Dr. Carole Boyce Davies Professor of African Studies Cornell University
Dr. Selwyn Cudjoe Professor of Comparative Literature Wellesley College	Dr. Diane Marie Stewart Diakite Professor of Religion & African American Studies Emory University
Dr. Ganrav Desai Professor of English Tulane University	Dr. Catherine White Ingold National Foreign Language Center University of Maryland
Dr. Christopher Wise Professor of English And Comparative Literature Western Washington University	Dr. Imani Perry Professor of African American Studies Princeton University

Achievement of an Internationalization Milestone

During the two-year grant period of the Fourth Southwest Georgia (SOWEGA) International Studies grant, the Department of English and Modern Languages -- renamed again in 2016 -- achieved a milestone. A group of 25 Albany State University faculty members from across the curriculum developed 24 new International Studies courses and worked collaboratively to develop a proposal for a Bachelor of Arts degree program in International Studies. The proposal for the new B.A. degree in International Studies was vetted through the university's curriculum review

process in 2012 and submitted to the University System Board of Regents for approval in 2013 culminating the five-year process and the department goal of developing a degree in International Studies. The program was to be housed in the Department of English and Modern Languages, another recent change after Mass Communication became a separate department, however, this program never began and has not been approved.

Additional Concurrent Internationalization Projects at Albany State University

From 2004-2007, there was, too, another internationalization of the curriculum project at ASU, spearheaded by Dr. Claude Perkins, Dean of the Graduate School, Dr. David Adewuyi, curriculum internationalization coordinator and Dr. Nora Osakwe, a train-the-trainer and writing consultant for the project. Funded by Title III, this project involved 42 faculty members from ten departments who developed new courses or modified existing courses, infusing international and intercultural content; and the results of the project are published in *Internationalization of the Curriculum across Disciplines: a Model from Albany State University*, which is a handbook for internationalization at ASU. Faculty members who participated in the project are still using the handbook, and the Office of Global Studies uses the handbook to conduct internationalization workshops with other faculty. Further, as recent as 2010, Dr. Leroy Bynum, Dean of the College of Arts and Humanities, and I developed a proposal to offer an eight-week summer institute for intensive college level training in French, Spanish and Arabic, including a week-long excursion to a country abroad where the target languages are spoken; however, the proposal was not funded.

Concluding Remarks

Despite the progress the university has made in the past, the internationalization of the Albany State University curriculum and campus is far from complete; and to achieve the desired level of internationalization, there must be total university resolve, commitment and effort. Recently, an important next step in that direction has been the establishment of the ASU Comprehensive Internationalization Committee, which I chair; and through the committee, Albany State University has, as Childress (2009) suggests is necessary, created an opportunity to address its institutional complexities and

develop an internationalization plan -- many institutions have not developed one -- which is necessary for the university's achievement of its internationalization goals. Confirmation of the university's new perspective on internationalization may have been voiced in the university's 2017 State of the University address when President Arthur Dunning said, "Students must be involved in real-world experiences to develop collaborative skills and a global mindset. There is a larger world beyond our local and national borders -- a world made up of different views, products, ideas and cultures." Currently, there is much promise as Albany State University's internationalization journey continues to unfold; and the work of the institution's Comprehensive Internationalization Committee will, I believe, provide significant strides toward the university's desired level of internationalization.

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About the Author

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Appendix A

Third Nationally Funded Project
Association of American Colleges and Universities

Sponsored by the Association of American Colleges and Universities under the auspices of its Shared Futures: Global Learning and Social Responsibility initiative, this project was a collaborative faculty development program which involved faculty teams from eleven universities who developed international courses for their institutions.

Initiative: **Shared Futures: Global Learning and Social Responsibility**

Project Institutions: **Liberal Education and Global Citizenship**
 Institutions: Ten whose participation was made possible by FIPSE: Albany State University (Albany, Georgia); Beloit College (Beloit, Wisconsin); City University of New York-Brooklyn College (Brooklyn, New York); Heritage University (Toppenish, Washington); John Carroll University (University Heights, Ohio); Pacific Lutheran University (Tacoma, Washington); Rochester Institute of Technology (Rochester, New York); University of Alaska, Fairbanks (Fairbanks, Alaska); University of Delaware (Newark, Delaware); and University of Wisconsin-Milwaukee (Milwaukee, Wisconsin). The participation of an eleventh institution, the American University of Paris (Paris, France), was made possible through support from the Andrew W. Mellon Foundation.

Albany State University
Project: **Creating a More Global Curriculum: Focus on Africa and the Caribbean**

Goal: To develop junior and senior level courses focusing on the African Diaspora in a world context.

Albany State University

Courses Developed: Explorations in History and Culture; Introduction to Humanities; Race and Politics in the United States and the Caribbean; Culture and Global Citizenship.

Appendix B
**SOWEGA Undergraduate International Studies
 and Foreign Language (UISFL) Faculty Retreat**

Faculty development was central to the objectives of the fourth Southwest Georgia (SOWEGA) International Studies grant, and the first faculty development activity was an off-campus retreat.

Theme: *Internationalizing Curricula: Issues, Problems and Prospects*
DECEMBER 18-20, 2009

AGENDA	
<u>Friday, December 18, 2009</u>	
Lunch	11:30 a.m.-12:30 p.m.
Retreat Session I	1:00 p.m.-5:00 p.m.
“Faculty Retreat Overview”	
Dr. James L. Hill, Project Director	
~~~~Consultant~~~~	
Dr. Neal McCrillis, Director Center for International Education Columbus State University	
Topics:	
Introductions and Overviews	
What is a Campus Internationalization?	
Current Developments in International Studies Program	
USG Institutional “Feeders” and “Competitors” (Needs Assessment)	
Albany State University (Current Situation)	
Developing International Studies Goals and Timeline	
Dinner	5:30 p.m.-7:00 p.m.
Retreat Session II	7:00 p.m.-9:00 p.m.
~~~~Consultant~~~~	
Dr. Kathleen Phillips Lewis Professor of History Spelman College	
Dr. Jacqueline Pollard Formerly Spelman College	
<u>Saturday, December 19, 2009</u>	
Breakfast	7:30 a.m.-8:45 a.m.
Retreat Session III	9:00 a.m.-12:00 p.m.
~~~~Consultant~~~~	
Dr. Carole Boyce Davies Cornell University	
Lunch	12:00 p.m.-1:30 p.m.
Retreat Session IV	2:00 p.m.-4:30 p.m.
Dr. Carole Boyce Davies	
Group Dinner	7:00 p.m.-9:00 p.m.
<b><u>December 20, 2009</u></b>	
Breakfast	7:00 a.m.-8:30 a.m.
Departure for Albany	9:00 a.m.

Appendix C

**Faculty Retreat Participants and Departments  
Southwest Georgia (SOWEGA) Undergraduate International Studies  
and Foreign Language (UISFL) Faculty Retreat  
December 18-20, 2009**

**College of Business**

Dr. Jonathan Jefferson  
Dr. Kathaleena Monds

**College of Education**

Dr. Audrey Beard  
Dr. Kimberly Fields  
Dr. Patricia Jenkins  
Dr. Richard Williams

**Criminal Justice**

Dr. Charles Ochie  
Dr. Patrick Ibe  
Dr. Oluseyi  
Vanderpuye  
Dr. Patricia Ryan-  
Ikegwuonu

**English Modern Languages  
and Mass Communication**

Dr. Doris Davenport  
Mrs. Leticia Alvira-Watson  
Mr. Abraham Adeleke  
Mr. Toioufik Coumadin  
Mrs. Rosemarie Mundy-  
Shephard  
Dr. Nneka Osakwe

**Fine Arts**

Dr. Wendy Coleman

**History and Political  
Science**

Dr. Hyacinth Zamia

**CETLA**

Mrs. Flo J. Hill  
Ms. Yolanda Penn

**Natural Sciences**

Dr. Ravindra Malik

**Behavioral Sciences**

Dr. Jacqueline  
Robinson

## Appendix D

**Core Curriculum Area F for B.A. Degree in International Studies**

The Core Curriculum of the University System of Georgia is common to all colleges and universities, and the system's Core Curriculum consists of Areas A-F, accounting for 60 hours of the 120-degree hours required. Listed below is Area F for the new degree in International Studies. Specific to the major, Area F for the B.A. in International Studies offers curricula options in five languages.

<b>AREA F</b>	<b>Required Modern Language Courses (18 Hours)</b>	
ARAB 1001-02	Elementary Arabic	6 Hrs
FREN 1001-02	Elementary French	6 Hrs
SPAN 1001-02	Elementary Spanish	6 Hrs
PORT 1001-02	Elementary Portuguese	6 Hrs New
YORB 1001-02	Elementary Yoruba	6 Hrs
ARAB 2001, 2002	Intermediate Arabic	6 Hrs New
FREN 2001, 2002	Intermediate French	6 Hrs
SPAN 2001, 2002	Intermediate Spanish	6 Hrs
PORT 2001, 2002	Intermediate Portuguese	6 Hrs New
YORB 2001, 2002	Intermediate Yoruba	6 Hrs New
ARAB 3001, 3002	Advanced Arabic	6 Hrs New
FREN 3001, 3002	Advanced French	6 Hrs New
SPAN 3001, 3002	Advanced Spanish	6 Hrs New
PORT 3001, 3002	Advanced Portuguese	6 Hrs New
YORB 3001, 3002	Advanced Yoruba	6 Hrs New

## Appendix E

**Program of Study for the B.A. Degree in International Studies**

Areas G and H represent the academic program of study for the B.A. degree, listing core courses, required electives and cognate courses. **AREA H**, Required Cognate Courses (6 Hours); INTL 4995 Study Abroad (3 Hrs); Elective (Any 3-hour course 2000, 3000, 4000 level course).

**Required Core Courses (24 Hours)****AREA G**

INTL 3000	Intercultural Communication	3 Hrs New
HIST 3408	Dir. Reading in Non-Western History	3 Hrs
HUMA 3401	Intro to Humanities	3 Hrs
POLS 3511	Comparative Government	3 Hrs
POLS 4514	International Relations	3 Hrs
POLS 4820	Area Studies of Africa, Caribbean, Eastern Europe & Latin America	3 Hrs
SOCI 3001	Culture/Global Citizenship	3 Hrs
SOCI 3318	Comparative Ethnology	3 Hrs

**Required Electives (30 Hours)****Select 10 Courses from the following****All courses are Regular 3 Hours per Week****AREA H**

CCT 4108	International Accounting	
BIOL 1117	Environ Sci in Non- Western Culture	New
BISE 3820	International Business	
BUSA 3000	Practicum in International Business	
BUSA 4105	International Business	
CRIU 4530	Comparative Criminology	
CRIU xxxx	Juvenile Delinq in Non-Western Cult	
CRIU xxxx	Org Crime: World Hist. & Global Persp.	New
CRIU xxxx	Intern'l Compara Criminal Punish	New
CRIU 4640	ComparaCorrections & Legal Proc.	New
ECON 3145	Money, Banking & Foreign Exch.	
ECON 4405	International Trade & Finance	
EDUC 2228	Survey of World Literacy	
ENGL 3081	South African Literature	New
ENGL 3301	Multicultural Language and Lit	
ENGL 3426	Studies in African & Caribbean Fiction	New
ENGL 3825	Caribbean Literature	
ENGL 3830	Caribbean Women's Narratives	New
ENGL 3845	African Literature	
ENGL 4991	Compar Lit.: Explorations in Hist Cult	
FOSC1095	Forensic Sci. issues in Tech & Society	
FOSC 3100	International Forensic DNA Typing	
FOSC 3200	Bioterrorism & Biotechnology	
HIST 3205	History of Islam	
HIST 3206	Slavery in Ancient & Modern Worlds	
HIST 3510	Classical History	

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HIST 3516	Soc. & Intellectual Hist. of Mod. Eur.	
HIST 3631	History of Latin Amer.	
HIST 3632	History of Russia	
HIST 4611	Studies in African Hist.	
HIST 4612	Studies in African Diaspora	
HIST 4613	East Asian History	
HIST 4614	Race/Polit. In U.S. & Caribbean	
MACO 3331	Intern'l Journalism	
MACO 3405	Intern'l Business Law	
MKTG 4180	Market. Info. Systems	New
PEDH xxxx	Cultural Aspects of Sports	New
POLS 3609	American Foreign Policy	
POLS xxxx	Int'l Comp. Pub. Fin. & Bud.	New
POLS 4512	Pol. & Inst. in Dev. Countries	
POLS 4513	Issues in Global Politics	
POLS 4515	International Organization	
POLS 4821	Int'l Internship/Seminar	
POLS 4822	Politics & Cult. of Dev. World	
POLS 4823	Int'l Rel. of Sub Saharan Africa	
POLS 4824	Pol. Eco. of African & the Caribbean	
PSYC 3372	Psy & the Black Perspective	
PSYC 3403	Cross-Cult. Psychology	
PSYC 4000	World Psy & Global Issues	
PSYC 4002	Mental Health/Global Perspectives	
SOCI 3317	The Culture of African	
SOCI 3329	Sem. in Afro-Amer. Anthropol.	
SOCI 3399	Slave Health Deficit	
SOWK 3391	Issues in Int'l SOWK	
SOWK 4460	Int'l Social Welfare Policy	