I. Major Accomplishments

The Global Studies program at Appalachian State University is an interdisciplinary and multidisciplinary academic program devoted to the understanding of historical, social, political, geographic, cultural, and artistic dimensions of international, transnational, and global processes.

The Global Studies program includes a Bachelor of Arts Degree in Global Studies as well as a minor in Global Studies. In this program, students and faculty have a variety of options for focus areas, including (but not limited to): East Asian Studies, South Asian, Middle Eastern Studies, Latin American Studies, Francophone Studies, German Studies, Third World Studies, Global Arts, Development and Globalization, Peace Conflict and Human Rights. Students are interested in pursuing areas ranging from business and foreign affairs to the Peace Corps. There are also over 60 Global Studies faculty members, drawn from 12 different departments across the university, with representation from the College of Arts and Sciences, the College of Fine and Applied Arts, The Walker College of Business, and the Hayes School of Music.

The program has been in place since July 2008 and has made good progress during the reporting period. Program accomplishments fall into three major categories: student recruitment and advising, faculty development, and curriculum.

A. Student recruitment and advising: The program has been growing steadily since its inception in July 2008. A few numbers will illustrate:

- As of March 2011, there were 86 majors and up to half of that number of minors.
- In May 2011, we graduated 11 students majoring in Global Studies.
- In Spring 2011, at least 1-2 students on average came weekly to meet with interim director Jeanne Dubino to discuss majoring or minoring in Global Studies. Many of these students indicated firm interest in Global Studies; they are in the process of fulfilling degree requirements and cannot officially declare a major until they have completed at least 30 semester hours. At least two of these students are transfers who came specifically to ASU because of its Global Studies program. It seems clear that the program is serving
more than the predicted number of students. At this rate, we predict there will be over 100 majors at this time next year (there were 60 last year at this time).

- Global Studies as a “marquis” program: In Spring 2011 the GLS director met with at least 6 graduating high school students who have been accepted into ASU and chose to come here because of its Global Studies program.

The fact that GLS fills a needed niche and that it provides desired curricular flexibility can be seen in the program productivity as it is reflected in course enrollments. The introductory course GLS 2000 Contemporary Global Issues enrolled 100 students in Fall 2010 and 120 students in Spring 2011. GLS 4000 Seminar in Global Studies was offered in Fall 2010 (21 students) and Spring 2011 (10 students). GLS 2530 Introduction to Peace Studies, taught in Fall 2010 by Amy Hudnall, had a full enrollment of 15 students. At least two Global Studies students—Allison Horton and Camille Hesterberg—opted to pursue Honors in Global Studies, and will complete their theses in August. One Global Studies graduating major—Aaron Price—gave a presentation, “Morocco Today,” on May 4 as part of the requirements for his internship. Another major, Meghan Wallace, did her internship through LiNK, a group that works with North Korean refugees. (Meghan will do her presentation in Fall 2011.)

Global Studies is now able to offer scholarships of $325 each to two GLS students studying abroad. These scholarships are made possible by the McFarlane Family International Travel and Research Endowment. A Global Studies Scholarship Committee was established.

**Student Awards:**

**Camille Hesterberg**, a Global Studies major, was selected to be the Spring 2011 University College student speaker.

**B. Faculty Development:** Global Studies sponsored two Hubbard Center workshops for the Appalachian community during 2010-2011:

1. September 29, 2010: Integrating International Content into Courses
2. October 18, 2010: Internationalization: Cultures and Languages across the Curriculum

With an External Scholars Grant, Global Studies was the primary sponsor of the renowned feminist geographer Joni Seager in February 2011. Global Studies worked also with Women’s Studies, IDS, Geography and Planning, and Sustainable Development on a number of activities related to this visit.

Global Studies also contributed to the sponsorship of:

1. Uchita de Zoysa, a Sri Lankan author and activist, Chairman of Global Sustainability Solutions, third-world spokesperson for sustainability, and author of *It Has to Be Climate Sustainability*, in February 2011.
C. Curriculum: Global Studies had another good year in terms of curricular development.

1. Global Studies developed the **Global Connections Certificate**, which was passed by AP&P on December 1, 2010. Students will be able to get a GLS certificate starting Fall 2011.

2. While the following is not an accomplishment of GLS as such, it does enhance GLS’s program. A **minor in Russian** has been approved and will take effect starting Fall 2011.

D. Grant Activity: In conjunction with the Department of Foreign Languages and Literatures, Global Studies successfully applied for the grant Undergraduate International Studies and Foreign Languages (UISFL) from the US Department of Education. The proposal is entitled **Making Local to Global Connections: Strengthening Foreign Languages Across the Curriculum at Appalachian State University**. This is a two-year grant (approximately $300,000) that enables ASU to strengthen area studies and foreign languages across the curriculum at Appalachian. Following is the grant abstract:

   In the past three years, Appalachian State University has recognized its responsibility to educate globally competent students and has intensified its mission to internationalize the campus, by expanding study abroad options, building a more diverse student body, and helping faculty develop robust international components to their work. Supporting these changes at the deepest level, the faculty completed a three-year, campus-wide process to develop a highly interdisciplinary, integrative new model for general education that begins in the fall of 2009. Fundamental to this new model, and unique to programs nationally, is the requirement that students make “local to global connections” as an integral part of general education over their four years at the university. In keeping with its new curriculum in General Education, and with national trends in interdisciplinarity, Appalachian State University plans to strengthen area and foreign language studies, starting with the smaller critical needs languages, by creating an integrated Cultures and Languages Across the Curriculum (CLAC) program.

   Through CLAC, Appalachian connects internationalization initiatives across campus (both curricular and co-curricular) and provide a more solid foundation in foreign languages. The project targets Arabic, Chinese, German, Japanese, and Russian, languages that the Foreign Service Institute has shown to take longer to learn. The project improves instruction in these languages by adding one contact hour to each course of the first four semesters. It also strengthens the existing Global Studies program in these areas in multiple ways. Drawing on our relationships with international partners in China, Egypt and Jordan, Germany, Japan and Russia, we seek federal funding to hire a native-speaking consultant (at approximately the M.A. level) from each area for each of two years. These consultants interact with students in the classroom and connect language classes with related coursework from other disciplines. They also broaden diversity on campus and are excellent conversation partners for faculty who are interested in developing international expertise.

   In addition, the international consultants funded by this proposal facilitate the intentional integration of fourth-semester language courses into the University’s General Education curriculum in two existing themes within the General Education Perspective called Local to Global Connections. Consultants also offer a 1-3 hour post-intermediate Language Across the Curriculum course in each language. This course is for more advanced language learners and can be taken as an add-on course in conjunction with courses in other disciplines. Consultants also
organize and coordinate out-of-class events for the broader campus community and invigorate
the university’s Living Learning Center to more fully realize the goals of an internationally-
focused living-learning facility. The project plans to create two certificates for undergraduates to
earn to recognize their ongoing commitment to internationalizing their studies: the Global
Connections Certificate (already passed by AP&P; see above) and the Global Scholar
Program Certificate. These certificate programs are open to qualified students in all languages;
however, the certificates are designed specifically to attract more teacher education students to
international area studies.

D. Governance

A Governance Document was created. Global Studies has a DPC, a Curriculum Committee, and
an Advisory Committee, all of which meet on an as-needed basis.

E. Assessment

An assessment plan was developed and voted on by the Global Studies Advisory Committee.
This plan was implemented starting Fall 2010. A knowledge test was administered to all GLS
2000 students at the beginning of the Fall 2010 semester and to all GLS 4000 students at the end
of the Spring 2011 semester.

II. Major Problems

There are not many problems for Global Studies at the end of the present reporting period; this
relatively new program continues to be amazingly successful. On the other hand, there are two
major challenges: lack of dedicated faculty and budget.

A. Lack of dedicated faculty

This is not to suggest that departmental faculty, who are also members of the Global Studies
faculty, are not dedicated to the program. Global Studies faculty are very active on behalf of
Global Studies; however, they are (and must also be) active in their home departments. The only
faculty member currently dedicated to the Global Studies are the program director at 0.5 FTE
and a faculty member new to University College who teaches the majority of GLS 2000 sections
(see below). This is not a problem per se, except that the program will need to seek more
dedicated faculty to assist not just with teaching GLS courses but also to assist with advising
students.

B. Budget

Budget is an issue for everyone; the Global Studies program needs funding and also
administrative support to succeed. However, the program worked very well this year with the
help of a graduate assistant and with the shared time of the secretary for all the interdisciplinary
programs.

The UISFL grant proposal described above also adds to the budget for Global Studies in that it
enables the program to work with Foreign Languages, General Education, and International Education to develop the infrastructure for a program in Cultures and Languages Across the Curriculum.

III. Personnel:

A. Program Director Alexandra Hellenbrand was in Germany for her OCSA in Spring 2011.

B. Jeanne Dubino served as the interim program director. Starting in Fall 2010 Jeanne has also become a permanent University College faculty member. Her primary responsibilities so far are to teach GLS courses and to assist the GLS director. Starting in Spring 2012 she will advise up to half of all GLS majors.

C. Amy Hudnall, Deepa Nair, and Tim Smith became Global Studies faculty members.

IV. Other Comments

The Language and Culture Community (LCC) is Appalachian’s answer to the “language house” found at other institutions, and this community happens to have many students who are Global Studies majors. As part of her duties for the Department of Foreign Languages and Literatures, the Global Studies director also acts as faculty advisor/director for this community. The LCC, located in the Living Learning Center, is for students who want to practice and expand their knowledge of the global community. Features of the Community include the following:

- American and international students enjoy learning and practicing foreign languages together.
- Students enjoy experiencing the customs and cultures of countries from around the globe.
- The First-Year Seminar for LCC freshmen explores language and culture from a variety of perspectives.
- Returning students serve as peer mentors and participate in a one hour community planning seminar.

Some Program Priorities for 2011-2012:

1. Continue to ensure staffing for all GLS courses, namely 2000, 4000, 4510, and selected topics at the 2000- and 3000-levels.

2. Offer more GLS selected topics courses.

3. Participate in the University’s QEP on Global Learning.

4. Continue work on the UISFL grant (see above), including the Culture and Languages Across the Curriculum (CLAC) faculty development program. Maintain faculty interest in CLAC even after the grant runs out.

5. Continue to keep the list of GLS courses up-to-date. Work toward having the University code courses with international content.

7. Continue to work with departments to enhance ASU’s offering of GLS courses. Even in these tight budget times, find ways to increase the number of GLS faculty; e.g., work with departments to create partial (1/4, ½) GLS lines.

8. Find ways to ensure consistency and at the same time some flexibility with the Office of International Education and Development in the coordination of study abroad programs.

VI. Faculty Activity:

I. Academic Advising
Number of undergraduate students advised 86
Number of graduate students advised 0
Hours devoted to advising over the course of the year 100-150

II. Research and Creative Endeavors: Faculty in Global Studies report their activities in their home departments. Representative samples of their work include:

William Atkinson’s article “Conrad in The Strand: Reading an Alternative Text of ‘The Tale’” was published in Conradiana. His article “Mr Kurtz’s Good Death” was published in 2010 in The Conradian.

Andres Fisher and Benito del Pliego translated and co-authored an anthology of Gertrude Stein’s short pieces. Their book, Retratos, objetos. Geografía, will be published by Bartleby’s, Madrid, Spain. Their co-authored book It’s a great thing, poetry. Conversations with José Viñals, was published by S/N New World Poetics, College Station, Texas in November 2010.

Martial Frindéthié’s book Francophone African Cinema: History, Culture, Politics and Theory (McFarland, 2009) is on Choice magazine’s 2010 prestigious list of Outstanding Academic Titles. This is Martial Frindéthié’s second book award. In 2009, Frindéthié’s The Black Renaissance in Francophone African and Caribbean Literatures (McFarland, 2008) was selected to be on Choice Magazine’s Outstanding Academic Titles. Choice is a research and collection source for more than 35,000 academic librarians, faculty and decision makers. After the publication of Globalization and the Seduction of Africa’s Ruling Class (McFarland, 2010), Frindéthié is currently working on his fourth book provisionally entitled The Postcolonial Nietzsche.


Tim Smith co-edited a volume, After the Coup: An Ethnographic Reframing of Guatemala 1954, on the 1954 CIA-sponsored coup in Guatemala that unseated democratically elected Jacobo Arbenz was published by University of Illinois Press. After the Coup: An Ethnographic Reframing of Guatemala 1954. He also guest edited a selection of papers on postwar Guatemala, published in April 2010 in the Journal of Latin American and Caribbean Anthropology, for which he also co-wrote the introduction. These are just a few of Dr. Smith’s global studies-related accomplishments.


III. Contracts, Grants, and Sponsored Research:

See also above; below is a sampling of grants GLS-affiliated faculty have received:


IV. Awards

Kathryn Kirkpatrick won the 2011 University College award for scholarship.