Written By: Richard R. Marcus, Chair, IEC

**Membership:**

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<tr>
<th>Name</th>
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<tr>
<td>Portnoi</td>
<td>Laura Assistant Professor</td>
<td>Advanced Studies in Education &amp; Counseling</td>
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<tr>
<td>Blazey</td>
<td>Michael Director</td>
<td>Facilities &amp; Technical Planning</td>
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<tr>
<td>Marcus</td>
<td>Richard Assistant Professor</td>
<td>International Studies Program</td>
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<tr>
<td>Saadeh</td>
<td>Shadi Assistant Professor</td>
<td>Civil Engineering &amp; Construction Engineering Management</td>
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<tr>
<td>Bosch</td>
<td>Eileen Senior Assistant Librarian</td>
<td>University Library</td>
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<td>VACANT</td>
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<td>Hagen-Crowder</td>
<td>Teresa Editor/Writer</td>
<td>University Relations</td>
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<td>Washburn</td>
<td>Mark Assistant Professor</td>
<td>Management/Human Resource Management</td>
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<td>Washington</td>
<td>Thomas Associate Professor</td>
<td>Social Work</td>
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<td>Serrano</td>
<td>Nhora Assistant Professor</td>
<td>Comparative World Literature &amp; Classics</td>
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<td>Druzgalski</td>
<td>Chris Professor</td>
<td>Electrical Engineering</td>
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<tr>
<td>Anglin</td>
<td>David Assistant Professor</td>
<td>Music</td>
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<tr>
<td>Liu</td>
<td>Ying Assistant Professor</td>
<td>Information Systems</td>
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*SENATE OFFICE CONTACTS for replacement*
INTRODUCTION:

The International Education Committee (IEC) is an Academic Senate Standing Committee reporting to the Curriculum and Educational Policies Council (CEPC). Meetings are scheduled for the first Friday of every month 11:30-1:30. Meetings were held throughout the academic year except for January (winter break).

SUB-COMMITTEES AND ad-HOC WORKING GROUPS:

2010-11 was a year of significant change for the IEC. A new mission and charge was created and passed by the IEC along with a new approach to committee business. While the new mission and charge was only voted on in CEPC and the Academic Senate in early 2011-12, the committee began work for the year on the assumption that these changes were imminent. The exception is that in order to remain in statutory conformity it continued with the existing roster. IEC reforms, first discussed in Spring 2010, were ultimately done following CSULB administrative shifts, in consideration of 2010-11 Provost’s Task
Force for International Education findings, and in coordination with the AVP for International Education. 2011-12 was the first year operating under this new mission and charge.

The heart of the shift in IEC strategy was to move from a large, broadly representative committee that provided a vibrant forum for communication but struggled with achieving measurable results to a slightly smaller but still broad committee that relies more heavily on existing sub-committees and new ad-hoc working groups to produce specific policy and international education support ends. The ad-hoc working groups for 2010-11 were largely conceived to explore where the areas of strengths and needs. These included:

- Ad hoc working group for mission statement
- Ad hoc working group for the curricula/collaborations
- Ad hoc working group for international students
- Ad hoc working group for grants
- Ad hoc working group for development

For 2011-12 it became clear that a change was needed to this line-up. In the September meeting the mission statement group was disbanded as the work was completed. In October the IEC voted unanimously to disband the development group because it was determined that those efforts are better handled through other International Education entities on campus that are better placed to work through the college-based structure of fundraising. After significant debate in February 2012 the IEC voted unanimously to shift the curricula working group to a curricula and policy working group. The reasons were two-fold. First, while the IEC is well structured to take on many of the International Education functions necessary as a campus-wide constituent assembly, it lacked the organizing element to serve its primary function as a committee of the Senate responsible for International Education policy. It was widely agreed both on the IEC and with both the AVP for International Education and the Executive Director of the Center for International Education (both of whom serve on CEPC) that there is much work to do on the International Education policy front, little done to date, and little mechanism in place for the heavy lifting (initiative and word-smithing) necessary. A dedicated body within the IEC is best placed to handle that. Second, much of that policy is in the curricular arena and merging curriculum and policy is consistent in structure with the mission and charge of the parent council, CEPC.

The Grants ad-Hoc Working Group: 1) worked with AVP for Research TC Yih towards designing an international “pull” within the new CAYUSE database structure. 2) created a faculty/staff survey to determine areas of expertise; this survey was piloted successfully with the intent of extending it to all faculty in 2012-13. The intent of the effort is to use to build the information to populate first an Excel sheet then, once on-line, the Studio Abroad database with faculty/staff international expertise. Then, to use that information to facilitate matching of faculties with grant pulls keeping a particular eye towards “matchmaking” for interdisciplinary, multi-pi initiatives (now popular with granting agencies).

The Curriculum ad-Hoc Working Group: 1) successfully reviewed elements of the curriculum in relation to particular study abroad 2) its great success was the creation of a UNIV 300 course that could serve as an umbrella for course efforts abroad.

The International Students ad-Hoc Working Group: had a lot of activities but in the main ended in false starts. The recruitment and advising of international students rests within the domain of the CIE and the AVP for International Education, not the IEC. The intent (and mission of the working group) is to create strategies for making better use of our international students in classes and co-curricular activities to the
benefit of domestic students while creating a supportive home integrating international students better on campus.

**Education Abroad Sub-Committee:** For several years the IEC had an organizational problem that could not be handled during the 2010-11 restructuring of the mission and charge. There was an Education Abroad Sub-Committee (distinguished from an ad-Hoc Working Group by its ratification as a permanent entity by the Academic Senate) and a de facto Liaison Sub-Committee (that was functioning improperly without Senate approval). The official Education Abroad Sub-Committee once had a broad mandate tied to broad CSULB efforts at populating courses abroad with faculty. However, that administrative design has become little used with only an occasional faculty member going on the London Semester program. There was little work for the Sub-Committee. The Liaison group, however, is very active and critically important. It is charged with guiding and reviewing proposed MOUs for new study abroad agreements; this means considering a large number of aspects for their viability and constituency before it gets to the IEC floor (where, upon a successful vote, it is forwarded to the AVP for International Education and the Provost with specific recommendations). In 2011-12 the EAS rewrote its mission and charge to incorporate the Liaison efforts. The new mission and charge was approved unanimously by the IEC at the March meeting, aligning efforts with protocol. Six MOUs were reviewed by the sub-Committee and subsequently were voted in approval (albeit in some cases with specific recommended changes) by the IEC and referred forward. At least one, in France, was implemented in time for the Fall 2012 semester.

**Africa Sub-Committee:** The IEC has a Sub-Committee for each region of the world. However, communication between those sub-Committees and the IEC has been poor and some committees have been essentially defunct. Starting in late January 2012 the IEC chair began exploring ways of re-invigorating the Africa Sub-Committee, discussing with active African/Africanist scholars on campus. Uche Ugwueze of Africana Studies agreed to spearhead this effort. She came to two IEC meetings where the IEC as a whole brainstormed with her on strategies. She reconstituted a Sub-Committee, had two meetings in Spring 2012, created a group to lead two efforts in 2012-13, and wrote a draft new mission and charge. In 2012-13 the Sub-Committee intends to hold these two events (the first in years for this Sub-Committee), approve the mission and charge within the IEC, and create an elections mechanism.

**East Asia Sub-Committee:** This is one of the most active Sub-Committees of the IEC with events throughout the year. However, there is little communication between the Sub-Committee and the IEC. The Chair of the EAS was invited to the March meeting of the IEC where she reported back on the EAS efforts and gave recommendations both for ensuring future communication and support and to the Africa Sub-Committee for its re-invigoration.

**Russia and Central Asia Sub-Committee:** This Sub-Committee has been defunct for so long that no one knows how it was originally designed. Under the leadership of Dmitrii Sderov, an IEC member, the Sub-Committee began a process of redesigning itself.

A permanent mechanism was voted unanimously on by the IEC at the March meeting to ensure that there is report-back one time per semester from each Sub-Committee.
Incentive Award for Globalizing Instruction 2010-11 Results

In 2010-11 funds from the AVP for International Education were matched by a donor for creating an Incentive Award for Globalizing Instruction. The guidelines of that award were largely designed by a combination of the curriculum group, the IEC Chair, and the AVP for International Education. A different group of volunteers from the IEC membership formed a review group. The Chair of the IEC served as point of contact for enquiries about the award but did not serve on the award review group. The IEC membership voted unanimously at the May 2011 meeting to approve the awards as recommended by the review group.

One of the requirements of the award was that a brief report be submitted upon completion of the work effort. Find reports attached in addenda. The IEC discussed the reports at the April meeting. In the main the committee was quite content with the outcomes of the investment. The match to the original call was not always on target but the global learning outcomes were consistently clear. Most exciting, targeted sections of English 100, PHIL 100, and other lower division courses grew their international and/or global dimensions and integrated them into the course learning outcomes. Also successful were efforts at reconceptualizing an ENGR course and a math education course to consider global learning outcomes. These were primary goals of the call. Other successes included funding the work effort in Geography towards a Peace Corps Fellows program. Beyond economic benefits for the department, the program holds the potential to increase the number of students with significant international experience on campus and to harness their experience to the benefit of their classmates.

Incentive Award for Globalizing Instruction 2011-12

A new incentive award program was released for 2011-12. The Call was announced in a Provost’s Weekly Message on December 7th, via the International Education List-Serv (about 300 participants), and through the CLA and other college-level fora. Once again the guidelines of that award were largely designed by a combination of the curriculum group, the IEC Chair, and the AVP for International Education. A different group of volunteers from the IEC membership formed a review group. The Chair of the IEC served as point of contact for enquiries about the award but did not serve on the award review group. The IEC membership voted unanimously at the May 2012 meeting to approve the awards as recommended by the review group. The funds for this award were solely supported by the office of the AVP for International Education and therefore were limited to $15,000 in total disbursements. The awardees are once again required to report back in Spring 2013. The awards were as follows:
IEC Incentive Awards Results 2012

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<tr>
<th>Name</th>
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<tr>
<td>Elhami Nasr</td>
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<tr>
<td>Stephen Adams</td>
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<td>Julie Weise</td>
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<td>Cora Goldstein</td>
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<td>Heather Rae-Epinoza</td>
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<td>Carlos Silveira</td>
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<td>Marine Aghekyan</td>
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<td>Ronnie Yeh</td>
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<td><strong>Total</strong></td>
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**Reporting Efforts and Inputs**
The IEC provided input at meetings to the AVP for International Education as he worked to prepare a Strategic Plan. The IEC reviewed the new GE Course Sequence and discussed the ways in which this impacts existing international and global courses as well as potential future avenues. The ACIP Representative (Richard Marcus) gave regular updates on the activities of the CSU Academic Council on International Programs. There were a series of challenging issues for the ACIP (declining IP enrollments, revolving around the establishment of an Israel Study Abroad, efforts at new program review, data attainment, etc.) and opportunities (new program in Jaen, Spain, etc.). The IEC gave feedback for Dr. Marcus to bring to the ACIP. Discussion about the proposed Global Studies Institute and a request for input from IEC members at the March meeting.

**Elections:**
Elections for officers were held at the May meeting. The co-Chair, Laura Portnoi (Education), saw her term on the committee expiring and elected not to run again for a seat on the committee. The Chair, Richard Marcus (Liberal Arts), announced that he will be on sabbatical for Fall 12. The Committee elected Richard Marcus and Mark Washburn (Business) as co-Chairs with the assumption that Dr. Washburn will run meetings in the Fall and Dr. Marcus in the Spring. Given their long established working relationship on the IEC Steering Group the IEC membership and the co-Chairs saw this as the greatest opportunity to ensure continuity. Leslie Kennedy (Academic Technology) was re-elected vice-chair, Shadi Sadaadeh (Engineering) was reelected At-Large, and Heloisa Herscovitz (Liberal Arts) elected recording secretary. The IEC membership voted unanimously to give them a mandate to actuate many of the changes created in 2010-11.
Appendix A: Guidelines for the Incentive Award for Globalizing Instruction 2011-12

CALIFORNIA STATE UNIVERSITY LONG BEACH
International Education Committee and the Center for International Education
INCENTIVE AWARDS TO GLOBALIZE INSTRUCTION 2011-2012

CALL FOR PROPOSALS

The International Education Committee and the Center for International Education invite all faculty (Tenured, Tenure-Track, and Lecturers who are full-time at the time of application and during the award period) to submit proposals for internationally related projects that represent innovations in internationally related instruction and content.

Funding of up to $5,000 is available for new efforts in course modification and course development. Collaborative projects within or among departments and colleges are strongly encouraged. The selection of proposals shall be conducted by the CSULB International Education Committee. A wide range of proposed instructional approaches, both at the undergraduate and graduate levels, are eligible. Proposals shall be evaluated on their merit, per the criteria below.

Selection Criteria

- Depth, quality, and uniqueness of the proposed project, whether the focus is 1) course modification, or 2) new course development, or 3) instructional methodology;
- Extent of the benefit to students (i.e., increased internationally related knowledge, awareness, and skills);
- Extent to which the proposed project contributes to the improvement of teaching internationally related course work or modern foreign languages;
- Potential impact of the proposed project in improving the teaching and learning of global competencies;
- Extent to which project is replicable and sustainable;
- Degree to which the project encourages collaboration of global, international, and comparative perspectives across colleges, departments, and disciplines;

Examples of Eligible Proposals

- Adding international or global content material to a course hitherto not international in nature (e.g., international case studies, cross-national comparisons, and global content modules);
- Integrating additional international or global components into existing course components or modules;
- Developing unique instructional approach(es) in an existing course that represent collaborative efforts of CSULB students/scholars with those in one or more countries, such as integrating interactive digital classroom technology through applications as Collaborate, Polycom;
- Incorporating an international or global dimension across courses in a department or inter-department curriculum where it either does not exist or has not been well articulated in the past.

The proposed project must be initiated or implemented during the 2012-2013 academic year. Applicants are invited to submit the Proposal Form (below) and attachments by Monday, March 5, 2012. Announcement of the awardees shall be made by May 14, 2012. In case of questions, contact Dr. Richard R. Marcus: richard.marcus@csulb.edu, Chair of the International Education Committee.
CALIFORNIA STATE UNIVERSITY LONG BEACH
INCENTIVE AWARDS TO GLOBALIZE INSTRUCTION

PROPOSAL FORM

Title of Proposed Project:

Name(s) of Applicant(s) and department(s)/college(s)/universities:

Contact person (primary applicant):

E-mail address: 

Telephone #:

Project Description Format (two-page limit)

1. Clear and concise explanation of the proposed instructional approach.

2. Significance or proposed impact of the project. Please indicate the expected number of CSULB students (and overseas students, if relevant) that the project will serve, and provide examples of how they will benefit.

3. Extent to which project is replicable and sustainable by department(s)/college(s)/faculty commitment

4. Timeline regarding the planning of the proposed project (especially important in the case of overseas campuses being involved)

5. An itemized budget and budget justification must be included. Example budget items might include student assistance, technology-assisting hardware, and travel expenses. Stipends may be requested for activities during the summer and winter or for “overload” work during the fall and spring semesters. Proposals should document the time needed for preparation of the project (e.g., the number of days involved for each $1,000 in stipend requested).

6. Please note if there will be any matching or additional funds from the department or another source.

For All Proposals, ATTACH COURSE SYLLABUS (Or SYLLABI, AS APPROPRIATE) and any other relevant support documentation. For all modified courses, be sure to highlight in bold those portions in the syllabi that reflect modifications in instruction or content.

If the award is granted, I agree to submit a one-page evaluation report that summarizes the outcome of the project, within 90 days of its conclusion, to Dr. Richard R. Marcus, Chair of the International Education Committee (IEC): richard.marcus@csulb.edu. Compensation funds will only be released upon completion and approval of the report.

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<th>Signature of Department Chair</th>
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By March 5, 2012, submit the completed 1) Proposal Form, 2) the Project Description, 3) the Syllabus, and, 4) the Budget and Budget Justification to Teri Jablonski: tjablonski@ccpe.csulb.edu in the Office of Associate Vice President for International Education and Global Engagement.
Appendix B: Revised Mission and Charge of the Education Abroad Sub-Committee

CSULB EDUCATION ABROAD SUBCOMMITTEE

ORGANIZATIONAL STATEMENT

Mission

The Education Abroad Subcommittee of the International Education Committee (IEC) supports the mission of the IEC by assuming specific tasks regarding education abroad policy, foreign university linkages and campus-specific education abroad options. The Subcommittee also supports the work of the Center for International Education by promoting study abroad programs.

Charge: The duties of the Education Abroad Subcommittee shall include, but not be limited to, the following:

• Reviewing policy documents regarding Education Abroad and making recommendations to the IEC.
• Reviewing proposed bilateral exchange linkages with institutions of higher education from other countries, and serving as a recommending body to the International Education Committee regarding the creation of exchange agreements with these institutions.
• Submitting an annual report of the committee’s activities to the Chair of the IEC.

Membership Structure

• Senior Director, Center for International Education (CIE)
• Director, Education Abroad (CIE)
• Director, International Student Services
• One (1) tenured or tenure track or lecturer faculty members from each College, two (2) from the College of Liberal Arts, and up to two (2) additional faculty or staff members for at-large positions, as recommended the Education Abroad Subcommittee and approved by the International Education Committee (IEC)

Staggered terms of membership shall be three years, with eligibility for reappointment.

Governance

The Committee shall annually elect a Chair and Recorder.
Appendix C: Reports from the Incentive Award for Globalizing Instruction 2010-11
Effective virtual teaching method to deliver sustainability using Building Information Modeling

Jin-Lee Kim, Ph.D., P.E., LEED GA
Department of Civil Eng. and Construction Eng. Management
jinlee.kim@csulb.edu

May 18, 2012

The purpose of the proposed GID grant is to develop an effective virtual teaching method to deliver sustainability using Building Information Modeling (BIM) technique. The teaching method is developed in Summer/Fall 2011 and implemented in Spring 2012 in CEM 225 Residential and Light Commercial Practices and Estimating course. The method is designed to guide students to have hands-on computer modeling experience in developing BIM models along with the sustainable strategies. The method is implemented in the activity portion held in EN2 107 and VEC 321. 31 number of students who took the course in Spring 2012 received the direct benefit from the new teaching method, with the target audience of 780 CECEM students and other international students. Three major outcomes are as follows:

(1) Incorporation of green building practices and strategies
   The PI incorporated green building practices and strategies at the end of all lecture notes. The contents have been created and included under the titles, Building green with building materials. As a faculty advisor of United States Green Building Council Student Chapter, the PI stressed the importance of sustainability in construction locally and globally in the class. When students develop a BIM model for their final projects, they take into consideration of energy content, construction process, indoor air quality, building life cycle, preservative-treated wood, cost and fuel consumption of masonry production, and thermal mass effect of natural heating and cooling strategies, quality of concrete, reuse of waste materials, conservation of heating and cooling energy, and demolition and recycling.

(2) Virtual interactions with 30 foreign students in Korea
   The PI utilized “Elluminate” to give a speech on "Green building practices in the U.S.A." on November 7, 2011 to 30 foreign students at Architectural Engineering Department, Chungbuk National University, Korea. The PI started his presentation using the videoconference equipment in AS-114D without any problem for the first 20 minutes. Unexpected disconnection problem had happened. Leslie Kennedy, who stayed with me over the three hours, helped me switch to Elluminate program. Eventually, it worked very well until the end of the presentation.

(3) Use of BIM for Effective Visualization Teaching Approach in Construction Education
   A manuscript on the proposed BIM based teaching method has been accepted for publication by ASCE's Journal of Professional Issues in Engineering Education and Practice. This paper addresses the effectiveness of BIM as an integrated learning tool in construction education. A BIM-based teaching approach is designed to teach a construction management course offered at California State University, Long Beach. The approach first begins with an understanding of the physical models for residential buildings. 2D drawings are then generated using traditional Computer Aided Design (CAD) programs. 3D BIM model is finally developed to better understand the buildings.

The proposed GID grant was very helpful and successful to implement the proposed instructional efforts. The PI will continue his instructional efforts to help connect CSULB students with those overseas in Korea. The PI's Korean counterparts are Ajou University and Chungbuk National University. The PI appreciates the support from the university's International Education Committee to implement the proposed project with valuable outcomes and Instructional Technology Support Services (ITSS), Academic Technology to assist for real-time interaction to distance learning.
MEMORANDUM

Date: 2 March 2012

To: Richard Marcus (Chairperson, International Education Committee, Academic Senate)
<rmarcus@csulb.edu>

Cc: Dee Dee Rypka (Special Projects, College of Liberal Arts)
<ddrypka@csulb.edu>
Cindy Wu (Program Associate, Center for International Education)
<cwu@ccpe.csulb.edu>

Re: IEC Project Award, Final Report
(PHIL100 Course Redesign, Journal ID: 0000074930)

Project Rationale and Summary

Given that only so much of a discipline can be introduced in only 16 weeks, virtually all instructors of PHIL100: Introduction to Philosophy regress to a standard approach that focuses on classic thinkers, themes, and problems of Western Philosophy. Consequently, the differences between sections of this course are quite fine-grained. For example, whereas an instructor of a more historical bent might focus on, say, Plato or Descartes as historical figures, instructors of a more analytic bent might focus on, say, the classical formulation of knowledge (from Plato’s Theaetetus) or the problem of global skepticism (Descartes’s Meditations). In either case, students will invariably be studying Plato and Descartes. Previously, my sections of PHIL100 have also been one more instance of this general pattern.

The Globalization Incentive Award provided me an opportunity to break away from this trend. During FA11, WI12, and SP12, I substantially redesigned the course content and structure. The overall result of the course redesign is that there is now at least one section of PHIL100 every semester, which offers a sustained and explicit emphasis on global foci and comparative approaches to the subject matter of Philosophy.

My redesigned course is divided into four modules: Logic, Epistemology, Metaphysics, and Ethics. Modifications were made for each of these four modules, and typically fell under two very broad categories: either introductions of new material (e.g., altogether new lectures on ‘globalized’ themes, different required readings by an international or culturally diverse set of authors, etc.), or else modifications of existing material (e.g., revisions of old lectures, changes to assignments, etc.). These changes are described in more detail below.

Specific Changes

In my redesigned course, the theme of ‘globalization’ explicitly sets the tone as of Week One. I now assign—as a major touchstone to repeatedly return to—a recent paper by John Searle (2008), entitled ‘On the Globalization of Philosophy’. Inter alia, this paper argues that the idea of distinct national philosophies (e.g., British Empiricism, American Pragmatism, German Idealism, etc.) is now obsolete. Given this claim, Searle then describes the conditions under which Philosophy is ‘globalized’, and then prescribes his vision of what its agenda should be. In the beginning of the semester, I use this text to (i) introduce the idea of globalization up front, and then (ii) segue to basic logical concepts like ARGUMENT, TRUTH, VALIDITY, etc. For example, I connect Searle’s conditions on the globalization of philosophy (commonality in language, common standards for rigor and clarity, etc.) with the first module on logic by
emphasizing the universality of both the basic activity of giving and taking reasons, and the basic norms
govern rationality across the globe (e.g., descriptive accuracy, deductive validity). This emphasis on
the universality of logic is juxtaposed with the idea that, historically, there have been ‘schools’ of logic.
Here, I now ask students to also read a paper by Jonardon Genari (2004), entitled ‘A History of Indian
Logic: Ancient, Mediaeval, and Modern Schools’. This paper achieves its aim, but I find that students
won’t read it because of its length. Therefore, for FA12, I am looking for a paper that will provide the
same juxtaposition but is shorter and simpler.

The universality of logic and rationality (it’s ‘global reach’) is further contrasted with cultural
differences and local particularity when the course moves to the module on Epistemology. Students still
learn the classical (Platonic) conception of knowledge as sufficiently justified true belief (and I would be
remiss if I failed to teach this); however I now have added a day dedicated the discussion of truth from a
comparative perspective. After rehearsing a traditional ‘universalist’ conception of truth, called ‘veritism’
by Alvin Goldman, I have my students read and discuss James Maffie’s (2002) critique, entitled ‘Why
Care about the Nezahualcoyotl? Veritism and Nahua Philosophy’. This paper rejects veritism based on a
cross-cultural analysis of the concepts expressed by Uto-Aztecan truth-predication. It has turned out to be
a great way to show students not only that conceptions of truth arguably vary across cultures and times,
but also provides a good example of how philosophers can mount such arguments (which continues to
exemplify the previous theme of the universality of logic). To help solidify the idea that conceptions of
truth may vary across the globe, I also now ask students to read Alessandro Duranti’s (1993) paper
entitled ‘Truth and Intentionality: an Ethnographic Critique’. These days on truth from a global/
comparative perspective are then followed up with a day specifically devoted to the idea that people’s
reflective intuitions also vary by culture and nationality. Here, I now have them read two papers: Shaun
(2004)’s paper ‘Semantics, Cross-cultural Style’. Because these papers are relatively advanced, I’m
finding that at least two days are needed for discussion.

During this module, one of the more prominent assignments is that students are asked to practice
their skills in argument extraction and reconstruction with some of these papers. When this assignment is
done individually, it is much more evident which students are underperforming. However, I now have
students do this assignment in small groups of three over a 1-2 week period, because I find that they have
more time to compare their own intuitions and perspectives and discuss the influence of their cultural
backgrounds on traditional epistemic concepts like TRUTH, CERTAINTY, or KNOWLEDGE.

The next module of the course concerns the nature of mind, personhood, and self. Here, I come
back to the original touchstone of the course—Searle’s (2008) paper ‘On the Globalization of
Philosophy’—to make students aware of the variety of perspectives on these issues. In my lecture slides, I
now spend my time on Buddhist conceptions of the self (and its absence), and I also have students read
toward a discussion of human nature more generally, and whether there is a universal or ‘globally
education in Mencius, Xunzi, Hobbes, and Rousseau’, and I recommend that they read the primary source
material of Mencius & Xun-zi (‘Are we Naturally Selfish?’).

The metaphysical questions of personal identity—particularly Eric Olson’s (1997) ‘Was I ever a
fetus?’—don’t easily admit much of a refocus on global issues. Nonetheless, I constructed an in-class
writing assignment that asks students to reflect on how their cultural backgrounds influence their
intuitions about the answer to these questions. Olson’s (1997) ‘Was I ever a fetus?’ also provides a nice
sogue to a discussion of abortion in the final part of the course. Whereas before I would only focus on
Judith Jarvis Thomson’s (1971) classical paper, ‘A Defense of Abortion’, I now ask students to read a
contemporary paper that provides an interesting counterbalance to this paper: Philip Ivanhoe’s (2010) ‘A
Confucian Perspective on Abortion’. This paper provides a traditional Chinese perspective, which is
neither overtly pro-choice nor pro-life. I use this material to help students conceive of objections to
Thomson’s otherwise unassailable paper, when they are doing their assignment on reconstructing
analogical structure in moral reasoning. I have also began trying to tie together these two or so days on
ethics and abortion with later issues of justice and fairness and minimum standards for quality of life; and
the tie that does the binding has gradually become the issue of (over-)population growth, conceived of as
a demonstrably global issue potentially affecting all of us.
Following up on the issue of population growth, another aspect of the course redesign has been to introduce a section which links globalization to the environment. I now lecture on the juxtaposition of our common (global) predicament and our disparate (local) interests and values with respect to environmental ethics, and try to explain how Searle’s (2008) paper ‘On the Globalization of Philosophy’ can be extended to provide a more nuanced view of philosophers role and impact on our thinking about environmental and ecological problems. To solidify these issues, I have also now introduced a film into the course—Godfried Reggino’s (1981) ‘Koyaanisqatsi: Life Out of Balance’.

In the final part of the course I focus on Philosophy of Science and Pseudoscience, and Philosophy of Religion. Students are asked to critique Ann Cudd’s (2000) paper, ‘Multiculturalism as a Cognitive Virtue for Scientific Practice’. They are also asked to consider the classical arguments for the existence of supernatural deities, and the last several days of the course emphasize the common metaphysical commitments shared by all religious communities (causal powers of deities, omnipresence and omniscience of monotheistic Gods, etc.)

Course Texts

Many of the modifications described above revolve around the introduction of new readings and texts, and students are now given assignments that are specifically targeted toward enhancing their understanding of globalization. For example, students are asked to reflect on the film ‘Koyaanisqatsi: Life Out of Balance’ and write about their own local approaches to environmental ethics, as well as what the consequences would be were their commitments and approaches to generalize and have a more global impact. Other assignments still involve traditional tests and quizzes, but now involve questions that attempt to test students’ reading comprehension of these ‘globalized’ course materials. For instance, when I work with them to develop their skills in argument extraction and reconstruction, they do so on a more heterogenous set of materials that do not simply derive from the classics of the Western canon.

The course is divided between individual papers and chapters, one one hand, and a primary course text or reader. I have generally been successful with respect to selecting reading individual papers and chapters that are interesting to students and appropriate for a GE course, while connecting with globalized themes. However, I have been unhappy with the primary course text, and have tried out three different versions in each of FA11, WI12, and SP12. Currently, I am using


Although this is OUP’s number one selling introductory textbook, I find that it is not ideal with respect to globalizing the course. A few of the textbooks I considered, however, had the opposite problem. For example, this text


does a good job emphasizing global and cross-cultural themes but is almost entirely historical, frankly boring, and would like not be particularly relevant to students’ lives. For FA12, I am planning on switching again, this time to:


I have begun examining this book, and thus far think it looks like a better fit with my course.

Future Directions

Now that I have redesigned PHIL100 and have a good base to work from, I plan to tinker around with it indefinitely. Ideally, I would like to uncover an explicit counterpoint to John Searle’s (2008) ‘On the Globalization of Philosophy’—something that could be used to bookend the course and wrap up weeks 14 to 16. In the interim, I am thinking about wrapping up my FA12 section of the course with a brief discussion of how globalization has altered philosophy as a profession (although I need to think more about how to make this useful to the students, and whether or not there are better alternatives).
CALIFORNIA STATE UNIVERSITY LONG BEACH
GLOBALIZED INSTRUCTIONAL DEVELOPMENT (GID) AWARDS (2011-2010)

REPORT

Project Title:

Social Media in Global Context

Name(s) of applicant(s) and department(s)/college(s):

Christopher Karadjov
Dept. of Journalism (CLA)

Danny Paskin
Dept. of Journalism (CLA)

Contact: Christopher Karadjov/Danny Paskin

E-mail: chris.karadjov@csulb.edu/danny.paskin@csulb.edu

Telephone: 5-2104/5-2602
This project intended to create a new course covering social media (*Facebook, Twitter, YouTube*, etc.), specifically designed to improve the critical thinking ability of students by training them to distinguish matters of fact from issues of judgment or opinion. Accordingly, we accomplished the necessary work in preparing a new General Education Category A.3 (Critical Thinking) titled *Social Media in Global Context*. It was approved by the Department of Journalism and Mass Communication as JOUR166 and is ready for submission to CLA EPCC and GE for approval. The Standard Course Outline for JOUR166 is attached as accepted by the department.

For a start, in August 2011 we researched available literature on social media and commenced collecting materials suitable for instruction in this course. Those included online resources (web sites and articles, Twitter, Facebook and YouTube postings and feeds), materials from professional and scholarly literature, media publications; we noted relevant textbooks, scholarly books, audiovisual materials (DVDs) that may be used to support the instructional needs of any faculty teaching this course. Because of the subject’s evolving nature, we classified the materials into those that will be potentially usable for a few years from now and such that are likely to be out of currency within a year at most. We made notes for future consumption on the best web resources and strategies to research the subject matter. These notes will be helpful to any faculty teaching this new class.

After familiarizing ourselves with the available literature and resources, we proceeded to outline the most relevant skills that students need to develop in order to evaluate critically social media. We consulted with experts and conferred with each other over the course of several weeks, while preparing the outline for JOUR166. Our goal was to provide a robust framework for this course, which can be adapted by various instructors and in accordance with the changing reality of social media. The major goals are outlines in the attached SCO, as required by the EPCC.

It took several rounds to prepare the standard course outline and develop a sample syllabus for this course. The SCO was approved by the departmental curriculum committee on Oct. 10, 2011. It was readied for submission to EPCC and GEC, but realistically could not be fit into their schedule for the fall. Therefore, EPCC/GEC approval and any related modifications will occur in the spring 2012. The department, however,
agreed that based on the current SCO this class can be offered as a topics course in Fall 2012, which will help work out any kinks in the syllabus, materials, and instructional approaches.

Both of us (Karadjov & Paskin) are ready to teach this course in Fall 2012, and a few other faculty expressed potential interest. Overall, we have been satisfied by the creation of a much-needed class that will serve the entire university and not only journalism majors. We believe a general education class focusing on Social Media with an international scope – a topic at the same time relevant, important and interesting to students – will be extremely beneficial to the students and to the university’s educational goals in general. Because it surveys essentially borderless phenomena, JOUR166 can be helpful to students majoring in international studies, political science, languages, among many other disciplines. We appreciate your initial and continued support in this project.
I. General Information

A. Course Number: JOUR 166
B. Title: Social Media in Global Context
C. Units: 3
D. Prerequisites: None
E. Responsible Faculty: Chris Karadjov & Danny Paskin
F. Prepared by: Chris Karadjov & Danny Paskin
G. Date prepared/revised: October 10, 2011

II. Catalog Description

The course discusses the importance of social media as an integral feature of our interconnected world. Students will develop critical thinking by analyzing contemporary socio-political events where social media have played a crucial role. The will learn to assess the different consequences of social media related to society, politics, culture and technology. Letter grade only (A-F).

III. Justification

All across the university, our students use social media (Facebook and Twitter, among others) on a daily basis. And yet, most of them see social media as a mere pastime; they rarely think what the proliferation of these new channels of interpersonal and mass communication means. By all accounts, social media have been changing the very nature of our communication, yet no current class taught on our campus addresses any such phenomena comprehensively and exclusively; therefore, a need exists for the creation of a class that discusses specifically social media and their importance today. Such a class will be useful not only to journalism majors but to all students who have interest in developing their critical thinking about mass communication processes.

As shown by worldwide and local events in recent years – the “Arab Spring” in Tunisia and Egypt; 2010 earthquake in Haiti; terrorist attacks in Mumbai in 2008; or, locally, the Hudson River emergency landing in January 2009, or the influence of social media in the election of Barack Obama in 2008, to name but a few – social media now play an integral and vital role in our society, helping to inform, organize, connect and entertain individuals. People are gradually seeking social media to both share and hear about events and their developments. Social media have quickly become an accepted, mainstream media channel that has even changed the way we communicate and think – direct, brief and even abbreviated sometimes.

At the same time, the Internet has been obliterating national borders. Social media are on the forefront of the process of turning the world into Marshall McLuhan’s “global village.” We have been witnessing the immense influence that Facebook, Twitter and YouTube have been exercising in the continuing wave of changes sweeping through the Middle East. And yet no current class on our campus provides a thorough or even adequate review to the phenomena of social media in their capacity to affect the global society. It has become clear by now that the wide availability of social media tools has pried the control over information from autocratic governments and handed it over to the populace. This shift has the potential to reconfigure the political and economic reality of numerous countries around the world in the coming years, while reshaping the way information is conveyed worldwide.
Social media have become powerful enough in today's world context to cause international political shifts and also uneasiness (shown, for example, by the Wikileaks events), which will also allow professors to bring in discussions of law and ethics in an international scale surrounding social media, topics that are important to all students, and not just journalism majors.

Overall, this class develops students’ critical thinking by asking them to define reasonable, clear positions, analyzing valid evidence from reliable sources in order to conceptualize the importance of social media today in a global perspective. Through logic and clear reasoning, students will analyze, discuss and reach conclusions concerning the importance, presence and strength of social media in global context while being able to discern fact from opinions about the topics pertaining to the class.

IV. Course Objectives and Measurable Outcomes

After taking this course, students should be able to:

A) Understand the meaning of Social Media, their history, present and future, in a worldwide (global) context
   Developed by: lectures, readings, in-class discussions, evaluation of previously published material
   Typically measured by: In-class participation/discussion and exams

B) Understand and develop a critical approach to social media and their current uses and misuses
   Developed by: lectures, readings, in-class discussions, evaluation of previously published material
   Typically measured by: In-class participation/discussion, exams and blog entries

C) Become familiar with social media and develop a critical approach to the use and misuse of these technologies
   Developed by: lectures, readings, in-class discussions, evaluation of previously published material
   Typically measured by: In-class participation/discussion, exams and blog entries

D) Understand how different regions of the world use Social Media differently
   Developed by: lectures, readings, in-class discussions, evaluation of previously published material
   Typically measured by: In-class participation/discussion, exams, position papers

V. Standard Course Outline

This is only an indication of possible subjects to be worked on the course of the semester. Subject matter and sequence of topics may vary depending on the instructor.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Definition and types of Social Media</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>History of Social Media</td>
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<tr>
<td>Week 3</td>
<td>Social Media: professional vs. casual vs. crowdsourcing</td>
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<td>Week 4</td>
<td>The impact of Social Media in global society</td>
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<tr>
<td>Week 5</td>
<td>Gatekeeping/agenda setting and social media</td>
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<td>Week 6</td>
<td>Social Media and Breaking News</td>
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<td>Week 7</td>
<td>Social Media and culture across the globe</td>
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<tr>
<td>Week 8</td>
<td>Social Media and censorship across the globe</td>
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<tr>
<td>Week 9</td>
<td>Social Media by region: Europe</td>
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<tr>
<td>Week 10</td>
<td>Social Media by region: Asia &amp; Australia/Oceania</td>
</tr>
<tr>
<td>Week 11</td>
<td>Social Media by region: South America</td>
</tr>
<tr>
<td>Week 12</td>
<td>Social Media by region: Africa &amp; Middle East</td>
</tr>
</tbody>
</table>
VI. Methods of Instruction

Individual instructors will decide on the specific methods used in this course, but it is suggested that students will participate extensively in different formats, which may include lectures, discussions, readings, and a series of written assignments. This course may also include films or clips, including those readily available online (on YouTube, for example). Students may be asked to present their own analyses of relevant topics through presentations. Students may also be required to follow several media delivery platforms for analytical exercises.

VII. Extent and Nature of Use of Technology

The use of technology will depend on individual instructors, but may include Beach Board, should include the development of familiarity with web resources specific to the course, and may include assignments that involve the evaluation of web material on the subject. Students may be made familiar, if they are not already, with relevant search databases in the library, and commonly used word processing software widely available. Instructors may take advantage of relevant movies or video footage available online, but the percentage of time used for those may not exceed those recommended by the university at the academic year class is offered.

VIII. Textbooks

The following is a short list of textbooks that are most likely to be used in this course. Instructors may assign one of these and/or include other texts.


Moreover, due to the novelty and changing aspect of Social Media, instructors are highly encouraged to use articles published on the topic in the media and scholarly journals. Recommendations of such articles can be found below, in the bibliography section of this SCO.

IX. Methods of Assessment

Methods of assessment in this class will vary depending on the instructor but, as a general guideline, could include the following:

A) In-class participation (in discussions and readings) – Suggested Relative Worth: 15 percent
C) Blog assignment – Suggested Relative Worth: 15 percent – OR – Twitter Search Assignment (students have to keep track of Twitter activity related to one area of choice (“near: Rio de Janeiro”))
C) Two position papers, with final presentation – Suggested Relative Worth: 20 percent (10 each)
D) Midterm – Suggested Relative Worth: 25 percent
E) Final Exam – Relative Worth: Suggested 25 percent
X. Instructional Requirements
Instructors may determine their own policies with regard to plagiarism, withdrawal, absences, and adding the course, so long as the policies are consistent with the University policies as laid out in the CSULB Catalog. Syllabi must refer to the appropriate sections in the Catalog, lay out the precise policies for the course on attendance and plagiarism, and ask students to inform instructors promptly of the need for accommodation of disabilities. It is recommended that instructors include some explanation of how they assess class participation.

Students with disabilities who need assistant or accommodation to participate in or benefit from university programs, services, and/or activities should inform the instructor and then contact Disabled Student Services. Students needing support services or accommodations should contact the instructor of the course within the first week of class. In addition, students should establish their eligibility for assistance by contacting the Disabled Student Services Office (Brotman Hall 270) at 562-985-5401.

Students are to provide to the instructor verification of their disability from Disabled Student Services. Typical accommodations available from Disabled Student Services, working with the journalism instructor, includes extended time for tests, test proctoring, private test rooms, note taking, Braille transcriptions, and referral for tutoring.

If the service offered is insufficient or inadequate, the student should confer with the instructor and the director of Disabled Student Services. If these efforts are unsuccessful, students have the option of directing their concerns to the Office of Equity and Diversity (University Student Union 301) at 562-985-8256. Responsibility for oversight and implementation of the Americans with Disabilities Act and the Rehabilitation Act has been delegated to the campus director for disability support and accommodation.

XI. Bibliography
This is a highly selective bibliography, which certainly misses out on many important works. It is intended to show the range of materials available to our students. The following works are all in the CSULB library or for free online. In addition, much material relevant to the course can be found in periodicals, both in print and in electronic form.

- Bock, V. (2005). "Building an online community so they will come," Q2 Learning
- Cass R. Sunstein, "The Daily We: Is the Internet really a blessing for democracy?," Boston Review, October 20, 2003
Giussani, B. (1999), "A new media tells different stories." First Monday 2.4
Gladwell, M. (2010). "Why the revolution will not be tweeted," The New Yorker, Oct. 4
Starr, P. (2009). "Goodbye to the Age of Newspapers (Hello to A New Era of Corruption)," The New Republic"
Pew Internet (2010). "Understanding the Participatory News Consumer".
Schwarz, E. (2010). "Cleaning Up the Gulf With Twitter." Media Commons Project
Soulati, J. (2011). "Social Media & Global Democracy"
Whitney, L. (2010). "People hanging out more on Facebook than Google." CNET

XII. Additional Supplemental Materials

As class has never been taught before, there are no sample assignments available at this time.
The goal of the award was to develop a new instructional approach for an existing undergraduate/graduate course in Latin American Theatre. The goal was to integrate an international and global dimension to Span 492/592 as well as to create the basis for studying Contemporary Latin American Theatre with an emphasis in the languages of the stage. The proposal aimed at a much-needed curricular renovation in keeping with the recent transformations in the production and distribution of Latin American theatre. Over the past two decades a stronger emphasis has been placed on the visual components of theatrical discourses. This tendency appears to be intimately tied to the potential of these plays to be understood by foreign audiences, improving their chances to be invited to International Festival and to be produced at a global level.

The first step in this direction required a profound curricular transformation is manifold that allows for an analysis of theater as spectacle rather than a text. In keeping with this goal, I a) completely redesigned the format, content and instructional style of this course so students will be able to acquire the necessary tools to analyze these new visual theatrical discourses; b) I produced part of the instructional materials necessary to put into practice the analysis of the visual constructions of theatre; c) I opened the way for understanding the implications of these staging trends/languages vis a vis the globalization of cultural products: how are these plays becoming part of an internationally language for theatre, how are they more apt to be selected for international festivals therefore representing Latin American and Spanish Theatre in global context?, how the expansion of International Festivals is directly impacting the aesthetics of Theatre at a local level?

I redesigned the class and taught it with this different emphasis during Fall 2011. This as a first step towards a deeper methodological shift in the pedagogical approach to teaching contemporary Theater. My workshop in Perú during the summer attending the Laboratory teatral by Yuyachkani in Lima, has been a tremendously inspiring experience and my teaching of 492/592 this Fall was highly influence by what I learn through that experience.

The summer of 2011 was primarily used as dedicated time to prepare and develop the new program syllabi and course materials with an emphasis in staging rather than text analysis. The new program was then tested during Fall 2011 as I taught a class on Contemporary Latin American Theatre with a focus on new trends and ways of reading the staging of plays in a critical way.

This block grant that I received of 1,000 unfortunately didn’t not allow for the purchase of video equipment so I did not have the equipment required to Film the experience in the Yuyachkani Laboratory. Part of that stipend (1,500-1995) was to be allocated to the purchase of a semiprofessional video camera for the international portion of the proposal. Therefore I used video archives that I have previously collected in Cádiz and Santiago, Chile.

Please find attached the Syllabus and Calendra for this new class.

Alicia del Campo
RGRL
CSULB
Programa Semanal

I Semana
31 Agosto
TEORIA
Introducción al curso.
El contexto de la globalización y las nuevas teatralidades: poéticas para la acción social
Estrategias de investigación en el Teatro Hispanoamericano

II Semana
7 Septiembre
El concepto de Teatro: postulados teóricos
El teatro de la crueldad: Antonin Artaud El teatro y su doble

III Semana
14 Septiembre
La construcción dramática
Antonin Artaud El teatro y su doble II (BB)
Ejercicio práctico: mini escena

IV Semana
21 Septiembre
El teatro de vanguardia: hacia un nuevo teatro
El teatro épico de Bertold Brecht
El pequeño organum del teatro (BB)
Brecht On modern Theatre (BB)
Brecht A model for Epic Theater (BB)
Ejercicio práctico: Teatro de la crueldad II

V Semana
Brecht y América Latina
Isidora Aguirre Los papeleros
Rosario Castellanos El eterno femenino
Videos: Teatro épico brechtiano
Teatro dramático Flores de papel

Augusto Boal
El Teatro del Oprimido
Técnicas latinoamericanas de teatro popular
Propuesta: ejercicio de Teatro popular

VI Semana (10/5)
El teatro latinoamericano hasta los años 60
De los años sesenta a la Globalización: Itinerarios y tendencias

VII Semana 10/12

**En busca de las teatralidades andinas: Grupo Cultural Yuyachkani**
Miguel Rubio *Raíces y Semillas*
Miguel Rubio *Notas de dirección*

**El teatro y lo social: Respuestas a la globalización**

*Los músicos ambulantes*. Lola Proaño Gómez “Utopía y Distopía en la escena latinoamericana”

**Video:** *Los músicos ambulantes*. Yuyachkani (Perú). Análisis puesta en escena.

VIII Semana 10/19

**Teatro postcolonial: la inversión del discurso imperial en Teatro Buendía (Cuba)**
Raquel Carrión y Flora Lauten: *Otra tempestad*

**Video:** *Otra tempestad* (FIT, Video personal) Análisis puesta en escena.

Del campo. “Teatro y postcolonialismo: La construcción ritual de la cubanidad en *Otra Tempestad*”

IX Semana 10/26

MIDTERM

X Semana 11/2

**Teatralidades y derechos humanos**
Grupo cultural Yuyachkani: la memoria y el teatro
Miguel Rubio *El cuerpo ausente* (Performance Política)

**Re-escritura de los clásicos: El teatro de los Andes**

**Video:** *Antígona* (FIT Video Personal)

**Video:** *La Ilíada* (FIT Video personal) Análisis de la puesta en escena de los clásicos.

Carlos José Reyes Posada “*La Ilíada* del Teatro de Los Andes: una nueva mirada a los clásicos”.

Ernesto Silva. “La reutilización de la tragedia griega y su contemporaneidad: *Elektra de Atalaya*”

XI Semana 11/9

**El teatro de creación colectiva: una nueva era**

Enrique Buenaventura (Colombia)
Colectivo teatral La Candelaria: Santiago García (Colombia)

**Video:** *Nayra* (FIT Video personal)

Presentación de invitada especial Bibiana Díaz análisis de “Nayra” (Colombia)

XII Semana 11/16
**Estrategias multiculturales: Andrés Pérez y el Gran Circo Teatro**
Andrés Pérez/Roberto Parra. *La Negra Ester* (Chile) Estéticas de los popular.
Mario Rojas “El interculturalismo teatral y *Madame de Sade*

XIII Semana 11/23  
**Los nuevos lenguajes mediáticos**
Video: La Patogallina *El húsar de la muerte*. (FIT Video personal). Cine y teatro
Invitada especial: Conferencia “El teatro multimedia” por Claudia Villegas-Silva (UCLA).

XIV Semana 11/30  
**Puesta en escena de lo femenino y lo masculino: Teatro-danza**
Video: *Deadly* (L’explose, Colombia), *Se que volverás*, (L’explose, Comlombia); *Beijo*, (*Primero Ato, Brasil*).
Ana Mercedes Echeverría “La construcción de la masculinidad y la femineidad: Sé que volverás,  

**Teatro y testimonio**
Video: Jacqueline Romeaux, *Pabellón dos rematadas*, (FITAM Isidora Aguirre, *El Retablo de Yumbel*
Teatro indígena Paula González: *Ni pu tremen*.

XV Semana 12/7  
**Teatralidades liminales**
*Performance Art y teatralidades sociales: Los Santos inocentes (Colombia)*

**Presentación de proyectos finales**
Invitado especial: Juan Villegas

XVI Semana 12/14  
**Semana de Exámenes finales**
*Examen Final/Ensayo*. Entrega Carpeta personal
January 29, 2012

Richard Marcus
International Studies Department
CSULB

Dear Richard:

I am writing to report on the outcome of the course modification for HDEV 327I: Approaches to Adolescence & Emerging Adulthood. With your funding to globalize the curriculum, we successfully prepared a new course proposal that the EPCC approved on November 8th. Even though we have not yet offered the new version of the course, we consider this approval in the 2011 – 2012 Academic Year a significant step forward for the class and for efforts to globalize departmental curriculum.

Dr. Van Giffen and I worked in the spring, summer, and fall to globalize the course she had offered as a special topics class in the department the previous year. The course continues to offer a strong basis in cognitive and biological frameworks for understanding development. As an interdisciplinary course, it also begins with theoretical readings on adolescence and emerging adulthood from psychology, sociology, and anthropology. The main effort to globalize the course focused on restructuring the course outline and finding interdisciplinary readings with a global span to teach the new topics. As stated in our proposal, we expanded U.S.-focused topics such as family, school, and romance and sex to more global categories of social relationships, productivity, and gender. Each topic includes readings from anthropology, sociology, and psychology. A global sampling was key to selecting the challenging research articles to elucidate these topics. As justification for global issues credit on our Standard Course Outline, we wrote:

Through a wide selection of readings, HDEV 327 introduces students to cultures and places beyond the boundaries of the USA with an opportunity to view contrasts with Western traditions. Schlegel (1995) discusses foundational anthropological fieldwork in Samoa that countered accepted Western views on adolescence. Walters and Auton-Cuff’s (2009) discussion of “third culture kids” (children who are raised by US parents outside US boundaries, such as with missionaries) discusses what the contrasting views mean for the mental health of Canadian women raised in Latin America, Asia, and Africa. Dmitrieva et al. (2004) elucidate contrasts through the discussion of surprising convergences between family relationships in Eastern and Western cultures. Lebra (1995) furthers the discussion of Eastern cultures with research on Japanese aristocratic women, adding in a class contrast along with a global contrast. Research on immigrants also furthers understandings of adolescence and emerging adulthood beyond the boundaries of the USA with Gibson’s discussion of Punjabi Indians and Buchmann and DiPrete’s (2006) discussion of Hispanic and Asian immigrant students. Lastly, Rigi (2003) describes young adulthood and work in Kazakhstan. While the selection of readings may change, the breadth and diversity of global focus will be maintained through course coordination.
We developed new learning objectives, evaluation instruments, and instructional strategies to fit the new interdisciplinary, global course readings.

Kathy and I sincerely appreciate the International Education Committee’s support of our efforts to globalize departmental curriculum. Once the course is on the books, we will offer the course and seek GE credit as an Interdisciplinary course meeting self-integration and global issues criteria. Human Development views the goal of globalization as important, with our two most recent faculty hires (including myself) for this purpose. We plan to continue to revise our courses and design new curriculum with the purpose of globalizing our students’ education in human development.

Sincerely,

Heather Rae-Espinoza
PROPOSAL NARRATIVE:

I. RATIONALE

A. California State University, Long Beach (CSULB), a large, urban, comprehensive 4-year university in the 23-campus California State University system, has a long history of working in local underserved communities on efforts to improve people’s livelihoods, health, and environments. The Fellows Program at CSULB presents an exceptional opportunity to further this mission by creating a new partnership with the Peace Corps, the greater Long Beach community, our Center for Community Engagement and the Department of Geography.

Nestled in the greater LA region, the city of Long Beach is home to about half a million residents, and is one of the most ethnically and economically diverse urban center in the country, with a largely underserved population and substantial unmet need for social and environmental services. Median household income has plummeted in the last 20 years, dropping 40 percent from $34,267 to $20,466. The high prevalence of low-income families is exacerbated by a 17 percent unemployment rate, which is significantly higher than the statewide average. Furthermore, educational attainment is low for adults with only 37 percent of adults 25 or older with a high school diploma.

Long Beach’s location, about twenty miles south of downtown Los Angeles and on the coast, has contributed to both its historical significance and vulnerability. It is home to the country’s second largest seaport, freight trains, oil refineries, an airport, and a tangle of freeways (and urban runoff) that, with some of the highest rates of particulate matter and ozone and few green parks to provide respite, challenge the health and well-being of residents. The Long Beach community and its leadership are working to improve these conditions.

Long Beach’s need for services has been recognized and addressed through a complex network of service providers, such as Long Beach Cares, and through partnerships with organizations like the California Endowment and CSULB’s own Center for Community Engagement (CCE). This effort is clearly reflected in the mission statement of the CCE which seeks to “engage the university and community in creating a just and civil society where every member functions as an agent of change.” The CCE implements its missions through three broad strategies: (i) service learning, (ii) community based participatory research, and (iii) community engagement initiatives. The demand for interns and volunteers is strong, especially for interns with skills and cross cultural experience and we see an ideal opportunity for placing Fellows in these positions.

In addition to a commitment to Long Beach, our university has an equally well developed international focus. CSULB is among the nation’s leaders in students studying abroad, ranking fourth in the nation in the master’s institutions category and fifth overall in the category for students in “long-term duration of study abroad,” which is defined as an academic or calendar year. Many of these students are geography majors. CSULB also leads the entire California State University System (composed of 23 campuses) in numbers of Peace Corps Volunteers and RPCVs. Finally, our university, like the city that houses it, is one of the most ethnically and economically diverse in the nation, with many students who are the first to attend college in their family.
CSULB Geography has been an active partner in providing Long Beach the research and skills to promote healthier opportunities for the community and individuals. In particular, the community’s needs have guided the faculty’s research in three particular areas of geographic inquiry: urban sustainability, urban environmental restoration, and geoscience (GIS and mapping). In order to attract a high caliber of graduate students to work on these issues, the Department has also established the fiduciary architecture to support them, through its hires (of Paul Laris, the Principal Investigator of this proposal and a RPCV (Mali 1987-1990), for example) and by securing its budget.

By becoming Peace Corps Fellows at CSULB Geography, returnees would apply their experience and skills to a challenging domestic context, and would further their ability to adapt their ‘lessons learned’ to make a real difference in Long Beach’s vibrant community. In addition, a Master’s of Arts in Geography will give them the credit and means to further their professional and career goals. We look forward to graduate students who, through their lengthy experience abroad, have leadership and linguistic skills, overall cultural sensitivity and versatility, and greater conceptual maturity. With this synergy of unmet needs and critical interest, it is somewhat surprising that CSULB has not developed a Peace Corps Fellows Program before now.

II. DESCRIPTION OF THE SCHOOL AND STUDENT BODY

A. Briefly, CSULB is the second largest campus of the California State University (CSU) system and the third largest university in the state of California by enrollment. Founded in 1949 to serve GI Bill recipients and their generation, the University is located at the southeastern coastal tip of Los Angeles County. Today CSULB serves 33,000 undergraduates and 6000 graduate students. The location of the school is urban, in the vibrant and attractive location of Long Beach. It has also been named the third safest campus in the U.S.

CSULB has been recognized repeatedly as one of “America's Best Value Colleges” by the Princeton Review and is often ranked in the top 10. More than 30 factors are considered to rate the colleges in four categories: academics, tuition, financial aid and student borrowing. In a report released on June 1, 2011 by The Education Trust, CSULB was one of just five universities in the country recognized for meeting a conservative set of criteria on affordability, access and quality. CSULB is also one of the West Coast's top universities in student body racial diversity, and rated the 5th most diverse university in the West by U.S. News & World Report. For example, CSULB is consistently among the top 10 universities in the nation in both the number of master’s degrees and the number of bachelor’s degrees awarded to Hispanics. Finally, CSULB has consistently been ranked as one of the top five public Master's Degree-granting institutions in the West by U.S. News and World Report's “America's Best Colleges Guide” in every year's edition from 2005 to 2011. CSULB is accredited by the Western Association of Schools and Colleges (WASC). WASC is recognized by the U.S. Department of Education as a regional institutional accrediting agency.

B. CSULB currently enrolls about 6000 graduate students, of which about 40% are enrolled full time. The Geography Department has had a graduate program since its inception in 1949. Our graduate students have written 120 theses. Currently, we have 49 graduate students and 11 full time faculty who teach graduate courses and advise masters students. One of our graduate
students is a current Peace Corps Volunteer in Uganda and two undergraduates we know well (not in Geography) are in Guatemala and heading to Kenya this week. For fall 2011, about a third of our active graduate students (those taking classes) have received support from the department to the tune of 5 to 20 hours a week @ $14/hour.

Financial aid packages for graduate students include research and student assistantships, internships, low interest loans, and out-of-state fee (tuition) waivers. The value of this aid varies, not least due to anticipated rise of CSULB fees due to state budget cuts. Graduate fees total $3,026.00 but may increase in the coming year. However, even with the fee increase, graduate education is still competitively priced at CSULB. Also, this September the Department will begin to offer a Master’s in GIS for professionals through CSULB’s College of Continuing and Professional Education (CCPE). This initiative was created by the Department to ensure a future reliable source of funding for our Graduate Program and graduate students.

C. We propose the following three benefits for Fellows:

1. an out-of-state tuition waiver (savings of $4464/12 unit semester or $8928 per year)
2. a student assistantship for the first full year (up to $5913) with the possibility of a second year, and
3. a waiver of 3-6 units of degree requirements based on the volunteer’s past experience and academic degree (in-state graduate student tuition is either $1953 for up to 6 units, or $3369 for 7 units and more, so the saving will vary depending on total units for the first semester)

Although these benefits may seem slight at first, it must be remembered that CSULB currently operates with one of the lowest student fees in the country for full time students having California residence. By providing an assistantship for the first year and course reductions for the second, this will surely be one of the most affordable masters programs in the country.

In addition, two scholarships may apply to Graduate students who aim to pursue a Doctorate degree later and come from disadvantaged environments: the CSULB’s Sally Casanova Pre-Doctoral scholarship and the California State University (CSU) Chancellor’s Doctoral Incentive Program (CDIP). Both provide exceptionally generous opportunities and funding for participants, including loan forgiveness, a summer research internship program at a doctoral-granting institution to receive exposure to the world of research in their chosen field, visits to doctoral-granting institutions to explore opportunities for doctoral study, and travel to a national symposium or professional meeting in their chosen field.

Our university’s leaders, including the current President and Dean of the College (Dean Riposa, RPCV Colombia) as well as the past Dean have vigorously promoted the internationalization of our education programs. It is no accident that CSULB sends a high percentage of our students abroad for international experiences. Indeed, this international emphasis is reflected in the motto of the College of Liberal Arts: ‘The World is Our College.’

CSULB’s CCE works across the region to identify meaningful (and at times paid) internships for students. The fact that RPCVs have experience and proven skills will make them exceptionally suited to a range of internships. For example, Long Beach and the wider region have great needs,
relating to community and environmental health. These include pathologies with contributing factors such as economic distress, and environmental degradation (asthma, diabetes, tobacco and other addictions, violence and sexual assaults, and homelessness), and also new parent and single parent programs, eldercare, as well as problems during temporary crises (earthquake, heat) that nonetheless involve continual preparedness and vigilance.

In speaking to our students who are considering becoming Peace Corps volunteers or have returned, we continue to hear that they are frustrated by their inability to find a Fellows program focused on community and environmental health in the region. By developing such a program, we improve the chances that students (in environmental studies or GIS for example) will join the Peace Corps to begin with.

As described, the financial means to support Fellows in their graduate studies exist because of the relative low cost of attending CSULB, but also through an emphasis by the Department to support our graduate students. Last but not least, the Geography faculty has ample expertise and research foci in urban sustainability, GIS, and urban environmental restoration. Our curriculum was designed to support these concentrations, while integrating them at the same time within the theoretical core concerns of geography as a discipline.

D. CSULB is a diverse, student-centered, globally-engaged public university committed to providing highly-valued undergraduate and graduate educational opportunities through superior teaching, research, creative activity and service for the people of California and the world. All aspects of its curriculum, academic departments and faculty hires, and study abroad/exchange opportunities for students have been infused with this long-standing commitment to both international education and civic service.

As noted above, CSULB is among the nation’s leaders in students studying abroad, ranking fourth in the nation in the master’s institutions category, and fifth in sending students abroad for extended durations. We are #1 in the CSU system of 23 campuses for sending volunteers to the Peace Corps, with 722 alumni of the Peace Corps since 1961 and 46 currently serving in 28 countries. The College of Liberal Arts leads the way in this mission. However a piece of the puzzle that has been neglected is the input that these Americans, who have lived abroad and interacted within other cultures, could bring to the rest of the student body, their research, and in the local community.

CSULB’s CCE was established in 1998 as a special project of the Center for Faculty Development to institutionalize Service Learning at CSULB. In the past three years the CCE has brought in over half a million dollars in grant funding to support community engagement. CCE enriches the educational experiences of students by: serving as a facilitative partner and resource for students, faculty, staff and community members in strengthening community capacity, promoting shared community-based participatory research and planning; and building social and political capital through the coordination of community and civic engagement, effective service learning and reciprocal community collaboration.

University/community partnerships help CSULB students understand what it means to be an actively engaged member of society by involving students and faculty in direct, academically-
based service for the people of California and the world. The campus has long been engaged in the community through co-curricular community service activities (such as the annual Make a Difference Day in partnership with Rebuilding Together Long Beach), academic service-learning (almost 2,600 students provided 40,000 hours of service to more than 110 community organizations in 2010-11), international service-learning (such as Art professor Carlos Silveira’s “Art and Social Action: A Global Perspective” course, which spends several weeks in Cambodia), community-based research (such as Geography professor Christine Jocoy’s work with Long Beach’s bi-annual homeless census), and other forms of community engagement (for example, the CCE serving as the facilitative “host” for The California Endowment’s broad-based Building Healthy Communities: Long Beach initiative). These university/community partnerships provide an opportunity for the university to meet community-identified needs and provide high quality educational opportunities through superior teaching—with service-learning recognized as a high-impact teaching pedagogy—and through quality community-based and community-engaged research.

The Geography Department has been involved in the civic and environmental health of our surrounding community in a comprehensive manner. Research funding and agendas have included: the Geoscience Diversity Enhancement Program (NSF-funded) designed to involve students from underrepresented groups in field-based research, research on homelessness and homelessness advocacy in Long Beach, an ODNI grant to diversify the pool of applicants to national security jobs, and a leadership training program for women. In addition, the Department has a network of alumni and non-alumni internship contacts in the community and we alert our students on an on-going basis about internship and job opportunities. By adding their hands-on, global perspectives into the classroom, RPCV will help other students to more deeply examine and reflect on their role as future civic leaders.

E. Appendix C: Letters of support from senior school officials

III. DESCRIPTION OF THE ACADEMIC PROGRAM(S)
A. The Master of Arts (MA) degree in Geography would be offered to Fellows. Options include a specialization in: (1) geospatial technologies and methods; (2) human geography; (3) environmental and physical geography; and (4) global studies. We expect that most Fellows will concentrate on the core themes of the partnership: urban sustainability, urban environmental restoration, and geosciences; however, they may elect to study under any subfield in geography with the approval of their advisor.

See Appendix A for academic courses, field training, and other components required for the degree program proposed for Fellows

B. Upon their arrival, Fellows will receive a unique orientation session from the Fellows’ Coordinator (who will also be the Geography Graduate Advisor), and from the CCE regarding expectations, opportunities, and responsibilities. In their orientation with the CCE, they will be presented several internship options. During their first year and in discussion with their academic mentor, an internship will be selected that will also serve as the basis for a student’s thesis or project. During their second semester, students will enroll in a graduate course (GEOG 596) designed to help them develop a thesis or project topic. Fellows will have ample opportunity in
the course to share ideas and comment upon each other’s work. An individualized course timeline and plan of action will be drafted and updated every semester by the Graduate Advisor and/or their faculty mentor, as is done for all Geography graduate students. The Fellows’ Coordinator will ensure the RPCVs make timely progress both in academic standing and internship commitments.

Beyond this, the development of a university-wide Peace Corps/RPCV group will be encouraged, would be formally guided by the Fellow’s Coordinator, and would enhance access to social and professional opportunities. We envision this university group as one that could also inform and recruit for Peace Corps as well as promote the exchange of ideas about development and the role of Americans in the world etc.

C. Based on the volunteers’ past experience and previous academic degree, a waiver of 3-6 units of degree requirements (such as our field course requirement - GEOG 586) is part of the financial package we can offer RPCVs. The process to do this would entail a conversation with the Graduate Advisor detailing the nature of the Fellow’s Peace Corps experience, an agreement between them and their signature of related formal documents. This would take place as part of the Fellow’s orientation upon beginning the program.

D. Education in Geography at the graduate level at CSULB provides an opportunity to broaden the student’s intellectual life and to acquire or upgrade knowledge and skills for many careers. The degree is particularly suitable for those graduates with one of the following professional goals:
- Advanced graduate work at the doctoral level
- Community college and K-12 teaching
- Public sector work (e.g., urban planning, environmental management)
- Private sector work (e.g., market area analysis, environmental consulting)
- Non-governmental work (e.g., international agencies, local community organizing)

Most of our graduate students who have focused on urban sustainability, GIS or environmental remediation have found employment immediately after graduating with those specializations. Because of this, CSULB Geography has a significant network of professionals in the community who play a role (on our Advisory Board for instance) in the Department and often offer jobs and internship opportunities to our graduates.

IV. COMMUNITY INTERNSHIPS
A. In their internships, Fellows will be engaged in activities ranging from environmental remediation and justice (such as helping restore a wetland or conducting an environmental census to help a community develop a park or wilderness area), to GIS mapping (based on the U.S. census, on field work – such as locating and mapping bicycle racks, or on creating maps of potential toxic endangerment in the event of an earthquake), to urban sustainability (from connecting diverse people with needs to appropriate health and social services, to developing a follow-up procedure after services are utilized). To give but a couple specific example of previous graduate student community projects: a recent graduate student partnered with a county-run public housing community in a community-based participatory research project to assess and make recommendations for a failing recreation center. This long-term project (lasting
more than a year) identified problems with structure, policies, processes and staffing of the recreation center and made recommendations to address those problems. Another student partnered with Century Villages at Cabrillo (CVC) to implement the development of a peer health educator program addressing diabetes among homeless and recently homeless residents of that community.

Fellows will be able to address a number of issues already identified by the community in central and west Long Beach. For example, CVC are looking forward to the next phase of the development of their 26 former Navy housing site that now serves 1,000 homeless and formerly homeless families and military veterans. Located near the Port of Long Beach, bordering the busy Port freeway and directly across from an oil refinery, CVC must consider numerous environmental factors in future development, including building practices and location, the use of berms and trees as bio-filters, and other factors to address air quality, odor, and noise issues. Another issue of concern is access to the community, with a single entry/exit point currently which, while serving as a means to maintain a level of security to a vulnerable community, also serves as a barrier to residents’ access to schools, parks, youth services, and other resources.

Another probable internship opportunity is with Building Healthy Communities: Long Beach, a ten-year place-based initiative of The California Endowment that seeks to affect change at a systemic and policy level in central/west Long Beach. This Long Beach collaborative is focusing on creating a community with health-promoting land use, transportation, and community development, and creating a community where children and their families are safe from violence in their homes and neighborhoods and which support healthy youth development. A particular need is for the development of publicly accessible GIS data that is relevant to their current focus. Examples would include data on health resources, crime, youth resources and “safe zones,” transportation routes and options, critical pollutant sources, etc.

These projects will be calibrated to relieve specific and critical unmet need in the community, be it monitoring air pollution in specific locations, the dearth of sustainable green space, or understanding how to incentivize better health practices. These services would expressly provide the data and insight to support the Fellows’ analysis and thesis.

B. During internships, we expect that RPCVs will find that their experience abroad has given them the aptitude to readily listen and talk to more diverse people, find common ground between perspectives, and more effectively understand and cope with obstacles that arise. We expect that Fellows will also bring with them a passion for serving underserved populations and the confidence that comes from having seen the positive results of their previous initiative and leadership. In addition, we expect that internships will be selected that match, to the best degree possible, the student’s technical skills that were developed during Peace Corps.

We anticipate that these students will have a more immediate sense of how their internship can shape their graduate thesis project and to produce results that truly benefit the underserved community. Also we expect that Fellows will be less hesitant about working in partnerships or teams or about proposing ‘out of the box’ solutions and, that they will be vigilant in obtaining the buy-in of the community they are serving and representing. We also expect that RPCVs will be organized, on time, and mindful of everybody concerned.
C. Students will serve for a minimum of 6 hours a week for their first semester while they are developing relationships with their partner programs and conducting their own needs assessment. During their third and fourth semester (depending upon their progress), they will enroll in a 3-6 unit Project or Thesis course. At this time they will be spending significantly more time on their internships (on the order of 10-15 hours per week for 15 weeks).

D. Internship supervision will be carried out by the Geography faculty/graduate mentor (for academic advising), who will also act as the Fellows’ Coordinator (for Peace Corps requirements in particular), and by the CSULB CCE (for consultation, time-keeping and communication with the student’s internship partner). Fellows will be identified and registered in the CCE’s SL Pro online database, which will document the fellows’ project and partnering community-based organization. It will also provide a means for Fellows to document their hours and provide brief notes on their activities.

Supervision will be on-going, with at least 2 meetings per student per semester with the Graduate Advisor/Coordinator and Community Engagement staff. Each Fellow will have a ‘roadmap to the MA’ marked off at these meetings, with the Fellows’ Coordinator being responsible for maintaining and updating his/her completion file in a timely way.

E. The objective of the Fellow program as stated above is that internships will be seamlessly linked to the student’s work on Master’s projects and thesis topics that complement established Departmental strengths. For example, an internship with a homeless agency might ask the RPCV to conduct several pilot surveys on the mobility issues of homeless families with children. An applied outcome of this research would be to achieve a comparison between survey instruments to obtain critical information regarding options homeless parents believe they have for their children. By improving this assessment tool, the research would support more effective future outcomes, while also fulfilling the analytical requirement for their Master’s thesis research. Altogether, the full publication of the conceptual framework, methodology, and case study would serve to identify ‘best practices’ in categorizing critical factors in how homeless parents make decisions about their children’s schooling options.

V. COMMUNITY PARTNERS
A. Please see a list of the community organizations which we (or CCE) collaborate with to provide field training and placements for Fellows in Appendix B. This list is not exhaustive.

B. Our main partner, the CSULB CCE serves as “hub host” to facilitate implementation of The California Endowment’s (TCE) 10-year Building Healthy Communities (BHC) initiative in central Long Beach—a multi-stakeholder, collaborative initiative on policy and systems change. The “hub host” role is to bring together local community stakeholders and guide stakeholders in developing a long-term collaborative among hundreds of adult and youth residents, non-profit organizations, and local schools and government. The CCE also serves as the lead in a one-year AmeriCorps planning grant to establish an AmeriCorps program to support BHC: Long Beach priorities.

The Century Villages at Cabrillo (CVC) initiative involves the CCE and numerous university faculty and students in a multi-stakeholder collaborative to leverage campus and community resources to provide cross-agency support and services to homeless and recently homeless families and homeless/recently homeless military veterans residing at CVC in West Long Beach.
The University has responded to numerous needs identified by the Villages at Cabrillo, including the development of a community center to provide common space for shared programming needs, the planning and construction of a “KaBOOM!” playground, creating a multi-media DVD on educational rights and resources for homeless children, and establishing an onsite summer science camp for homeless children.

C. The CCE will provide Fellows with an orientation, ready selection of graduate-level internships, on-going supervision of Fellows in internships, and any relevant communication with internship organizations, Fellows Graduate Advisor etc.

D. Please see three letters of support from CCE and community partners in Appendix C.

VI. PROGRAM IMPLEMENTATION
A. Marketing and recruitment would be done via the Peace Corps website and volunteer blogs, on the CSULB and CSULB Geography websites and newsletter, and direct contact. The Graduate Advisor maintains and updates lists of listservers related to geography each semester and send invitations for potential graduate students to visit the Department’s website where announcement and application materials are located. These messages reach about 8,000 faculty and students, and the lists are periodically updated (by adding new faculty contacts) and are customized so as to appeal to a wide variety of programs.

The Department also hosts regular and ‘open to the public’ events in the Geography Department and we plan on doing a ‘launching party’ for the Fellows Program at the CCE as soon as this October to get the word out. We would use the snowball method to identify RPCVs in the university and the region, invite them to gatherings on campus, and contact PCVs who are about to return individually by Email. Interviews in the media would also be conducted. At the university level, information about the Fellows Program will be placed at the International Training Program Office, a kind of clearinghouse for international opportunities affiliated with the university.

B. The application process would be exactly the same as it is for all prospective graduate students: through the CSULB’s office of graduate admissions and through Geography. Prospective fellows would identify themselves by indicating in their letter that they seek a fellowship and they would include a letter of recommendation from the Peace Corps describing the applicant’s experience and performance abroad. Admission into the graduate program is competitive and is based on students’ past academic performance as well as letters of recommendation. Applications for the next academic year are accepted until April 15. The full details are listed in the Appendix A and our web-page:
http://www.csulb.edu/colleges/cla/departments/geography/graduate/MAProgramRequirements.html

Like other graduate students, RCPVs will be expected to be full-time students, maintain good academic standing, and make satisfactory academic progress towards their degree. Those who do not maintain a minimum 3.0 GPA after their first year risk losing their status and fellowship during their second year. Each fall, we will host an orientation for all students entering our program, including Peace Corps Fellows. A separate orientation program hosted by the CSULB CCE will detail how students, including Fellows, can engage in the Long Beach community.
C. The goal of our program is to place students in internships that will allow them to develop their own projects or theses topics in areas serviced by our partners. Following an individual and detailed conversation with both the Geography Graduate Advisor and CCE with the Fellows about their Peace Corps experience, skills and desired professional path an appropriate internship will be selected. From the Fellow’s internship, a thesis or project topic will be developed. The publication of results and analysis is intended to further enhance the relevance and merging of the Fellow’s skills with local need, for academic credit.

VII. PROGRAM ADMINISTRATION
A. The Graduate Advisor, Dr. Deborah Thien will be the Fellows Program Coordinator. Dr. Thien has served as an advisor for 3 years and regularly teaches the first year graduate seminar. She also runs an informal reading group for the graduate students. Dr. Thien has a wealth of international and community experience. Our Graduate Advisor receives 3-units (1 full course or the cash equivalent of $4650) of release time to coordinate all work associated with the graduate program. This person is well-trained and experienced in working with students to fulfill all program requirements.

B. New Fellows will be integrated into the existing graduate program. As such, we do not expect the addition of the Fellows to create a major increase in the Graduate Advisors workload. The addition of the Fellows to our program will not result in an increase in the total number of graduate students in the MA program. We currently accept approximately 10-15 graduate students per year. If 4 of these slots are taken by Fellows, then this will make up approximately 25% of the Coordinator’s ‘advising’ time.

C. The Graduate Advisor or Department Chair, Dr. Paul Laris (RPCV Mali) will serve as the first contact point as is the case for all graduate students.

D. The Department Chair and Graduate Advisor are responsible for maintaining good relations with the admissions and other offices on campus that will provide support to students.

E. The Department Chair and Dean of the College

F. We have annual elections for the position of Graduate Advisor. In most cases these individuals serve for at least 3 years. When turn-over occurs, the Advisors often remain on the Graduate Committee and thus there is ample opportunity to oversee transitions. In addition, the department chair, who serves a three year term, will oversee transitions as is the case with all programs.

VIII. PROGRAM GOALS AND EVALUATION
A. This is a pilot program and the first of its kind at CSULB. We anticipate beginning with 2-3 Fellows in the first year and increase this to 4-5 in the second. Ideally we would enroll 4 new Fellows per year, with a ‘rolling cohort’ of 2-4 returning Fellows. If successful, we plan to increase the number of participants in the program by forming new partnerships with other degree programs such as those in Public Health and Public Policy. In addition, the Department has developed a professional Masters of GIScience degree program that will be initiated in fall of 2012. We have also begun work on developing a Master’s degree program in Environmental
Sustainability and Management. These programs may eventually serve Peace Corps Fellows as well. In summary, although we are beginning with a small number of students, there is potential for growth in the near future in related departments and programs.

One reason for keeping the program small and intimate within our Geography Department is that our goal is for all Fellows to make an original contribution in the form of an applied project or research thesis. The final thesis or project document will be approved by a committee of three faculty and/or members of our partner organizations. Successful students in the M.A. degree program will:

1. Acquire an awareness of the discipline of geography as a professional field including an understanding of the social importance of geographic knowledge and research;
2. Have an in-depth understanding and mastery of the literature in at least one particular geographic subfield;
3. Demonstrate an ability to develop a project/research proposal and carry out advanced basic research or applied work, through the development of a research question or project goal, selection of appropriate method, and execution of the project/research plan;
4. Demonstrate an ability to present and defend their work in oral, written, and graphic forms.

In addition, a key component of our proposed Fellows program is to integrate students’ degree programs with their internship experience. Specifically, students will develop applied projects or theses topics that address needs of the community. Fellows will thus play key roles gathering and analyzing data to better address the needs of local communities as well as designing systems to help implement and monitor program success. Thanks to their experience in the Peace Corps, we expect that the general outcomes of Fellows’ work in the community will be to help provide answers to questions and problems, shape new directions in effective community support and best practices, and give direct and meaningful assistance to people, with the objective of building healthy and sustainable communities. Thus we would expect Fellows to achieve a 5th goal to:

5. Demonstrate an ability to integrate their experience as community volunteers into their research, and that their analysis will reflect the transformative effect of community immersion and civic engagement.

B. The Graduate Program is monitored by the Chair of the Department and the Graduate Committee. The Committee reviews the curriculum, the Chair and Graduate Advisor make sure that needed courses are offered in the appropriate sequence and that graduate students are made aware of Departmental expectations. Thus they produce a written proposal of thesis research or project paper, oral presentation of this proposal, submit for approval a thesis or project paper, and fill out an exit survey. An on-line Alumni Survey (to be conducted every five years) is being prepared.

Regarding Fellows, they, the community partners, and other constituents will be expected to provide feedback through on-going communications (emails etc), and through reviews each semesters. There will be ample opportunities for such feedback given that both departmental faculty and members of the partner organizations will serve together on student project
committees. The Fellows Coordinator will evaluate the Program’s efforts, in conjunction with the Chair of Geography and the CCE, and will be responsible for follow up.

Program evaluation will be on-going, with a yearly review, when the productivity of all Geography graduate students is considered, for assistantship re-funding for instance. In addition, the Department has instituted a thesis/project proposal working session that faculty and the student cohort attend, in order to ‘test’ the direction, assumptions and viability of the student’s work. This formal event is an important stepping stone for our graduate students and is considered a moment of promotion in their graduate experience. These workshops occur on a ‘need basis,’ typically during two or three afternoons every spring.

Specific measures that the Department will use to decide whether or not to continue supporting the Fellows program and that Fellows are satisfied with their progress at CSULB address: recruitment of best candidates, academic progress, and lessons learned. Specifically we will ensure:

1. Successful recruitment by maximizing promotion early and extensively
2. For each admission cycle, the Graduate Committee will determine the fit between each prospective Fellow (and all other graduate students) and current Departmental expertise.
3. Internship needs will be monitored by both the Department and CCE, to make sure that student interest and internship partner meet up and to address potential problems early.
4. Every semester the student and internship partner will each evaluate their match and make sure that the student is performing well on the job.
5. The proposal defense will serve as additional academic discriminator.
6. On-going supervision will be led by both the Graduate Advisor/Fellows Coordinator and CCE.
7. The Fellows Coordinator will conduct exit interviews with graduating Fellows. These interviews will be conducted at the end of the spring semester with those who are completing their programs. Information from these evaluations will be used to modify and enhance the program for future RPCVs. A formal evaluation will take place at the end of a three year period to determine whether or not this is a program we and the Peace Corps wish to continue.
8. Finally, all CSULB university programs are required to have an annual assessment component. These programs complete a full review on a 5-7 year cycle as well. The Fellows program will be no different. As is the case with all programs, the MA program is assessed according to the degree to which learning objectives are obtained. The student’s final project report or thesis is the key element of the assessment process.

IX. FINANCES
A. The financial aid we plan to provide to each Fellow is:
(1) an out-of-state tuition waiver (savings of $4464 per 12 unit semester or $8928 per year),
(2) a waiver of 3-6 units of degree requirements based on the volunteer’s past experience and academic degree (in-state graduate student tuition is either $1953 for up to 6 units, or $3369 for 7 units and more, so the saving will vary depending on total units for the first semester),
(3) a student assistantship for the first full year (up to $5913) with the possibility of a second year.
Fellows will receive this financial aid during the initial orientation or as soon as they are admitted, except for the assistantship which is paid biweekly.

Please see Appendix D.ii. for more details and total out-of-pocket costs to Fellows to attend the program for two years. No plan has been established or is anticipated to allow for a dual degree program.

**B.** Because Fellows would be admitted into the yearly cohort of graduate students, the full cost of administering the Program will be absorbed within the current Geography Graduate Program budget, including budget allocated to the Graduate Advisor who would act as the Fellows Program coordinator. For details, see Appendix D.i.

**C.** As a public institution, our budget comes entirely from the university’s budget. The portion of this budget that is paid by the State is changing rapidly and significantly. Nonetheless education at CSULB remains comparatively affordable.

**X. CURRENT RELATIONSHIP WITH THE PEACE CORPS**

**A.** A recruiter for the Peace Corps is present on campus at least once a month and easily reached otherwise. Both the Chair of the Geography Department and PI (Paul Laris – Mali) and Dean of the College (Gerry Riposa – Colombia) are RPCVs and there are several others in various departments on campus. We plan on reaching out to RPCVs and on organizing a meeting for them on campus.

**B.** Our relationship is excellent with recruiters is excellent. Representatives from the regional Peace Corps office regularly visit the campus and have made presentations in our classrooms. Tori Wilson (PC Regional Recruiter) and Kate Kuykendall (PC Public Affairs Specialist) have been consulted in the preparation of this proposal.

**C.** No, we do not currently have a PC Masters International program, but we are very interested in developing such a program, and will pursue it when an invitation is made.

**XI. APPENDICES**

**APPENDIX A: Curriculum**

**Program Requirements Once Admitted:** The Master of Arts program in Geography at CSULB has two pathways to a degree.

**Thesis Option** consists of at least 30 units of course work including:

- GEOG 596 (Geographic Thought and Literature); GEOG 696 (Seminar in Geographical Research Methods)
- 4 units of an advanced methods course (options are in field methods, qualitative methods or quantitative methods/GIS)
- Two additional graduate seminars (600 level courses), 6 units
- A thesis proposal approved by a committee of 3
• Six Units of Thesis (GEOG 698)

**Project Option** consists of at least **33 units** of course work including:
• GEOG 596 (Geographic Thought and Literature); GEOG 696 (Seminar in Geographical Research Methods);
• Three additional graduate seminars (600 level courses), 9 units
• Two advanced methods courses, (options are in field methods, qualitative methods or quantitative methods/GIS) 8 units
• Two additional courses (may be taken outside department)
• A project proposal approved by a committee of 3
• GEOG 695, Directed Project, 6 units

**CSULB Graduate Admission Requirements:**
To be offered admission to a Master's degree program you must meet general university admission requirements as well as specific admission requirements of the program. The general university minimum requirements are:

• Completion of a four-year college course of study and acceptable baccalaureate degree
• Meet the minimum GPA requirements for admission to the university. This can be met in any of the following ways:
  o Hold an advanced degree
  o Hold a baccalaureate degree with a cumulative GPA of at least 2.5 (A=4.0)
  o Hold a baccalaureate degree with a cumulative GPA of at least 2.5 in the last 60 semester or 90 quarter units

**Master of Arts in Geography: Prerequisites/qualifications for admission to the Geography MA program**

• Official transcripts showing a bachelor's degree in geography or related degree;
• An undergraduate GPA of 3.0 (B) or better in geography or alternative evidence of ability to do graduate work;
• GRE scores (the basic quantitative/verbal/analytical test only)
• A letter of intent describing your interests in geography;
• Three confidential letters of reference to be sent to the department, ideally from professors familiar with your work and with the nature of the graduate experience, one of which should be from the Peace Corps;
• A paper, report, or mapping project that you feel best showcases your interests, abilities, and potential.

**APPENDIX B: List of Community Based Organizations (list is not exhaustive):**

• Amigos de Bolsa Chica
• Admiral Hospice Care, Inc.
• Adolescent Alternatives
• After School All-Stars, Los Angeles
• Alhambra USD, After School Education & Safety Program
• Alpert Jewish Community Center
• American Indian Changing Spirits
• Aspire Pacific Academy
• Bolsa Chica Conservancy
• Break the Cycle
• Building Healthy Communities: Long Beach
• Cabrillo Marine Aquarium
• Century Villages at Cabrillo
• Catholic Charities, San Pedro Region
• Center for Community and Family Services
• Delhi Center
• Embracing Latina Leadership Alliances (ELLAS)
• Flossie Lewis Recovery Center
• Friends of the Colorado Lagoon Girls Incorporated of OC
• Greater LB Interfaith Community Organization
• Help Me Help You, Inc
• Joint Efforts, Inc.
• Kedren Community Health Center, Inc.
• Khmer Girls in Action
• LA Alliance for a New Economy (LAANE)
• LB Better Learning After School (BLAST)
• Long Beach Rescue Mission
• Los Angeles Habilitation House
• MBK Senior Living, Crown Cove
• Meals on Wheels of LB, Inc.
• Metropolitan State Hospital
• Micro-Enterprise Charter Academy
• National Institute of Community Engagement (NICE)
• OCAPICA (OC Asian/Pacific Islander Community Alliance)
• OCCORD (OC Communities Organization for Responsible Development)
• Ocean Park Community Center
• Palos Verde Peninsula Land Conservancy
• Regional Hispanic Chamber of Commerce
• Salvation Army
• Sea Country Senior and Community Center
• Sunrise Senior Living Huntington Beach
• Tarzana Treatment Center
• The Gay and Lesbian Center of Long Beach
• THINK Together
• Thomas House Temporary Shelter
• Tiger Woods Learning Center
• US Vets, Inc.
• Westerly School
• Western Youth Services
• Westminster School District
• Westside Pregnancy Clinic

APPENDIX C: Letters of Support
Please see letters from:

Cecile Lindsay, PhD and CSULB Vice Provost for Academic Affairs, Dean of Graduate Studies
Gerry Riposa, PhD and CSULB Dean of the College of Liberal Arts
Carina Sass, Associate Director of CSULB Center for Community Engagement (CCE)
Brian D’Andrea, President of the Century Villages at Cabrillo (CVC)
Juan Benitez, Phd and Building Healthy Communities: Long Beach Co-Hub Manager

APPENDIX D
D.i. Administrative Budget

Staff:
Fellows Coordinator: this position will be folded into the duties of the Graduate Advisor. We expect 1/5 of our students to be Fellows, as such the cost will be .2 * $9300 or $1860/year. Contact Points are uncompensated.

Marketing & Recruiting:
Graphic Design, printing, webpage: absorbed through regular Geography outreach efforts
Events: launching party (Oct 2011), then about 1-2 meetings per semester
Travel ($1,000 for PC Fellows Coordinator training per year)

Miscellaneous:
Financial Aid: Fellows will compete for financial aid in the same way as other graduate students.

Funding Sources:
The Geography Department is committed to support the Fellows Program to the full extent and until another source of funding (such as alumni giving) is identified.

D.ii. Financial Aid Budget - New Partner Proposal Template
Total out-of-pocket costs to Fellows to attend the MA program (two years)

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<th>Year 1:</th>
<th>Year 2:</th>
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<td>Health care:</td>
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Commuting: Long Beach Public Transportation is convenient and free to CSULB students

**TOTALS:**

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<td>Out-of-state tuition waiver</td>
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<td>Student assistantship (income)</td>
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**TOTALS (savings and income):**

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**TOTAL COST TO FELLOW:**

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### E. Key Personnel

**Paul Laris**, PhD, Professor and Chair of the Department of Geography, 1250 Bellflower Boulevard, Long Beach, CA 90840, 562 985-1862, plaris@csulb.edu

**Unna Lassiter**, PhD, Geography Department Adjunct Lecturer, 1250 Bellflower Boulevard, Long Beach, CA 90840, 562 985-1944, ulassite@csulb.edu

**Deborah Thien**, PhD, Geography Department Associate Professor, Graduate Advisor, 1250 Bellflower Boulevard, Long Beach, CA 90840, 562 985-7072, dthien@csulb.edu

Dr Thien would be the Fellows’ Program Coordinator

### F. Timeline

**Year 1 Timeline Fall 2011-2012**

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**Year 1 Milestones:** Launching Party in October, 1st year arrivals in August
**Year 2 Timeline Fall 2012-2013**

| Year 2 Milestones: Internships begin in February, 2nd year arrivals in August |

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**Year 3 Timeline Fall 2013-2014**

| Year 3 Milestones: Project working sessions, 1st years begins project work, 1st graduating class in May, 3rd year arrivals in August |

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**Year 4 Timeline Fall 2014-2015**

| Year 4 Milestones: Program at full capacity, 3rd year review May-June |

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MEMORANDUM OF AGREEMENT BETWEEN
THE PEACE CORPS
AND
CALIFORNIA STATE UNIVERSITY, LONG BEACH

This Memorandum of Agreement (“MOA”), entered into under the authority of 22 U.S.C. § 2509(a)(1), sets forth the understandings of the Peace Corps, an independent agency within the executive branch of the United States Government, and California State University, Long Beach (the “University”), for a Paul D. Coverdell Fellows Program (the “Program”). The Program will serve to advance the Third Goal of the Peace Corps by helping to promote a better understanding of other peoples on the part of the American people. The Program will also serve to advance the goals of the University by educating qualified Returned Peace Corps Volunteers (“RPCVs”) through formal academic study.

I. THE PROGRAM

A. ESTABLISHMENT

The University will cooperate with the Peace Corps to develop and maintain a Program for RPCVs who have satisfactorily completed their Peace Corps training and service overseas.

As part of the Program, selected RPCVs (“Fellows”) will be enrolled in a degree-granting program leading to a degree at the University as set forth in Attachment 1 attached hereto and made a part hereof. In the event that the parties agree to expand the degree offerings of the University under the Program, an addendum to this MOA and Attachment 1 will be executed by the parties, and all new offerings will be governed by and subject to the provisions of this MOA.

B. PARTICIPANTS

To qualify for the Program, applicants must have satisfactorily completed their Peace Corps service and must meet the admission requirements of the University. A Volunteer is considered to have satisfactorily completed Peace Corps service if he/she: has completed the full two-year tour of Peace Corps service, or the full tour minus up to 90 days, if returned home on an emergency leave; has been granted an “Early Close of Service” or an “Interrupted Service” due to circumstances beyond the Volunteer’s control; or has been medically separated as a Volunteer.
Applicants to the Program should submit their applications to the University in accordance with the University’s requirements for admission. Minority participation in the Program will be encouraged.

C. CURRICULUM

The University shall determine the curriculum and the academic requirements for a degree as set forth in Attachment 1. Fellows in the Program will be expected to meet these academic requirements for successful completion of the Program.

D. ADMINISTRATION

The Program will be coordinated by the University and the Peace Corps Office of Public Engagement. They shall jointly administer this Program pursuant to the following Implementing Provisions.

II. IMPLEMENTING PROVISIONS

A. RESPONSIBILITIES OF THE UNIVERSITY

The University agrees:

1. To designate a liaison officer to coordinate with the Peace Corps in the implementation of the Program. The coordinator will work to sustain the program with various agencies, institutions, and organizations that partner with the Program.

2. To provide appropriate direction and organizational structure for the Program within the University.

3. To develop and implement an appropriate curriculum for this Program.

4. To recruit and screen candidates, select Fellows for the Program, and graduate, with a degree as set forth in Attachment 1, those Fellows who successfully complete the requirements of this Program.

5. To provide academic advice, assistance, and support to the Fellows.

6. To identify and assist in the placement of Fellows in appropriate internships.

7. To assist and support Fellows during their internship placement.

8. To assist Fellows in arranging for tuition support, scholarships, and other forms of financial support, in accordance with applicable University policies. Fellows shall be responsible for a portion of their own tuition, as well as their
living expenses and related expenses while attending the University, unless otherwise provided for by the University.

9. To provide Peace Corps with information about the status of the Program and its participants.

10. To comply with all applicable laws.

B. RESPONSIBILITIES OF THE PEACE CORPS

The Peace Corps agrees:

1. To designate a liaison officer in the Program office to coordinate with the University in implementing the Program.

2. To provide the University with appropriate verification of Peace Corps Volunteer service, as required, to implement the terms of this MOA.

3. To provide such support, as the parties may agree, in establishing and maintaining the Program and conducting community and faculty outreach.

C. MUTUAL AGREEMENTS

1. The Peace Corps reserves and retains the right to establish the terms and conditions of Peace Corps service consistent with its rules, regulations, policies, and practices.

2. The University reserves the right to dismiss or suspend any student from the University or from the Program for academic reasons or disciplinary reasons, in accordance with the normal practices and policies of the University.

3. Recruiting of Fellows, publicizing of the Program, and developing and distributing materials relating to the Program shall be the mutual responsibilities of the University and the Peace Corps, as appropriate. All initial and subsequent substantive Program publicity and materials shall be subject to the prior approval of the Peace Corps.

III. GENERAL PROVISIONS

A. EFFECTIVE DATE

This MOA is effective upon its signing by the parties, and will remain in effect for a period of five (5) years from the date of signing.
B. AVAILABILITY OF FUNDS

The obligations of the parties hereto are subject to the availability of funds.

C. EVALUATION

Not later than thirty (30) calendar days after the effective date of this MOA, the Program coordinators shall communicate in writing to confirm programming details and to address any administrative, programmatic, promotional, or other concerns that may arise.

At least biennially, the parties shall jointly or independently, as they may agree, complete a report identifying the strengths and weaknesses of the Program, the extent to which previously established goals were achieved during the period, and recommendations, if any, for program changes.

D. TERMINATION

This MOA may be terminated at any time and for any reason by either party by providing written notice to the other party. The terminating party will promptly inform the other, in writing, of the circumstances that make termination desirable. Termination will be effective upon receipt of written notice.

Termination of this MOA by either party shall not affect the status of participating Fellows as candidates for a degree at the University as set forth in Attachment 1.

E. LIABILITIES AND LOSSES

The Peace Corps, its employees, officers, agents, and contractors assume no liability with respect to accidents, bodily injury, illness, breach of contract, or any other damages or loss, with respect to any claims arising out of any activities of the University undertaken under this MOA, whether with respect to persons or property of the University or third parties.

The University, its employees, officers, agents, and contractors assume no liability with respect to accidents, bodily injury, illness, breach of contract, or any other damages or loss, with respect to any claims arising out of any activities of the Peace Corps undertaken under this MOA, whether with respect to persons or property of the Peace Corps or third parties.

F. OTHER ACTIVITIES

Under the Peace Corps Act (22 U.S.C. § 2501, et seq.), the Peace Corps name and logo are reserved exclusively to describe programs under that Act. The use of the official seal, emblem, logo or name of the Peace Corps by the University shall be allowed only with the prior written permission of the Peace Corps pursuant to collaborative efforts specified herein. The use of the official seal, emblem, or logo of the University by the Peace Corps
shall be allowed only with the prior written permission of the University pursuant to collaborative efforts specified herein.

From time to time, the University, its employees, or others associated with it may wish to express their respective views or take their own initiatives regarding the Program. Should the University or such individuals do so, third parties will be clearly advised that such views or initiatives are completely independent of, and not on behalf of, the Peace Corps, or otherwise in the Peace Corps’ name. Fundraising activities engaged in by the University are not authorized by or approved by the Peace Corps.

IN WITNESS WHEREOF, the parties have executed this Memorandum of Agreement as of the date and year set forth below:

For THE PEACE CORPS:  For CALIFORNIA STATE UNIVERSITY, LONG BEACH:

__________________________________  ____________________________________
Aaron S. Williams  F. King Alexander
Director  President

Date: ___________________________  Date: ___________________________
MEMORANDUM OF AGREEMENT BETWEEN
THE PEACE CORPS
AND
CALIFORNIA STATE UNIVERSITY, LONG BEACH

Date: ________________________________

Attachment 1

College of Liberal Arts, Department of Geography
Fellows successfully completing the Program will receive a Master of Arts in Geography. In addition, as part of their studies and related thereto, the Fellows will complete a substantial internship which will benefit a high-need American community.
To: Richard Marcus, Dee Dee Rypka

RE: IEC Incentive Award

From: Paul Laris, Chair of the Department of Geography

Date: November 2, 2011

Over the past summer Unna Lassiter and I completed a proposal as part of an application to establish a Peace Corps Fellows Program at CSULB (see attached proposal). The work to develop the proposal was funded by an IEC Incentive Award for $2500.

Unna and I completed the proposal over the summer, submitted it to the Peace Corps and last month we received word that our application was accepted. We are currently awaiting approval of the Peace Corps and CSULB legal advisory teams before a final signing of the MOU (see attached).

If you should have any further questions about the program, award or work accomplished, please contact me at plaris@csulb.edu
Richard R. Marcus  
Chair, International Education Committee of the  
CSULB Academic Senate  

RE: Final Report for Incentive Award to Globalize Instruction: Gerontology 474/574, Global Aging  

January 23, 2012  

Dr. Marcus:  

Please accept this letter as our one-page report summarizing the outcome of the course modification of Gerontology 474, which was awarded an Incentive Award to Globalize Instruction in May 2011.  

In preparation for offering this course in Spring 2012, we have made several modifications to the course including:  

a) Expansion of our “global partner” roster to include aging specialists from Taiwan, Canada, Singapore, Norway and Japan. Global partners will participate in class sessions through Elluminate and work with small groups of students to complete an assignment every two weeks during the semester. The last time this course was offered, we had two global partners. Thus, we have greatly improved the participation of global partners from countries around the world.  

b) Revision of reading list to include cutting-edge research about global aging issues. In recognition of the fact that many textbooks about a field that changes and grows as rapidly as does gerontology quickly become obsolete, we decided to create a coursepack of readings that reflect the most recent research about global aging issues.  

c) Submission of course change to Educational Policies committees: An application to add a graduate section (GERN 574) to this course, therefore expanding the reach of this course to more students, was submitted in Fall 2011. We will not be able to offer this course as a 500-level course in Spring 2012, but will be able to do so thereafter.  

We deeply appreciate the support of the International Education Committee and the Awards working group in recognizing the importance of providing a global perspective to those studying gerontology.  

Respectfully,  

Maria Claver, PhD, MSW  

Casey Goeller, MS, MEd
Summary Report

GLOBALIZED INSTRUCTIONAL DEVELOPMENT (GID) AWARDS (2011-12)

Title of Proposed Project:
Developing Online Courses and International Collaborative Hospitality Programs with Taiwan and China

Name(s) of Applicant(s) and department(s)/college(s)/universities):
Jung-Mao (Ronnie) Yeh, Family and Consumer Sciences/Health and Human Services/CSULB

Contact person (primary applicant):
Jung-Mao (Ronnie) Yeh

E-mail address: Telephone #:
jyeh@csulb.edu, 562-985-4958

This proposal aims to develop online courses, including a G.E. D2 & Global Status class: HFHM 274 International Hospitality Development, to serve both CSULB students and students in Taiwan and China.

The following is what I have accomplished for this project:

I taught G.E. D2 & Global Status class: HFHM 274 “International Hospitality Development” at CSULB for the first time in the fall of 2011. I plan to offer this online course to students at the National Pingtung University of Science and Technology and I-Shou University in Taiwan as well as Henan University in China in fall 2012.

I traveled to Taiwan last summer to meet and discuss the proposed online programs with the National Pingtung University of Science and Technology and I-Shou University. In addition, I have also discussed the proposed online programs with Henan University in China via the telephone and email.

All four universities have agreed that by fall 2012, they will have the first online course set-up and ready to be offered to the students at CSULB, National Pingtung University of Science and Technology and I-Shou University in Taiwan, and Henan University in China.
REPORT

GLOBALIZED INSTRUCTIONAL DEVELOPMENT (GID) AWARDS (2011-12)
PROPOSAL FORM
Title of Proposed Project: FMD 457 Global Fashion Trade

Name(s) of Applicant(s) and department(s)/college(s)/universities):
Mariné Aghekyan, Ph.D. Department of Family and Consumer Sciences, College of Human Health Services, CSULB

Contact person (primary applicant): Mariné Aghekyan, Ph.D.

E-mail address: magheky@csulb.edu
Summary of the project implementation:

The proposed project was implemented in Fashion Merchandising and Design course FMD 457: Global Fashion Trade during Fall 2011 semester. Students from FMD department CSULB worked together with the students from the Department of Clothing & Textiles, Sookmyung Women’s University (SWU), South Korea on the group project. For this purpose, CSULB instructor formed groups and provided the list with e-mail addresses to all students from both campuses. In each group there were 2 students from SWU and 2 students from CSULB. Further, students established contact with their group members using e-mail addresses.

To provide students from both campuses with relevant information of the class related material, the CSULB instructor conducted series of online classes (using online classroom in BB) that were recorded for further review by SWU students. SWU students followed the same time schedule for all project related assignments and due dates.

To start the communication, students in each group were required to establish e-mail contact first and then decide which medium they will use for further communication. In order to check the progress of communication, both Korean and American students had to submit weekly report of their group communication. They had to write summary of the weekly progress, including topics discussed during that time period as well as electronic copy of their communication. All groups preferred to use Facebook (FB) for further communication, since it easier solved time difference problem (16 hours) between two continents.

Summary of students outcome/feedback

During the semester the CSULB instructor had several informal discussions with CSULB students regarding the project. In addition, the CSULB instructor conducted pre and post-test to assess students’ feedback (data analyses are currently in progress). Based on discussion with the students and weekly group reports, students mainly enjoyed the experience. They had long “chat” in the FB covering different issues related to the class, project and overall learning experience in both campuses. Besides the project, both groups learned interesting facts regarding education and fashion industry in different countries. Students also showed creativity in finding the right time and the right way to communicate. For example, one of the Korean students was very fluent in French and CSULB group member found that they would better continue communicating in French since it is more efficient. The main problem groups reported was the language barrier and time difference – two major issues retailer have in the actual business operations with overseas companies. Thus, students learned how to effectively collaborate with team members located in different country. They learned that using simple and clear English is very important to avoid miscommunication. In addition, students learned how culture impact on the way how people communicate, collaborate, and do business. For example, SWU students initially were very timid and shy in asking questions and CSULB student thought that everything is clear since there is no question. Overall, I believe, this was a great experience for both CSULB and SWU students. Their final project was amazingly well developed. Students showed great effort in this assignment. It would not be an exaggeration if I say that I have never read such a high quality projects for this class as I did last semester. Students also showed fantastic creativity in presentation of their projects. They voluntarily initiated new approach of involving each other in the presentation process – students recorded their own part of presentation, posted in the youtube.com and included this as a link in the group presentation. So, when presenting to the class, each classroom (in CSULB and in SWU) was able to see all the group members presenting the project.

In the future, I would be very happy to have an opportunity to continue involving overseas campuses in the courses I teach in CSULB, because I believe this practice provides an extraordinary learning experience to the students and supplies them with various benefits to be applied in the future career.
Close-up of the page:

**CALIFORNIA STATE UNIVERSITY LONG BEACH**

**GLOBALIZED INSTRUCTIONAL DEVELOPMENT (GID) AWARDS (2011-12)**

**Report of Project:** Globalizing Instruction in Math Education Graduate Courses

Shuhua An, Coordinator of the Mathematics Education Graduate Program
Felipe Gloze, Chair, Teacher Education Department

**Description of the Globalizing Instruction in Mathematics Education Course**

The goal of this project was to globalize and modify instruction with a concrete international perspective in a core mathematics education graduate course EDME 550: Global Perspectives in Mathematics Teaching. To achieve the goal, the unique change from virtual international experience to concrete learning was made on instructional methodology for EDME 550 in the following ways in summer 2012:

1. 24 graduate students (K-8 classroom teachers) from EDME 550 class participated in the Summer Teacher Institute -“East Meets West (EMW)” program along with a group of local school teachers and teachers from China.

2. The graduate students from EDME 550 observed a top rank Chinese math teacher’s math lesson to both groups of children and discussed the lessons face-to-face with Chinese teachers. They also watched some Chinese math video lessons prior to actually meeting the Chinese teachers and analyzed effective teaching strategies.

3. They designed and taught six hands-on, fun, innovative, and interactive math lessons to the two groups of children in a dual language immersion setting. They evaluated each other’s teaching using the daily evaluation log, received feedback from Chinese teachers, and also wrote the reflection on their teaching and learning experiences from the EMW program.

4. The graduates conducted a case study on how children learn math differently.

5. Ten graduate students presented their learning from the WME at the National Conference –NAAPAE conference in fall 2011.

6. Two graduate students will present their learning from the EMW at the International conference - ICME12 in summer 2011.

7. The syllabus of EDME 550 for future classes has been updated with additional components: A concrete international perspective that provides graduate students an opportunity to teach children a dual language immersion setting and to interact with teachers from other countries face-to-face. A case study on how children learn math from an international perspective.
Globalized Instructional Development Award 2011-2012: Evaluation Report of Grant Activities

Title: Extending Globalized Instruction in Composition 100 Courses

Applicant: Department of English, Composition Program – Composition 100

Objective: Increase the number of sections of Composition 100, in both English and Ethnic Studies, being taught with a global focus, thereby increasing the number of domestic and international students able to exchange cultural ideas when writing and reading about college-level issues.

Outcomes:
An invitation to attend a global workshop was sent in September to all composition faculty in the Departments of English and Ethnic Studies. Ten faculty members expressed an interest in attending a workshop and/or using a global focus in their composition courses.
Two 75-minute workshops for faculty were given. Four instructors from the English Department attended the workshop given on October 21st; two instructors from English and one instructor from Chicano and Latino Studies attended the workshop on October 27th. Workshop participants received a 20-page handout, which included textbook and online reference suggestions as well as sample syllabi and assignment guidelines.
In the Spring 2012 semester, five sections of Composition 100 with a global focus are being offered in the Department of English.
Upon release of funds, stipends will be distributed to the workshop participants and the faculty using a global focus in their courses this semester as follows:

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<thead>
<tr>
<th>Name</th>
<th>Amount</th>
<th>Description</th>
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<tr>
<td>Kelly Eyre</td>
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<tr>
<td>Larry Hashima</td>
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<td>Don Hohl</td>
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<td>Linda Hua</td>
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<td>Amanda Lenton</td>
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<td>Patricia Loughrey</td>
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<td>Julie Rivera</td>
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<td>Natalie Sartin</td>
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<tr>
<td>Total</td>
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Continuing Activities:
In April 2012, a presentation will be given to students in English 535. The students in this course will be teaching Composition 100 courses in Fall 2012 as TMACs. The presentation will include materials and assignment guidelines to encourage the use of a globalized instructional focus in their courses.
We hope to continue to encourage a global instructional focus in Composition 100 courses in the future. Several of the faculty who attended the workshops were not assigned composition courses in Spring 2012, but plan to use a global focus in their courses in Fall 2012. In addition, as faculty assignments for fall semesters are made further in advance, it will be easier to integrate international and domestic students into specific global sections of composition courses.

Contact Information:
Carla Nyssen, Lecturer; cnyssen@csulb.edu, 985-1979