

Doing Human Ecology in Global Contexts:
An Advanced Curriculum in International Studies
and Foreign Language

College of the Atlantic
Bar Harbor, Maine

Grant Period: July 1, 2004 – June 30, 2006

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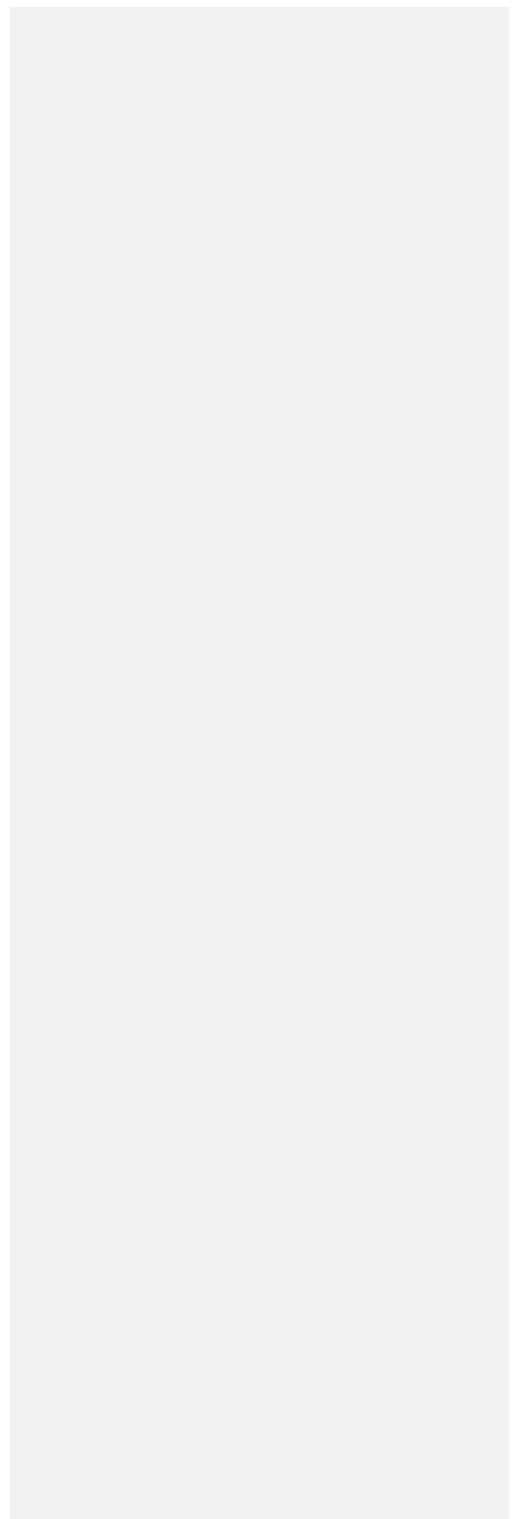
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Abstract

Located on the coast of Maine, College of the Atlantic is a private liberal arts and sciences institution with a distinctive mission centered in human ecology, the interdisciplinary study of humans and their social, natural and built environments. Its singular degree—a bachelor of arts or master of philosophy in human ecology—prepares students to use sciences, arts and humanities to solve environmental and social problems at every level of society.

A 1995-97 Title VI grant enabled the college to develop 13 new courses and 10 major new course units, raised six professors' level of proficiency in Spanish and created enduring partnerships with Mexican institutions. It also established an annual language immersion program in Yucatán that provides students with an entry point for independent intermediate to advanced level work in Latin America. Those Title VI initiatives, along with others since 1998, have raised the percentage of graduates with international studies experience from 4% to 50% and raised the number of faculty with significant involvement in the international studies program to 21 of 26 (15 of whom are involved in the new courses described in this proposal).

The college now needs a coordinated set of intermediate to advanced courses to help students achieve a higher level of professionalism in their internships, residencies, senior projects, graduate studies and careers. It intends to create these by **Doing Human Ecology in Global Contexts: An Advanced Curriculum in International Studies and Foreign Language**. The college's six-year goal is for every student to participate in international learning at the intermediate to advanced level before graduation. Achieving this goal will require an expansion of language and international studies offerings.

The faculty, staff and students on the International Studies Committee have developed plans for achieving these goals and these plans have been integrated into long-range planning.

While the college is steadily working towards these goals, the pace and quality of this work would be significantly improved with Title VI support. Funding would be used to achieve three objectives:

1. Review and revision of all international studies and foreign language offerings through monthly Faculty Curriculum Development Seminars;
2. Development of 13 new courses in international studies (12 of which would be at intermediate to advanced levels; and
3. Hiring of a full-time language professor to teach five new courses in foreign languages in Spanish and French and the equivalent of two course units of coaching and support for lesser-taught languages).

Enhancement of international studies and foreign language offerings is a major, ongoing, long-term investment by the college in which a majority of faculty are actively involved. The college's fundamental institutional mission is to provide exemplary undergraduate training in interdisciplinary, problem-centered approaches to challenges in human ecology. It is committed to developing a well-planned, well-staffed, cost-effective, adequately resourced, effectively evaluated program that provides a national model for international approaches to human ecological problems in the twenty-first century.

The duration of the proposed project is from July 1, 2004, through June 30, 2006. The amounts of Federal funds requested are \$56,781 for the first year and \$68,148 for the second. The project director will be Gray Cox, professor of political economics, history, and conflict resolution.

Plan of Operation

Administrative oversight for the activities of the grant will be provided by Project Director Gray Cox, who will devote 25% of his time to this project. Additional oversight for the grant activities will be provided by the International Studies Committee, which faculty, staff and students comprise. This committee meets weekly during the academic year. Funding will be used to achieve three objectives:

4. Review and revision of all international studies and foreign language offerings through monthly Faculty Curriculum Development Seminars that examine content and pedagogical methods;
5. Development of 13 new courses in international studies (one introductory to intermediate, five intermediate, five intermediate to advanced, two advanced) and revise three others; and
6. The addition of a full-time faculty member to teach five new courses in foreign languages (two intermediate and advanced courses in Spanish, one intermediate course in French and the equivalent of two course units of coaching and support for lesser-taught languages).

Implementation of the grant objectives will follow the schedule detailed in Table 1.

Upon completion of the grant, College of the Atlantic will continue developing its undergraduate international studies and foreign language program through additional course offerings and the additional purchases of books and audio-visual aides for the teaching of lesser-taught languages.

All activities associated with this grant will comply with the college's procedures for ensuring equal access and treatment for members of racial and ethnic minorities, women, handicapped persons and the elderly. All public lectures and activities will be held in wheelchair-accessible venues. The Dean of Students will counsel all special needs students, including those with learning disabilities, participating in the proposed activities in order to identify needs and structure reasonable accommodations for each. New and revised courses, like all courses at College of the Atlantic, will be accessible to all students regardless of race, age, gender or special needs.

Table 1: Plan of Operation

Objective 1. Review and revision of all international studies and foreign language offerings through monthly Faculty Curriculum Development Seminars.		
Activity	Timeline year 1	Timeline year 2
5 days of retreat for 15 faculty and members of Faculty Curriculum Development Seminar	summer 2004	
3-day campus visit by external evaluator Carol Hendrickson	summer 2004	
Conduct monthly curriculum seminars	ongoing	ongoing
Facilitate monthly meetings with visiting consultants/lecturers	ongoing	ongoing
3-day campus visit by external evaluator Daniel Gross	fall 2004	
Conduct three-day curriculum seminar retreat	summer 2005	
Summary documentation of new courses, new program models and new articulation of the coherence of the international studies and foreign languages curriculum prepared for review by the external evaluators		spring 2006
Three-day campus visit by Carol Hendrickson for an external international studies evaluation		spring 2006
Three-day campus visit by Daniel Gross for an external language learning evaluation		spring 2006

Table 1: Plan of Operation

Objective 2. Development of 13 new courses in international studies (one introductory to intermediate, five intermediate, five intermediate to advanced, two advanced) and revise three others.		
Activity	Timeline year 1	Timeline year 2
Begin development and/or revision of courses Faculty participants will include Rich Borden, David Camp, Ken Cline, Helen Hess, Todd Little-Siebold, Suzanne Morse, Chris Petersen, Davis Taylor and Sean Todd.	summer 2004	
Travel to site(s) for development of new courses Faculty participants will include David Camp, Ken Cline, Gray Cox, Helen Hess, Todd Little-Siebold, Suzanne Morse, Chris Petersen and Sean Todd.	summer 2004 summer 2004	
Provide course release for Todd Little-Siebold for course development	fall 2004	
New course offered: <i>The Global Local: Grassroots Organizations in the Developing World</i> (taught by Davis Taylor)	fall 2004	
Revised course offered: <i>Doing Human Ecology in Cross Cultural Contexts: Oaxaca</i> (taught by Gray Cox)	winter 2004-05	
New course offered: <i>Comida y comunidad en Oaxaca: From Grasshoppers to Globalization</i> (taught by Suzanne Morse) Offered jointly with Cox's course [described above]. This new version of the Mexico program is designed to provide a new entry point for science students to begin international studies and Spanish learning.	winter 2004-05	
New course offered: <i>Contemporary Human Ecology</i> (taught by Rich Borden)	winter 2004-05	
New course offered: <i>Hydropolitics in a Thirsty World</i> (taught by Ken Cline)	winter 2004-05	
New course offered: <i>This Marvelous Terrible Place: The Natural History and Culture of Newfoundland</i> (taught by Sean Todd)	spring 2005	
New course offered: <i>Corn and Coffee: A History of Guatemala (1500-2000)</i> (taught by Todd Little-Siebold)	spring 2005	
New course offered: <i>Conservation Biology and Policy</i> (taught by Chris Petersen, Helen Hess and Ken Cline)	spring 2005	

Table 1: Plan of Operation

Objective 2. Development of 13 new courses in international studies (one introductory to intermediate, five intermediate, five intermediate to advanced, two advanced) and revise three others.		
Activity	Timeline year 1	Timeline year 2
New course offered: <i>Environmental Policy and Conservation of Protected Areas in the Tropics</i> (taught by Ken Cline)	spring 2005	
Revised course offered: <i>Tropical Marine Ecology</i> (taught by Helen Hess and Chris Petersen) The three previous courses are part of an integrated program including a four-week field trip to the Caribbean.	spring 2005	
Continue development and/or revision of courses Faculty participants will include John Anderson, Nancy Andrews, David Camp, Todd Little-Siebold, Doreen Stabinsky and Bonnie Tai.	summer 2005	
Travel to site(s) for development of new courses Faculty participants will include John Anderson, Nancy Andrews, David Camp, Todd Little-Siebold, Isabel Mancinelli, Doreen Stabinsky and Bonnie Tai.	summer 2005	
Provide course release for Suzanne Morse and Isabel Mancinelli for course development		fall 2005
Revised course offered: <i>Advanced Projects Seminar in Art</i> (taught in Montreal by Nancy Andrews)		fall 2005
New course offered: <i>Neotropical Ecology</i> (taught by John Anderson)		winter 2005-06
New course offered: <i>Practicing the Art of Ethnography: A Central America Seminar</i> (taught by David Camp; offered as part of the Mexico program)		winter 2005-06
New course offered: <i>Politics of Sustainable Development</i> (taught by Doreen Stabinsky)		winter 2005-06
New course offered: <i>Advanced Field Seminar in Interdisciplinary Research</i> (taught by Todd Little-Siebold)		spring 2006
New course offered: <i>Educating for Global Citizenship</i> (taught by Bonnie Tai and Gray Cox) Includes field trip to Québec; serves as preparation for summer internships in French immersion context.		spring 2006

Table 1: Plan of Operation

Activity	Timeline year 1	Timeline year 2
Form language professor search committee and begin search	fall 2004	
Newly hired language professor joins staff	summer 2005	
New course equivalent offered: <i>Intermediate Spanish</i> (taught by new language professor)		fall 2005
New language professor attends annual conference of National Association for Self Instructional Learning Programs		fall 2005
New course equivalent offered: <i>Intermediate French</i> (taught by new language professor)		winter 2005-06
New course equivalent offered: Lesser-taught language individual and group work (taught by new language professor)		winter 2005-06
New course equivalent offered: <i>Advanced Spanish</i> (taught by new language professor)		spring 2006
New course equivalent offered: Lesser-taught language individual and group work (taught by new language professor)		spring 2006

Quality of Key Personnel

Gray Cox will serve as Project Director, devoting 25% time to administration of the grant. He is experienced as a practitioner in international education and as a leader administering programs and curriculum development grants. He has directed the college's international program in Mexico three times (College of the Atlantic's Mexico program has a leadership schedule that rotates among the faculty), co-led four other programs abroad and been a leader in College of the Atlantic partnerships with four institutions in Mexico doing projects in music, peace studies and sustainable development. He was director of the college's 1995-97 Title VI grant that transformed international studies and Spanish learning. Previously, he directed a successful two-year grant in curriculum development for Earlham College's Management Program. His professional research focuses on methods of conflict resolution and methodological problems in interdisciplinary study.

Todd Little-Siebold, who will co-lead the Faculty Curriculum Development Seminar (along with Gray Cox), specializes in Latin American History. He has a strong base of knowledge and skills in international studies and is an experienced and effective faculty leader. He has directed the college's program in Mexico twice, chaired the International Studies Committee for the past three years, has worked very closely with dozens of students doing internships, residencies and senior projects abroad and has been a key planner and leader for a variety of college faculty retreats and projects.

Besides their standard professional qualifications, the other faculty who will be developing courses and collaborating in the Faculty Curriculum Development Seminar each

bring significant experience teaching international studies at the college and doing professional work in international arenas.

John Anderson is an ecologist with significant experience in conservation biology and has led, or co-led, a variety of field programs in Maine, Baja California and the Caribbean.

Nancy Andrews is a performance artist who has developed a very successful model of advanced seminars for studio artists that integrate human ecological perspectives into the design of professional-quality senior projects.

Rich Borden has been a president, executive director and key leader in the international Society for Human Ecology for fifteen years. As a former dean at the college, he has worked extensively in building partnerships with institutions in Mexico, Uruguay, Costa Rica, and the Czech Republic.

David Camp is an anthropologist who has worked in Central America and has extensive experience as a leader in interdisciplinary curriculum development projects.

Ken Cline is an environmental lawyer with years of experience in developing team-taught, interdisciplinary courses that incorporate travel to wilderness areas, watersheds and international conferences. As a lawyer activist and teacher, he has worked extensively on water issues.

Helen Hess is a marine biologist with extensive experience in the Caribbean and has led the development of a variety of summer programs. She has twice co-led the Tropical Marine Ecology program in Yucatán.

Isabel Mancinelli is a landscape architect who has co-led a program abroad on the human ecology of the Caribbean. She has also led, or co-led, a variety of curriculum projects dealing with community planning and economic development.

All activities associated with this grant will comply with the college's procedures for ensuring equal access and treatment for members of racial and ethnic minorities, women, handicapped persons and the elderly. All public lectures and activities will be held in wheelchair-accessible venues. The Dean of Students will counsel all special needs students, including learning disabilities, participating in the proposed activities in order to identify needs and structure reasonable accommodations for each. New and revised courses, like all courses at College of the Atlantic, will be accessible to all students regardless of race, age, gender or special needs.

Budget and Cost Effectiveness

The budget lines for all of the items planned in the grant are adequate and reasonable.

The college's experience in the previous Title VI grant, and more generally, is that our dedicated and highly motivated faculty are very productive in curriculum development activities. With modest resources, they consistently generate innovative classes and programs that are effective and become securely institutionalized.

Year 1 (2004-05)	Title VI	match
PERSONNEL		
Project Director (25% FTE)		\$14,000
Faculty course development (summer retreat—15 faculty x \$1,000 ea.)	\$14,000	\$1,000
Faculty course development (year-round seminars—15 faculty x \$1,000 ea.)		\$15,000
Faculty course development (summer—9 faculty x \$2,000 ea.) (Borden, Camp, Cline, Hess, Little-Siebold, Morse, Petersen, Taylor, Todd)	\$18,000	
Faculty course development (course release—Little-Siebold)		\$7,500
Secretarial support (10% FTE)		\$2,400
Academic Dean and staff for language professor search		\$8,000
subtotal (personnel)	\$32,000	\$47,900
Fringe benefits (28%)		\$22,372
subtotal (personnel + fringe)	\$32,000	\$70,272
TRAVEL		
Project directors meeting	\$2,000	
International site travel (8 visits x \$2,000 per visit) (Camp, Cline, Cox, Hess, Little-Siebold, Morse, Petersen, Todd)	\$8,500	\$7,500
Conferences (3 x \$1,000 ea.—Borden, Cline, Taylor)		\$3,000
subtotal (travel)	\$10,500	\$10,500
SUPPLIES		
Books for faculty	\$3,400	\$3,400
Books for library	\$3,400	\$3,400
Audiovisual for library		\$275
subtotal (supplies)	\$7,075	\$6,800
CONTRACTUAL		
Evaluators (2 x \$1,700 ea.)	\$3,000	\$400
Consultant/visiting lecturers		\$7,500

	subtotal (contractual)	\$3,000	\$7,900
OTHER			
Other non-personnel expenses for new language professor search			\$4,500
	subtotal (other)	\$0	\$4,500
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	YEAR 1 TOTAL DIRECT COSTS	\$52,575	\$99,972
INDIRECT COSTS			
8% indirect costs		\$4,206	\$7,998
	subtotal (indirect costs)	\$4,206	\$7,998
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	YEAR 1 TOTAL COSTS (DIRECT + INDIRECT)	\$56,781	\$107,970

Year 2 (2005-06)	Title VI	match
PERSONNEL		
Project Director (25% FTE)		\$14,000
Faculty course development (summer retreat—15 faculty x \$500 ea.)	\$7,000	\$500
Faculty course development (year-round seminar—15 faculty x \$1,000 ea.)		\$15,000
Faculty course development (summer release—6 faculty x \$2,000 ea.) (Anderson, Andrews, Camp, Little-Siebold, Stabinsky, Tai)	\$12,000	
Faculty course development (course release—2 faculty x \$7,500 ea.) (Mancinelli, Morse)		\$15,000
Secretarial support (10% FTE)		\$2,400
New language professor	\$30,000	\$10,000
	subtotal (personnel)	\$49,000
Fringe benefits (28%)		\$29,652
	subtotal (personnel + fringe)	\$49,000
TRAVEL		
International site travel (5 faculty x \$2,000) (Anderson, Andrews, Mancinelli, Stabinsky, Tai)	\$6,000	\$4,000
Conferences (3 x \$1,000 ea.—Andrews, Mancinelli, language prof.)		\$3,000
	subtotal (travel)	\$6,000
SUPPLIES		
Books for faculty	\$1,700	\$1,700
Books for library	\$1,700	\$3,400
Audiovisual for library	\$1,700	\$1,000
	subtotal (supplies)	\$5,100
CONTRACTUAL		
Evaluator (2 x \$1,700)	\$3,000	\$400
Consultant/visiting lecturers		\$7,500

	subtotal (contractual)	\$3,000	\$7,900
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	YEAR 2 TOTAL DIRECT COSTS	\$63,100	\$107,552
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INDIRECT COSTS			
	8% indirect costs	\$5,048	\$8,604
	subtotal (indirect costs)	\$5,048	\$8,604
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	YEAR 2 TOTAL COSTS (DIRECT + INDIRECT)	\$68,148	\$116,156

Adequacy of Resources

Physical space for international studies language learning has been provided by endowment of the Davis Center for International and Regional Studies. The center includes six offices, ample classroom space and a study center for language lab activities. Computer and other audio-visual equipment are readily available on campus and in adequate supply for any independent language learning students might undertake.

However, apart from substantial holdings in Spanish, and some language tapes for introductory self-instruction in a dozen languages, the supply of books, software and other materials for language learning is inadequate for the needs of the new language learning program. The college is committed to building a substantial set of holdings to support this new project.

A budget for library books and audio-visual materials includes \$7,075 for the first year and \$7,800 for the second year (these figures include both Title VI funding and the college's match). It is expected that more funds will be needed as course offerings increase and student participation advances. The college is committed to raising them and adequately supplying the needs of this program in the years following the Title VI grant. International studies at the college have high visibility and are a priority for donors, as demonstrated by the endowment of a building, a financial aid program for international students, a faculty development fund for international studies, and a student travel fund for international studies. As a result, we are quite confident of our ability to secure the resources our new language teacher will need and our advanced course offerings will require.

Plan of Evaluation

Internal evaluations of curriculum revision and course development funded by this grant will include:

- Peer evaluation of syllabi and program designs by all faculty members in the Faculty Curriculum Development Seminar; and
- Evaluation by the International Studies Committee. Its recommendations will be systematically reviewed by its parent committee, the Academic Affairs Committee, which is responsible for oversight of all new courses and programs.

Internal evaluation of faculty attendance and participation in seminar sessions will be provided by the project director, who will document these for the final report.

Internal evaluation of courses and programs offered will use the standard Academic Affairs Committee's system of student surveys. Programs involving travel abroad will use appropriately modified variants of the detailed student evaluations used annually for the Yucatán program. All newly introduced courses will be evaluated with a specially prepared student survey to test perceptions of the clarity and coherence of that course's relationships to other courses in the international studies curriculum.

External evaluation of portions of the program will be solicited in the form of oral comments and written assessments provided by visiting consultants/speakers throughout the period of the grant. They will be asked to provide assessment on the areas in which they have expertise. These visitors will be asked both to use evaluation criteria formulated by the relevant faculty and to suggest others they deem appropriate. Examples of the sorts of visitors we will invite would include: Nina Garrett, director of the Center for Language Study at Yale University;

Matilde Gonzalez, the pre-eminent oral historian of the conflict over land associated with the guerrilla movement in northern Guatemala in the twentieth century; and Daniel H. Janzen, a leader in both the study of Central American ecology and in the efforts to conserve it. Faculty will use these evaluations directly in their curriculum revision and course development. These will be compiled for systematic internal evaluation by the International Studies Committee.

External evaluation of the language program at the college will be provided by Daniel Gross, who will use formal tests of language competence, interviews with students, observations of class sessions and other learning activities, review of syllabi and other materials and interviews with faculty and staff, to assess the progress the college has made by the end of the grant in establishing a well-designed, effectively staffed program of language learning in Spanish, French and the lesser-taught languages.

External evaluation of curriculum revision and course development in international studies will be provided by Carol Hendrickson. She will review the syllabi, program plans and other documents prepared for the internal evaluations, as well as meet with students, faculty and staff. She will assess the extent to which numerical indicators and qualitative observations demonstrate that we have met our goals of making quantum increases in the systematic planning and coherence of our curriculum, the academic quality of our support for intermediate and advanced learning in international studies, the number of entry points for students beginning international studies abroad, and the diversity and level of language learning on campus.

In every case, internal and external evaluations will make use of quantified indicators of levels, quality and rates of success in participation in Title VI activities, completion of their

goals, and subsequent institutionalization of the curriculum units. These indicators will include appropriate tests of proficiency (in the case of languages) and documentation of attendance, participation and successful curriculum design work (in the case of the Faculty Curriculum Development Seminar). Surveys will be used to measure student satisfaction with new courses and their success in creating a more integrated and effective curriculum in international studies and foreign languages.

Commitment to International Studies

College of the Atlantic's international program in human ecology seeks to prepare the next generation of global leaders capable of analyzing and responding to the complex environmental, socio-economic, and political problems of the twenty-first century. The program extends the college's curriculum in human ecology into the international arena to provide global perspectives on issues ranging from conservation and governance to the politics of identity and globalization. The program prepares people to work in cross-cultural and international contexts on social and environmental concerns in interdisciplinary, problem-centered ways that include the voices of all relevant stakeholders. Graduates of the college will have international experience making them effective and adaptable intercultural communicators who will help inform new approaches to both domestic and global challenges by their work in academia, non-profit organizations, government agencies and business enterprises.

Development of the Program

The college is in the third phase of development of its International Studies Program.

The **first phase** was supported by a Title VI grant (1995-97) which developed faculty competencies and curricula that could generate and nurture student interest in studies in Latin America and elsewhere. During the grant period, faculty developed and started teaching 13 new courses and 10 major new course units in international studies, focusing primarily on Latin America. Six faculty also significantly increased their competencies in Spanish to levels that allowed them to use foreign language in the curriculum (FLIC) methods and to serve in leadership roles in the Mexico program.

That program, which was a central focus of the grant, provided an entry point for the study of Spanish and cross-cultural work in human ecology. The program consisted of introductory Spanish courses taught on campus in the fall followed by a ten-week immersion program in the Yucatán Peninsula in which three accompanying faculty offered courses in human ecology while teachers from partner institution, the *Universidad Autónoma de Yucatán* (UADY), offered Spanish immersion courses. From the start, the program included placing students in Yucatecan homes and a two-week final project in which students lived and worked independently on a problem in human ecology of strong personal interest. The primary goal was to insure their ability to continue independently to pursue intermediate and advanced work in Latin America in internships, residencies and senior projects.

This annual program has been very successful. Three faculty and 15-18 students take part each year. The college enlarged it in 1998 into a 14-week program. The program was enhanced in 1999 by partnering with UADY to bring a teacher from their staff to College of the Atlantic every fall to offer introductory Spanish courses. These courses are now more intensive, use immersion methods, offer extensive use of authentic texts from Yucatán and use a curriculum perfectly continuous with that of the UADY-based courses students take in the winter.

In conjunction with that first Title VI grant, the college developed partnerships with other institutions in Yucatán that work on human ecological issues, including *Centro de Investigación y de Estudios Avanzados del Instituto Politécnico Nacional* and *Pronatura*. A variety of other informal but important institutional partnerships have been developed since 1997. Collaborations have included major art projects exhibited reciprocally at major Maine and Yucatán venues, published research in ecological economics, production of a musical CD, writing of grant applications, visiting teachers from Yucatecan institutions and visiting fellows.

These extensions and enhancements of the Title VI program in the six years since completion of that grant are part of a more systematic **second phase** in the development of our International Studies Program. During this period, the college committed to increase the faculty, staff, students and resources involved in international studies. The following list exemplifies some of the significant measures undertaken to advance the college's International Studies Program:

- 1997 – The college hired a full-time Latin American historian who added substantially to course offerings and to program leadership.
- 1997 – The college formally recognized the International Studies Committee as a sub-committee of Academic Affairs. It has met weekly since then. Its members include seven faculty, two staff and three-six students who have been instrumental in planning and implementing programs in this area.
- 1998 – The college began offering an intermediate *Tropical Marine Ecology* course with a 17-day field trip component in Yucatán. This course is offered every third year to 14 students. In the coming academic year (spring 2005) it will be offered in a new and expanded form as a term-long program that includes courses in conservation biology, ecotourism and international law and protected areas.
- 1998 – The college began to regularly bring in visiting professors from abroad. These have included teachers from the Czech Republic, Slovakia and Mexico.
- 1999 – The college hired a multi-lingual professor in education with extensive international experience who offers courses in intercultural education and comparative education.

- 1999 – The college began a scholarship program, funded by Shelby Cullom Davis, for international students from the United World College. By 2003, the college increased its percentage of international students from 2 to 20.
- 2000 – The college acquired a new building to house the Davis Center for International and Regional Studies. It provides offices for six of the faculty involved in international studies, classroom space, a study center, and a lounge area with satellite TV that receives Spanish language programming.
- 2000 – The college hired a half-time international student advisor. This position was made full-time in 2003.
- 2000 – The college received, and began dispensing, approximately \$3,000 a year from the Knecht Fund to support student travel for individually designed international experiences.
- 2001 – The college hired a half-time professor, who also works half-time for Greenpeace as a science consultant, and offers courses in global politics and activism.
- 2001 – The college offered an introductory *Human Ecology of the Caribbean* course that included a two-week field trip by boat visiting islands and studying their ecology. A course with a similar model—a fall term on campus and a two-week field trip in the Caribbean—is being offered this year (2003) and is entitled *Literature and Ecology of the Sea*.
- 2001 – The college received and began dispensing Kathryn Davis Travel Fund grants providing seven to ten students per year with up to \$1,000 to support intermediate and advanced work abroad in internships, residencies and senior projects.

- 2002 – Three faculty and seven students undertook an extensive, three-week program of participation in the Johannesburg World Summit on Sustainable Development. This program allowed students to tie course work, internships and senior projects to active participation in a major international conference. The college supported this through direct grants and training that enabled students to do significant amounts of their own fundraising. The success of this experience has inspired a commitment to find ways of regularly institutionalizing it.
- 2002 – The college received and began dispensing a Davis-endowed fund of \$8,000 per year for faculty development in international studies.
- 2003 – The college hired an anthropologist with extensive experience abroad, including Central America.
- 2003 – The college initiated an endowed lecture series honoring Russell Wiggins (former editor of the *Washington Post*), providing funds to bring in major speakers to address issues in government and democracy at the international and national levels.
- 2003 – A major long-term planning process culminated in the commitment to hire a full-time language professor in 2005.
- Throughout the last 17 years the college has strongly supported seniors' efforts to successfully win Watson Fellowships in 16 years out of 17.

The college has now reached a point at which in 20% of the courses offered each term are in international studies (e.g. *Global Environmental Politics*; *Doing Human Ecology in Cross-Cultural Contexts*; *Tropical Agro-Ecology*) or some significant international studies component (e.g. *Conflict and Peace*; *Herpetology*; *Geographic Information Systems*). Twenty-one of the college's 25 full-time faculty teach such courses. Twenty percent of the college's students come

from over 30 countries and speak over 25 languages. Twenty percent of the college's graduates have taken part in the Yucatán program. Thirty percent of the college's graduates undertake intermediate or advanced work in international studies in the form of an internship, residency or senior project. Fifty percent of the college's students have some form of significant international studies experience abroad before graduating. All of these efforts have created challenges:

- A diverse curriculum that needs to be integrated more thoughtfully;
- A large number of students doing intermediate and advanced work abroad without adequate preparation, supervision, coaching or support that would enable them to achieve standards of performance in internships, residencies and senior projects done abroad as high as those done locally;
- A remaining half of the college's students still do not find an entry point into serious international studies as part of their degree work in human ecology; and
- A large population of students who want more advanced study of Spanish, French and a wide variety of lesser-taught languages in which they may already have some competence or which they wish to pursue in preparation for field work in other countries.

We are fortunate to face these challenges as the college enters the **third phase** in the development of our International Studies Program. In this next phase, the college is committed to making quantum increases in the systematic planning and coherence of the curriculum, the academic quality of support for intermediate and advanced learning in international studies, the number of entry points for students beginning international studies abroad and the diversity and level of language learning on campus.

Elements of the Proposed International Studies Program

The college currently offers 42 courses in international studies, five courses in Spanish (two on campus and three in Mexico), and one major (three-month) and four minor (three weeks or less) programs abroad. We propose to revise, reorganize and supplement these courses in the following three ways:

- a. Review and plan revisions for the entire international studies and foreign language offerings through a two-year-long faculty curriculum development seminar that examines content and pedagogical methods;
- b. Develop 14 new courses in international studies (four advanced, eight intermediate and two introductory level) and make substantial revision in three others; and
- c. Hire a full-time language professor who will add five new courses in foreign languages (three intermediate and advanced courses in Spanish and/or French and a two-course equivalent of coaching and support for a variety of studies of the lesser-taught languages [LTL]) in the second year of the grant.

1. The Faculty Curriculum Development Seminar

Fifteen faculty will participate in a two-year-long seminar in which they will share syllabi, readings and pedagogical strategies for the 42 courses currently offered that deal in significant ways with international studies as part of the overall curriculum in human ecology. Faculty will work in small groups and in plenary during one week each summer and for a series of ten monthly half-day sessions during the school year. The faculty will draw on the resources of two outside evaluators: one a specialist in international studies and one in language learning and

LTL methods, such as self-instructional learning programs. They will also draw on the insight and advice of a series of eight visiting consultants and/or speakers with expertise in specific areas of international studies. The goals of this seminar will be for the faculty to:

- a. Inform each other about the current curriculum's content and methods;
- b. Seek advice from consultants and each other;
- c. Develop clear understandings and documentation of relationships between common themes in courses and appropriate sequencing of them in relationship to each other and to internship, residency and senior project experiences;
- d. Plan and implement a coherent strategy for distributing the teaching of various skills, content materials and ethical issues in the array of courses offered;
- e. Evaluate the current models used for off-campus programs and develop more effective revised versions of those, as well as new models, that provide more students with entry points into significant learning in international studies and foreign languages and enhancement of their work at intermediate and advanced levels;
- f. Integrate international studies more fully with arts offerings, science offerings, and offerings in education, ecological entrepreneurship, and watershed and marine studies;
- g. Coordinate the development of new courses and major revisions of courses that will implement the conclusions developed in this seminar; and

h. Document these revisions of the curriculum with syllabi and program descriptions for the purposes of faculty collaboration, student orientation and external evaluation.

In considering these revisions, specific questions of special interest include:

- When students work on human ecological problems in international contexts, how can they be best prepared to neither fall victim to being dilettantes who lack depth nor myopic experts who fail to see the big picture?
- How can such students be best prepared for life-long learning of new cultures and languages as part of ongoing work experiences—often in international settings lacking any formal academic support structures?
- How can they best be prepared to wrestle with the contrasting and often conflicting ethical norms and imperatives of different disciplines and professions that call for varying types of engagement and/or objective independence?
- How can they best learn to cope with the complexity and rapidity of changes they will encounter in their careers and the kinds of collaborative learning these will demand?
- What are the most cost-effective models and the most appropriate schedules for providing field experiences that increase points of entry so we can reach our six-year goal of including all graduates in significant international studies experiences and of increasingly higher quality work at the intermediate and advanced levels?

2. New and Revised Courses

Advanced seminar experiences that prepare students for high quality senior projects and/or post-graduate employment will be provided by the following new or revised courses:

- a. **Politics of Sustainable Development** (taught by Doreen Stabinsky). The course will examine competing theories of sustainable development. Students will learn to observe, analyze and participate in political processes at the international, intergovernmental level. And they will attend and participate in an intergovernmental meeting of the Commission on Sustainable Development or a similar institution. The course will integrate themes and skills from such classes as *Global Environmental Politics and Practical Activism*. (This will be an Intermediate to Advanced class.)
- b. **Hydropolitics in a Thirsty World** (taught by Ken Cline). This course will look at the complex issues surrounding the development, distribution, use and control of fresh water around the world and their relationship to sustainable development. Students will gain a solid background in international environmental law as it relates to multilateral and bilateral treaties, customary law, multilateral institutions, and the guidance of international "soft law." They will also understand the allocation and equity issues surrounding the privatization of water and the political dimensions of this shift. (This will be an Advanced class).
- c. **Advanced Projects Seminar in Art** (taught by Nancy Andrews). An advanced seminar combining academic study and studio work, exploring theory and practice related to various visual arts disciplines. Students will explore how an artist builds a body of work and discuss working processes and issues in art and society. As revised, this advanced seminar will include an extended field trip to Québec to do case studies of individual

artists and to make a comparative study of the Canadian art scene. These revisions will empower students to effectively wrestle with the challenges presented by framing and practicing their art in international contexts.

d. **Advanced Field Seminar in Interdisciplinary Research** (taught by Todd Little-Seibold).

This course will provide the core of a new program offered on-site in Guatemala. It will provide a research experience for undergraduates exploring the theme of the human ecology of sustainability in Guatemala. Students will have a prerequisite course entitled *Corn and Coffee* and they will have to propose an independent interdisciplinary research project in Guatemala. College faculty will accompany students into the field and provide site visits and academic support. (This will be an Advanced course.)

Intermediate to advanced courses that prepare students for more sophisticated internships, field studies, research projects and senior projects will include the following:

- a. **Contemporary Human Ecology** (taught by Rich Borden). This class will introduce students to the growing international opportunities in human ecology, looking at academic programs, non-governmental organizations, applied professions and research institutions worldwide that are using human ecology to define their missions. The class will examine the underlying assumptions, values, methods, models of professionalism, historical traditions and social perspectives that distinguish these institutions. As part of the course, students will pursue interests in internships, research visits, programmatic collaboration or other kinds of inter-institutional exchanges and partnership they seek to cultivate. (This will be an Intermediate to Advanced course.)

- b. **Tourism, Landscape and Community** (taught by Isabel Mancinelli). Italian hill-towns, seaside villages, cities and the rural countryside attract tourists because of their beautiful landscape, because of their significant historical, religious and cultural sites and because of the intense sense of community and zest for life that make the country so appealing. How do these communities manage tourism while maintaining their historic structures and way of life? An end-of-term two-week field trip to the Italian countryside will investigate the applications of principles and strategies studied. Students developing Italian reading and conversation skills will have opportunities to practice them throughout the course. The course will integrate themes and skills from classes in landscape design, community planning and sustainable development and will provide a point of entry for independent intermediate and advanced work in Italy. (This will be an Intermediate to Advanced course.)
- c. **Neotropical Ecology** (taught by John Anderson). This course will examine unique features of neotropical biology and their relevance to more general notions of ecology. Particular emphasis will be placed on the relationship of ecological knowledge to conservation efforts and the incorporation of local or regional endemic knowledge into the scientific and economic sphere. This course will provide a point of entry for science students interested in internships and other fieldwork in the tropics. (This will be an Intermediate course. Previous coursework in ecology will be expected.)

- d. **Corn and Coffee – A History of Guatemala 1500-2000** (taught by Todd Little-Siebold). This new course will explore the economic, cultural and environmental history of Guatemala using historical scholarship, ethno-historical research, and ethnographic studies as texts. The course will provide students with a strong grasp of the ways global economic processes affect local communities, as well as the complex political history of Guatemala linked to the marginalization of peasant communities. (This will be an Intermediate to Advanced course and serve as a pre-requisite for the *Advanced Field Seminar in Guatemala*.)
- e. **Practicing the Art of Ethnography: A Central American Seminar** (taught by David Camp). This course explores the pragmatic, ethical and theoretical dimensions of ethnographic research, through reading, discussion and fieldwork. Structured as a seminar, this course introduces a range of fieldwork techniques and prompts thought about the tangled issues of ethnographic representation. Since the only way to "learn" how to "do fieldwork" is to actually enter the field, each class member will plan, conduct and report on a term-long field project. Each exercise includes a reflective component; many ask students to present their work to their study subjects for evaluation. (This will be an Intermediate class offered as part of the programs in Central America.)
- f. **The Global Local: Grassroots Organizations in the Developing World** (taught by Davis Taylor). This course will provide students with both a conceptual background and the practical skills that will aid them in working within non-governmental organizations (NGOs) and civil society in the developing world. The course will help

link the college's International Studies and Ecological Entrepreneurship Programs.

(This will be an Intermediate course.)

- g. **Educating for Global Citizenship** (taught by Bonnie Tai and Gray Cox). This course will examine models for citizen participation in the emerging global civil society and strategies for developing such citizenship. It will look at efforts on the part of government, NGOs and business groups. The principal case studies examined will be drawn from Maine and Québec. Several field trips to Québec will be included during the course. Course projects will include case studies, as well as the design, development and approval of an internship in Québec with an organization in some way involved in the activities of the global civil society. Coupled with a required *Intermediate French* course, this class will serve as an entry point for continued immersion language learning, as well as intermediate and advanced field work in French. (This will be an Intermediate course.)
- h. **Conservation Biology and Policy** (taught by Ken Cline, Helen Hess and Chris Petersen).
- i. **Environmental Policy and Conservation of Protected Areas in the Tropics** (taught by Ken Cline). This new course, along with *Conservation Biology and Policy* (above), will be developed in the college's term-long Program on Caribbean Ecology and Conservation. This integrated term-long program will also include a revised version of the current *Tropical Marine Ecology* (taught by Helen Hess and Chris Peterson). These courses will integrate policy and biology in a setting that affords the opportunity for students to conduct fieldwork that is unique, stimulating and utilizes

faculty expertise. These integrated courses will include a strong marine component. At the same time, they will also be tightly linked with both terrestrial ecology and the local communities. While in the field, students will gain first-hand experience with issues related to tourism and development and will see various approaches to preserving both terrestrial and marine habitats. Students will also conduct basic and applied research projects focused on the biology of coral reefs as a way of exploring both the power and the limitations of the scientific method in increasing our understanding of natural systems and of informing policy. These courses will include both disciplinary and interdisciplinary approaches to environmental issues. The program will start and end at College of the Atlantic, with a four-week field component in the Caribbean. (These three courses will be Intermediate to Advanced.)

Three new or substantially revised courses will be aimed at broadening the points of entry for students in international studies at the introductory to intermediate level:

- a. **This Marvelous Terrible Place: The Natural History and Culture of Newfoundland** (taught by Sean Todd). This course will provide an introduction to the ecologically unique features of Newfoundland and the rich history of attempts to exploit its wealth, cope with its challenges and, in the present day, to find viable models for sustainable development. During the term students will practice case study research skills and learn to apply human ecological models to case studies in natural history and sustainable development. A two-week field trip to Newfoundland at the end of the spring term will provide an opportunity to further apply and test this learning

first hand. (This will be an Introductory course offered spring 2005 with a summer field trip.)

- b. ***Comida y Comunidad en Oaxaca: From Grasshoppers to Globalization*** (taught by Suzanne Morse). All human cultures need and create coherent stories that emerge from their relationships within particular landscapes. In Zapotec agriculture, these include household and ecological maintenance, reciprocity, food quality, non-human and super-human actors, physical work and the hot/cold qualities of plants. We will explore and compare the relationship of cosmologies and forms of education in Zapotec culture and the United States and how local and global forces are incorporated and resisted in each. This course will be part of an integrated program in Mexico offered as an entry point for science students into Spanish and international studies. A central experience will be living with families whose lives flourish in a form of local subsistence and diverge markedly from western forms of capitalist agriculture. (This will be an Introductory to Intermediate course.)
- c. ***Doing Human Ecology in Cross-Cultural Contexts: Oaxaca*** (taught by Gray Cox). Students will develop key skills needed to pursue learning, research and action for human ecological projects in cross-cultural settings. These include skills in ethnographic observation, historical interpretation, social analysis, language, communication, problem solving, negotiation and project planning and implementation. In practicing these skills students will learn substantial bodies of information about the context of issues in the Mexican state of Oaxaca and apply this information and their skills in a major independent project that demonstrates their abilities to pursue subsequent learning, research and action in Latin America on their

own. Course activities will provide opportunities to make extensive use of Spanish skills. (This will be an Introductory to Intermediate course taught along with Suzanne Morse's *Comida y Comunidad en Oaxaca: From Grasshoppers to Globalization* on-site in Mexico as an integrated interdisciplinary program.)

3. Hire a Full-Time Language Professor

In the fall of 2004, with the help of an external evaluator/consultant specializing in language learning, we will finalize a job description and advertise for a full-time professor, run a search and hire someone to start July 1, 2005.

The principal tasks of this professor will be to strengthen the college's program in Spanish by offering two new intermediate and advanced courses each year, offer one intermediate course in French that will prepare students for immersion learning in internship experiences in Québec and offer the equivalent of two course units of coaching and support for the lesser-taught languages. As part of the hiring process, the college will bring language consultant/evaluator Daniel Gross to campus in October 2004. He will help assess the college's needs, the appropriateness of alternative pedagogies such as Self Instructional Learning Programs, revise the job description and advertisement and help brief the hiring committee for the position. A draft job description follows:

LANGUAGE PROFESSOR

POSITION SUMMARY: Develop an integrated curriculum in second language acquisitions, teach two to three courses per year in Spanish and one in French, develop and advise independent studies, group tutorials and conversation hours in lesser-taught languages. This will

include coordinating, training and supervision of student-to-student language tutoring program that includes the college's diverse international student body.

Position Duties and Responsibilities:

- Develop ten new courses in second language acquisition
- Develop and integrate college language learning curriculum
- Coordinate with visiting Spanish professor associated with the college's Yucatán Winter Term Program
- Recommend all purchases for supplies, equipment, software and media for the college language facilities
- Provide annual evaluation of operations and outcomes in student language acquisition
- Develop student-to-student language tutoring program which can leverage the role of international students, along with students with international experience, as tutors and role models
- Coordinate curricular planning in languages with International Studies faculty and Academic Affairs Committee

Education and Experience Required:

- Minimum Ph.D. in foreign languages (other fields of training will be considered, such as linguistics or comparative literature, with evidence of excellent language instruction skills)
- Training in Spanish and French with demonstrated abilities to teach
- Knowledge of and experience with Computer Assisted Language Learning
- Ability to supervise work study students

- Willingness to acquire technical skills associated with managing and directing interactive language laboratory facilities

Need for and Prospective Results of the Proposed Program

The needs for the proposed Title VI activities grow directly out of College of the Atlantic's successes in the last eight years and its commitment to an even higher level of achievement that these successes have inspired.

1. Need for a Curriculum Development Seminar

The college currently has a diverse curriculum of over 40 courses in international studies that need to be coordinated and integrated more thoughtfully. While the International Studies Committee has been able to review individual courses as they have been proposed, the faculty has not had an opportunity to review them systematically and consider how skills, knowledge bases, ethical issues, developmental experiences and other parts of the curriculum should be threaded together in various courses and programs abroad.

Distinctive features of the college's innovative curriculum in human ecology create an especially strong need for the faculty involved to meet as a group in an extended seminar to work on the international studies area. The college does not have traditional majors which give students obvious lines of advancement in their studies and afford faculty familiar, disciplinary structures for organizing courses and course sequences. Instead, the college has a problem-centered, interdisciplinary curriculum. It often focuses courses on topics such as poverty, watershed management or conserving biodiversity and introduces disciplinary knowledge bases and skills in the context of practical research and cross-disciplinary study. Students, in close consultation with faculty advisors, craft their own programs of study or interdisciplinary "majors".

One result is that there are multiple courses in the current offerings covering topics such as the World Bank and skills such as ethnographic interviewing. The college needs to better coordinate these. Another result is that faculty need to simply know a great deal more about each other's courses in order to advise effectively. Faculty need to better understand each other's syllabi. Yet another result is that courses initially intended to offer more advanced instruction tend to be forced to cover introductory background material for students who are stretching their study into new disciplinary areas. The college needs to develop a stronger and more rigorous body of intermediate and advanced courses in international studies.

Another need arises because of the addition of four new faculty who offer courses in international studies that strengthen areas in which the college was already doing some teaching. This has resulted in overlap and redundancy in some courses (*e.g. Introduction to Global Politics* and *Global Politics for Participants*). Faculty need to recraft or eliminate some courses. These needs can only be addressed by providing the faculty with a substantial opportunity to meet, talk, compare notes and coordinate their teaching.

2. Need for New Courses and Course Units

Thirty percent of the college's students do intermediate and advanced work abroad. However, in the judgment of the college's faculty and colleagues from Mexico and elsewhere, the intellectual quality of these students' work often suffers significantly because they lack course work at intermediate and advanced levels prior to undertaking these efforts and because they lack on-site coaching that would improve the professional level of their work.

Besides the 15-18 students who take part annually in the college's entry point program in Mexico, growing numbers are taking part annually in other entry point international studies

programs. This year the number has climbed to 25. There is a great deal of student interest in programs that include trips to Québec, the Bahamas, and Quintana Roo (in Mexico). However, faculty remain unsure of the best pedagogical models to use so as to insure that these are not merely opportunistic tourist experiences for students but are effective entry points into a process of life-long learning about other cultures, societies, languages and landscapes.

The college is committed to training every student to be able to deal with human ecological problems by working locally but thinking globally. In the last eight years, it has become clear that a goal needs to be set—which the college aims to achieve during the next six years—of having 100% of graduating students undergo a significant international studies experience as part of their training in human ecology. To move from the current 50% realization of that goal to 100%, the college needs to develop additional pedagogically effective, low-cost, entry-point programs for international experiences.

3. Need for a Language Professor

Demand for increased offerings in language has continued to grow dramatically: 75% of students typically seek to enroll in the 30 slots available in Spanish courses taught on-campus in the fall by visiting colleagues from Yucatán.

Students already at an intermediate level in French annually petition for a course in that language. The petition is always denied, both from lack of staffing and also from an unwillingness to offer a course for which there is no clear, immediate follow up for continued learning. A survey of students indicates overwhelming demand for an annual course that would advance their skills in French and prepare them for a follow-up immersion experience in Québec or elsewhere in an internship or residency experience.

Because of their commitments to work on global ecological problems in a wide variety of international settings, the college's U.S. students have become increasingly interested in lesser-taught languages. Up to now, they have pursued these through programs through immersion experiences associated with their internships, residencies and senior projects in places such as Kazakhstan, Laos, Thailand, Zimbabwe, Peru, China, Guatemala and the Czech Republic. They are challenged by the difficulty of preparing for such immersion experiences with preliminary language study and following up on language study once they return to campus. Some find partners on campus with common interests and establish conversation hours in Chinese, Kiswahili and other languages. The students need a language teacher who can develop an effective and well-resourced program in lesser-taught languages.

International students (now at 20% of the student body) bring both a resource for this learning—they speak over 25 languages—and another demand for it, since many have learned multiple languages that they would like to continue developing. These include European tongues, such as German and Italian; African languages, such as Zulu and Ndebele; and other Eurasian languages, such as Estonian, Hindi, Russian and Tamil.

Need for and Potential Impact of the Proposed Program in Improving International Studies and the Study of Modern Language at the Undergraduate Level

These needs grow out of a very dynamic growth process in international studies and foreign languages at the college. The college is deeply committed to initiating all key elements of the Title VI program proposed here in order to enter a new phase in the maturation of the curriculum. Title VI funds will significantly help advance the pace and extent of this effort, which has already begun and which will continue for the next six years in order to reach the goals of providing a national model institution for the integration of international studies in human ecology and having 100% of students graduate with significant international studies experience—and having them each firmly realize in that the world does not divide into US and THEM or the national students and the international students, because ***every student is an international student.***

Appendices

The following appendices are included in this document:

Appendix I – Letters of Support

Appendix II – Curriulum Vitae

Appendix III – Budget Narrative – Supplementary Budget Information