

International Studies and Languages Division

Five Year Program Reviews

Majors: French, German, Hispanic Studies, International Studies, and Italian

2014-2015

FRENCH PROGRAM 5 YEAR REVIEW

2009-2014

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I. INTRODUCTION

A. Internal Context:

The French Program at Pepperdine:

The French Program at Pepperdine University is part of the International Studies and Languages Division. The program allows students who major in French to obtain a Bachelor of Arts in French after the completion of specific requirements outlined in the Seaver Catalogue. (Appendix A) French, like all other modern languages taught at Pepperdine, was part of the Communication Division from the time the University moved from Los Angeles to the Malibu Campus in 1972. The decision to situate Foreign Languages in the Communication Division followed the faculty's larger vision for a new approach to the grouping of programs. Divisions were implemented at Seaver instead of Departments, as was commonly the case at that time in colleges and universities. The idea was to group disciplines that shared a common interest in proximity with each other in order to promote interdisciplinary discussions and cooperation. Concurrently, indications were multiplying for the need to better prepare experts in academia for the international effectiveness of the United States. The Foreign Service and programs such as the Peace Corps were becoming aware that individuals were inadequately prepared in foreign languages and the knowledge of other cultures besides their own. Courses were needed to take into account the move towards globalization.

In 1996, Foreign Languages at Seaver had the opportunity to follow the move of English Composition out of the Communication Division to the Humanities Division. However, the language faculty decided that students were more likely to use their foreign language in practical situations than in the pursuit of an advance degree in literature, therefore it made more sense to remain in the Communication Division; literature, however, continued to be a strong part of the language program for students who wanted to go on to graduate studies.

French and the International Studies major:

In the late nineties, the International Studies Program was implemented by Professor Fred Casmir. Professor Casmir recruited an ad hoc committee of “founding” faculty that represented the diverse disciplines for each track and foreign languages. The members were appointed by the Seaver Dean. In 2000 the International Studies Center was created and later became the International Studies and Languages Division (2004). The International Study major includes a strong foreign language and culture component. International studies majors must establish competency in two languages through the 252 level or complete two upper-division courses in one language (with prerequisite competencies). Students who are interested in foreign languages (often more than one) find the International Studies major attractive, since it gives them a choice through the various tracks to put into practice their knowledge of language(s) and world cultures. Likewise, because the International Studies major has a significant emphasis on the acquisition of foreign languages, students find it easy to add a minor or a double major while pursuing their International Studies major.

French and Francophone Studies:

In 2008, following the trend in other Universities, two new courses were added to the French Program in Francophone Studies. Francophone Studies- I (French 365) includes Francophone

countries in Europe, Canada and North Africa; and Francophone Studies -II (French 366) comprises the study of African Sub-Saharan Francophone countries and French speaking islands. In these courses students are given the opportunity to focus on the specificity of each country with language variations within a given socio-linguistic and cultural context.

French and International Programs:

In 1988, a summer program was implemented in Paris allowing students to study French abroad. It continued until 2002, when a yearlong program was started in Lyon, France. The program in Lyon ended in the spring of 2006. It was followed by a semester in Paris in the fall of 2006, and a yearlong program began in Lausanne, Switzerland in the spring of 2007, which is continuing today. In Lausanne, a French intensive course allows students who participate in the full academic year to meet the foreign language requirement after taking the first semester at Seaver. International Programs have played an essential part in the fluctuation of French majors and minors at Seaver. For example, the implementation of the Summer Programs in Paris (1988) corresponded to an increase in majors and minors, and there was a sharp increase in the numbers of majors and minors during the four years of the new yearly program in Lyon. It was followed by a decrease in both majors and minors when the program ended. However, since 2012, the French program has maintained about the same number of minors (30) and majors (12), with the exception of fall 2014 which shows a slight increase in majors and a slight decrease in minors (See Figure 1).

B. External Context

National standard:

The faculty at Pepperdine University follow the National Standard for Foreign languages Education established by the American Council for the Teaching of Foreign Languages (ACTFL)¹. The statement from the National Standards for Foreign Language Education places the acquisition of a foreign language as major component of education in the United States: “Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”(ACTFL)

Need for Global Competence:

A new Global Competence Statement issued by ACTFL (2014) outlines the needs for global proficiency: “The ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence.” Global competence is a critical component of education in the 21st century and is included in the essential learning outcomes of the Liberal Education and America’s Promise (LEAP) program of the Association of American Colleges and Universities (AAC&U). The French faculty follow each level the ACTFL Proficiency Guidelines in writing, listening and reading in real world situations in each level of the French courses. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced Intermediate and Novice. The major levels are Superior and Advanced [Upper division courses]; Intermediate High-Mid [FRE-252-251]; Novice are subdivided into High, Mid [FRE 152], and Low sublevels [FRE 151]. The levels of the ACTFL

¹ American Council on the Teaching of Foreign language, National Standards in Foreign Language education (Alexandria, VA), 2012.

Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.²

The French Program faculty:

The Program developed from a few basic courses in beginning, intermediate and advanced French language to a full program. In 1977, Michèle Langford was the first full time, tenure track faculty to be hired in the French Program at Seaver. At that time, a wider conception of the role of foreign languages, focusing on students' needs, led to a reassessment of the courses to be offered in the French Program to better serve students. Following what was decided by other universities, a two track program was considered: One track relying mostly on literature courses would lead students to graduate work, and a second track would offer French courses for a more practical purpose. The decision was made to keep one track, but to include more practical language courses. We introduced several advanced courses, including a course in French in Communication (French 342). This solution allowed the French program to prepare majors for a wide range of opportunities. Students who graduated could use their skills in the world of international business, diplomacy, etc., while courses in literature allowed students to move on to graduate studies at major universities. In 1990, a second tenure track position was opened for the French Program. Since that time, a number of professors have held that position without attaining tenure. Presently the position is held by Kelle Keating Marshall, who was hired in 2011. With Professor Keating Marshall's contribution we were able to add linguistics to our program. The French faculty is comprised of the two tenure track faculty (see below), a visiting faculty member Christine Peterson and an adjunct position held by Lionel Huddleston. In the

² American Council on the Teaching of Foreign language.

last 14 years there was an average of two full time tenure track professors, one visiting position, and one or two adjunct positions. (See Appendix B).

C. The Internal Review

Mission, Purposes, Goals and students learning outcomes:

Mission

The Mission statement for the International Studies and Language Division is: “To introduce students to other cultures and languages and ways of understanding the world so that they will interact and serve effectively, guided by God’s call to justice and mercy.” In French and Francophone Studies, students are held to high academic standards in keeping with Pepperdine commitment to academic excellence and Christian values. Pepperdine University, as a Christian university is “Known for the integration of faith and learning, whose graduates lead purposeful lives as servant-minded leaders throughout the world.” The French and Francophone program fosters an enjoyable atmosphere appropriate for learning and growing. Students explore questions concerning Christian values through the study of the French language, the culture and the history of each country studied. French language students are strongly encouraged to travel and acquire a “real world “perspective by participating in International Programs, thus strengthening their vision for a life of purpose, service and leadership in the world.”

Furthermore, as part of the French Studies Program, students are encouraged to attend weekly French Chapel which gives students an opportunity to integrate faith, learning, and practice.

Purposes

The necessity for Global competence is vital and diverse. The need to communicate with someone of different language or culture may arise at any time. The needs are as follows: *Need in the Global Economy*: business data demonstrate the interconnectedness of countries across the globe – *Need in Diplomacy/Defense*, training of service personnel includes cultural sensitivity, and strategies for communicating with local populations - *Need in global problem solving*, as the latest epidemic of Ebola shows, issues relating to health and environment require collaboration across borders- *Need in diversity*: heritage communities are supported when their languages and cultures are valued rather than ignored -*Need in personal Growth and Development*: The ability to interact and communicate with people from other cultures opens doors to new relationships, knowledge and experiences (ACFTL).

Goals and Outcomes:

French Program Learning Outcomes (PLOs):

1. Acquire fluency in French in understanding, speaking, reading, and writing.
2. Know the Francophone culture of French speaking countries including France and their cultural expressions in literature, art, cinema, theater, and music.
3. Analyze and evaluate primary sources, discuss articles from professional journals and other secondary sources.
4. Prepare students for a life of service in the Francophone world, with ethical and moral principles according to the Christian mission of Pepperdine.
5. Prepare students for advanced French and Francophone studies or careers utilizing their knowledge of French.

Program Learning Outcomes:

1. Speak authentic French, near native, with understandable words and accurate pronunciation of sounds.

2. Identify and discuss countries where French is spoken.
3. Evaluate current issues related to the Francophone world.
4. Explain the development of literature, music, and the visual arts of the Francophone world.

To clarify our goals and Students' Learning Outcomes we created a matrix of the French curriculum, starting with FRE 252 (prerequisite to upper division courses) (See Figure 1 on the following page.) The matrix convinced the faculty that we needed to focus our assessment starting with FRE 252 course, since it is at that level that advanced language and structure are introduced and practiced. In our discussion we became aware that a number of students either came from other institutions or placed directly into FRE 252 with the language placement examination. We realized that all students are not equally prepared for the challenges of writing at the level of intermediate language and structure, and that the course presents a number of challenges. The assessment of the students' learned outcome in FRE 252 was essential in determining if students were prepared for upper division courses in French and functioning at an appropriate level.

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Curriculum Map

(The map was revised after the last yearly assessment (2014), we added course description and revised our PLOs)

	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6
Courses	Speak authentic French, near native, with understandable words and accurate pronunciation of sounds. Use his/her knowledge of the French language in the service of others	Identify and discuss orally and in writing countries where French is spoken. Discuss linguistic variations and related social issues related to the specificity of each country or area.	Evaluate orally and in writing the development of French literature, music, the visual arts and religion in the francophone world. Discuss diversity related issues, including colonial and post-colonial considerations	Apply critical thinking orally and in writing to the exploration of issues, ideas, artifacts and events concerning the francophone world. Based on informed evaluation, develop a position that reflect sensitivity to diversity issues	Integrate personal faith orally and in writing in the discussion of the Francophone world.	Respond to the call to serve others in the Francophone world.
FRE 252	DM	ID	ID	ID	ID	ID
FRE 341	M	ID	D	D	D	D
FRE 342	M	M	M	DM	DM	DM
FRE 346	M	DM	DM	DM	DM	DM
FRE 348	M	DM	DM	DM	DM	DM
FRE 355	M	DM	M	DM	DM	DM
FRE 356	M	DM	DM	DM	DM	DM
FRE 365	M	DM	DM	M	DM	DM
FRE 366	M	DM	M	M	DM	DM
FRE 370	M	DM	DM	DM	DM	DM
FRE 371	M	DM	DM	DM	DM	DM
FRE 380	M	M	M	M	DM	DM
FRE 390	M	M	M	M	DM	DM

I= Introduced, D=Developed, M= Mastered

Figure 1

The Language Requirement at Seaver College:

The Foreign language requirement helps students attain a functional competency in listening, speaking, reading, and writing at the intermediate level in a foreign language of their choice. The equivalent of third semester foreign language is required (FRE 251).

II. Analysis of Evidence

A. Student Success

Following our last 5 year review (May 2009) the full time French faculty members met yearly to decide on an area for the yearly review: Michèle Langford, Susan Binkley, and Christine Peterson (2010-2011); then, Michèle Langford, Christine Peterson and Kelle Keating Marshall met to produce the yearly review (2010-2011; 2011-2012; 2012-2013; 2013-2014).

From our review of 2011, we implemented our findings to strike a better balance between the use of a writing rubric for grading and a more concrete approach that uses a narrative feedback from the professor in order to improve student's performance. We also included a sample of spontaneous writing with the addition of an in-class written assignment.

From our review of 2012, we selected French 342 our Communication course as the capstone course and the portfolio was the area under assessment. We agreed that a portfolio remain a part of the capstone course, should we decide to use another course later as the capstone course for the French major. The findings from our review of 2013 allowed us to insure that students have access to material in addition to the instructor in the classroom in order to improve student's performance. Also, for a better assessment of our selected topic (PLO#1- Speak authentic French, near native, with understandable words and accurate pronunciation of sounds), the course now includes a sample of

spontaneous speaking in class. From our review of 2014, in accordance with Pepperdine University's mission to prepare students for a life of service, the French and Francophone Studies Program included ways to challenge students to consider the various possibilities they will be able to serve others in the French-speaking world in a capacity that is uniquely suited to their own abilities, interests, and gifts. The program places special emphasis on the diversity of cultural practices and perspectives found among Francophone peoples and aims to deepen students' appreciation of the rich cultural mosaic that makes up our world, reflecting the beauty of our Creator.

Each year the assessment showed the necessity for better coordination between the Seaver French courses and the courses in Lausanne and we continue to work closely with Lausanne's French faculty.

Each year we reassessed our Goals and Students' Learning Outcomes to meet the Intuitional Learning Outcomes (ILOs).

Institutional Learning Outcomes – ILOs

ILO #1 Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.
ILO #2 Appreciate the complex relationship between faith, learning, and practice.
ILO #3 Develop and enact a compelling personal and professional vision that values diversity.
ILO #4 Apply knowledge to real-world challenges.
ILO #5 Respond to the call to serve others.
ILO #6 Demonstrate commitment to service and civic engagement.
ILO #7 Think critically and creatively, communicate clearly, and act with integrity.

ILO #8 Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.
ILO #9 Use global and local leadership opportunities in pursuit of justice.

Following last yearly review (2014), the French faculty added **PLO # 5**: Integrate personal faith orally and in writing in the discussion of the Francophone world and **PLO # 6**: Respond to the call to serve others in the Francophone world, in order to align Our PLOs with the ILOs, starting with 2015.

Program Learning Outcomes – PLOs

A student who graduates with a major in French-- should be able to:

PLO #1	Speak authentic French, near native, with understandable words and accurate pronunciation of sounds. Use his/her knowledge of the French language in the service of others.
PLO #2	Identify and discuss orally and in writing countries where French is spoken. Discuss linguistic variations and social issues related to the specificity of each country or area.
PLO #3	Explain orally and in writing the development of French literature, music, the visual arts and religion in the francophone world. Discuss diversity related issue, including colonial and post-colonial considerations.
PLO #4	Apply critical thinking orally and in writing to the exploration of issues, ideas, artifacts and events concerning the francophone world. Based on informed evaluation, develop a position that reflects sensitivity to diversity issues.
PLO#5	Integrate personal faith orally and in writing in the discussion of the Francophone world.
PLO#6	Respond to the call to serve others in the Francophone world.

Alignment of PLOs with Institutional Learning Outcomes

Institutional Learning Outcomes	PL O #1	PL O #2	PL O #3	PL O #4	PLO #5	PLO #6
ILO #1 Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.	X	X	X	X		
ILO #2 Appreciate the complex relationship between faith, learning, and practice.	X	X	X	X	X	X
ILO #3 Develop and enact a compelling personal and professional vision that values diversity.	X	X	X	X	X	X
ILO #4 Apply knowledge to real-world challenges.	X	X	X	X	X	X
ILO #5 Respond to the call to serve others.	X	X	X	X	X	X
ILO #6 Demonstrate commitment to service and civic engagement.	X	X	X	X	X	X
ILO #7 Think critically and creatively, communicate clearly, and act with integrity.	X	X	X	X	X	X
ILO #8 Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.	X	X	X	X	X	X
ILO #9 Use global and local leadership opportunities in pursuit of justice.		X	X	X	X	X

As noted above PLOs #5 and #6 were added following the 2014 yearly assessment.

French Majors and Minors

The number of French majors decreased significantly in 2011 (From 20 to 11) and increased slowly each year thereafter (see figure 1). The number of French minors decreased in 2012 (From 35 to 30) and remained about the same thereafter. The change in numbers of majors and minors in the last four years may be attributed to a national trend of lowering enrollment in language courses nationally. Also, in the last four years a number of changes were made to the French Program. Some were deliberate, as a result of the implementation of the yearly review of the program by the French faculty, others were dictated by circumstances affecting the French Program. The results of our yearly reviews allowed us to see more clearly what was needed for improvement in our program. Complete courses' syllabi now contain the Institutional Learning Outcomes and the Program learning Outcomes; and we are now able to gather direct and indirect evidence in our yearly assessments. In areas out of our control, there has been a number of changes in the French faculty. The year preceding Professor Keating Marshall hiring (fall 2011), there was only one tenure track French faculty and for the previous year, two visiting professors who did not remain. The hiring of Professor Keating Marshall has had an impact on the increase in the numbers of majors. Also, International Program has had a major impact on the number of majors and minors, the program in Lausanne saw a number of changes, with three different directors in the last four years. Courses offered in Lausanne were not always consistent with our two year rotation, creating difficulties for students to count on courses needed for their French major to be offered overseas. As we worked more closely with International Programs, we were able to remedy the situation.

French Enrollment at Pepperdine University: 2009-2014.

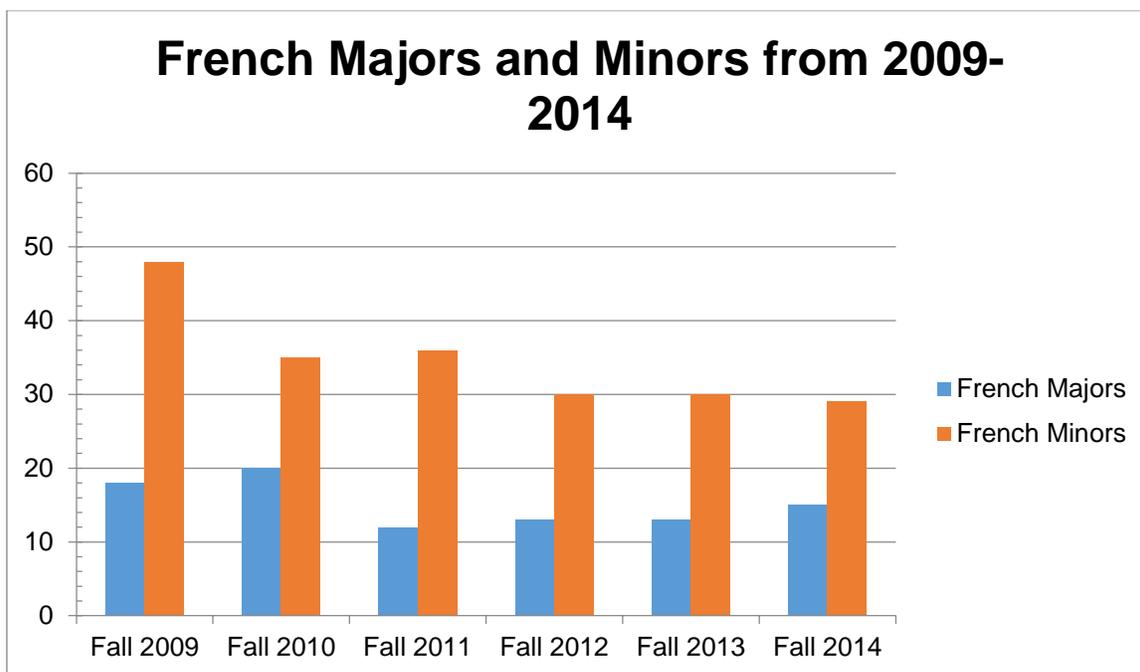


Figure 2

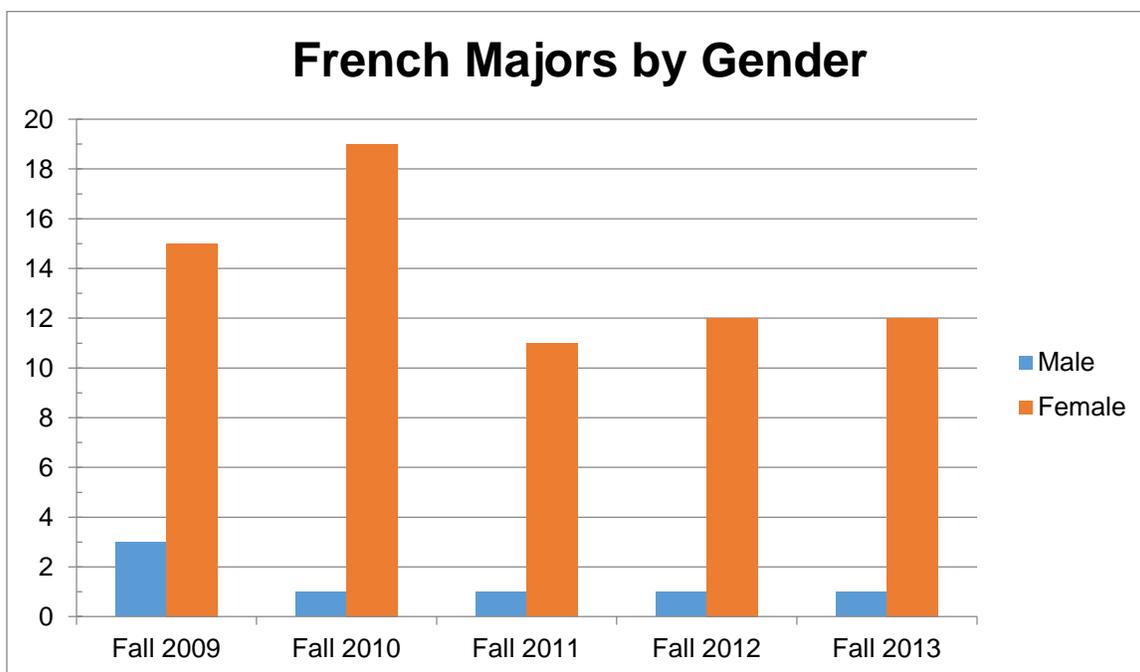


Figure 3

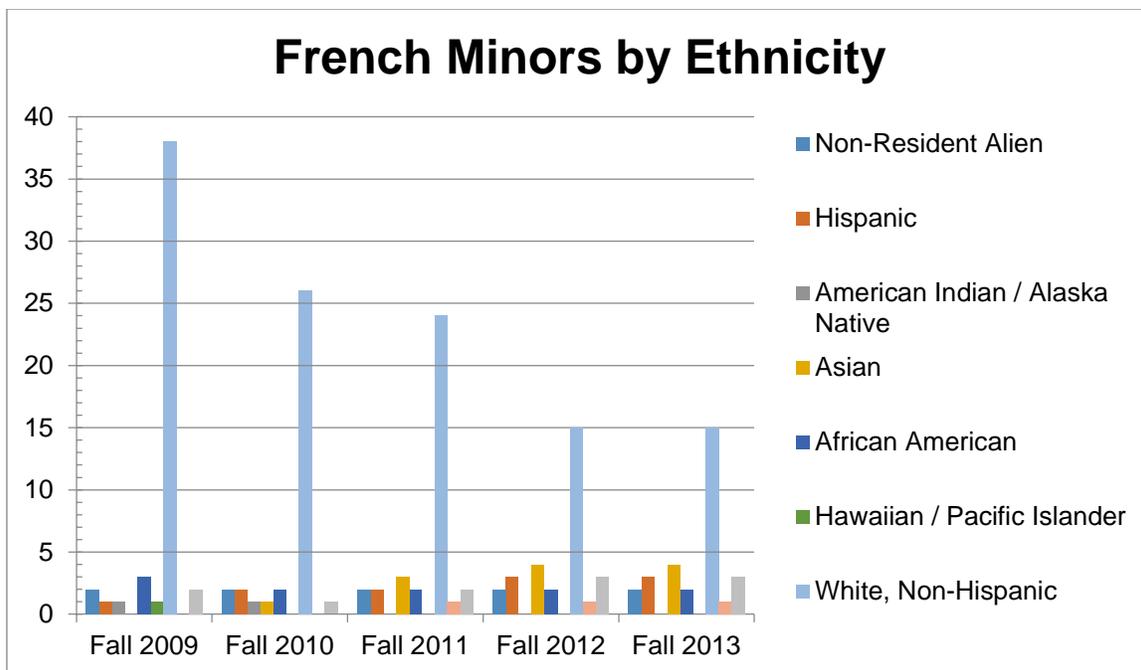


Figure 4

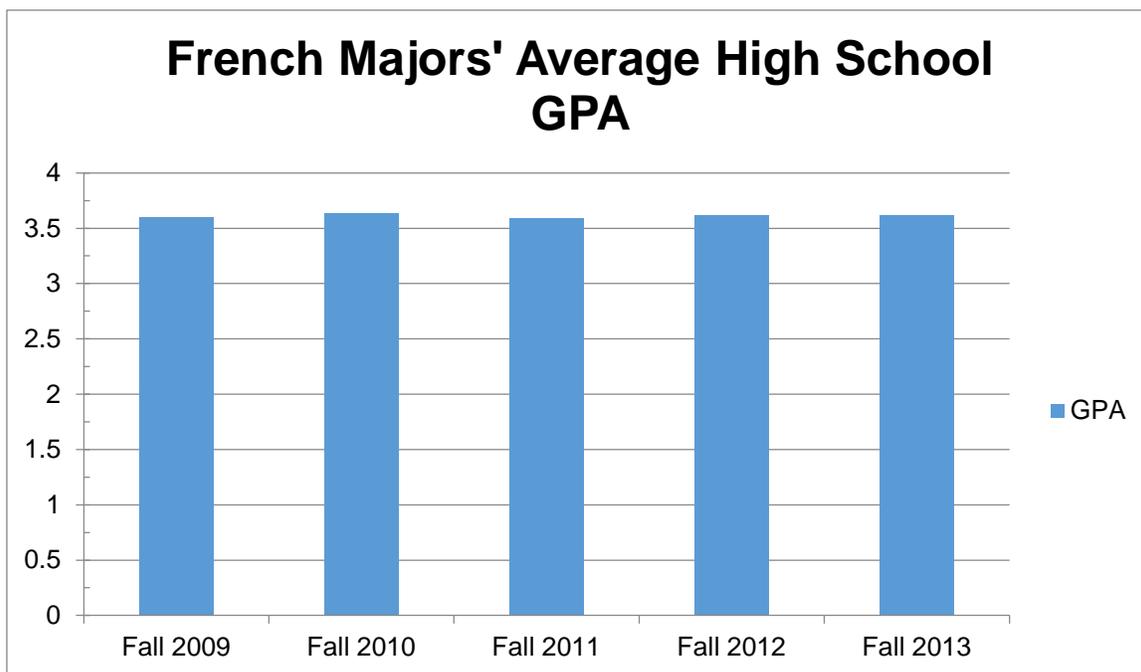


Figure 5

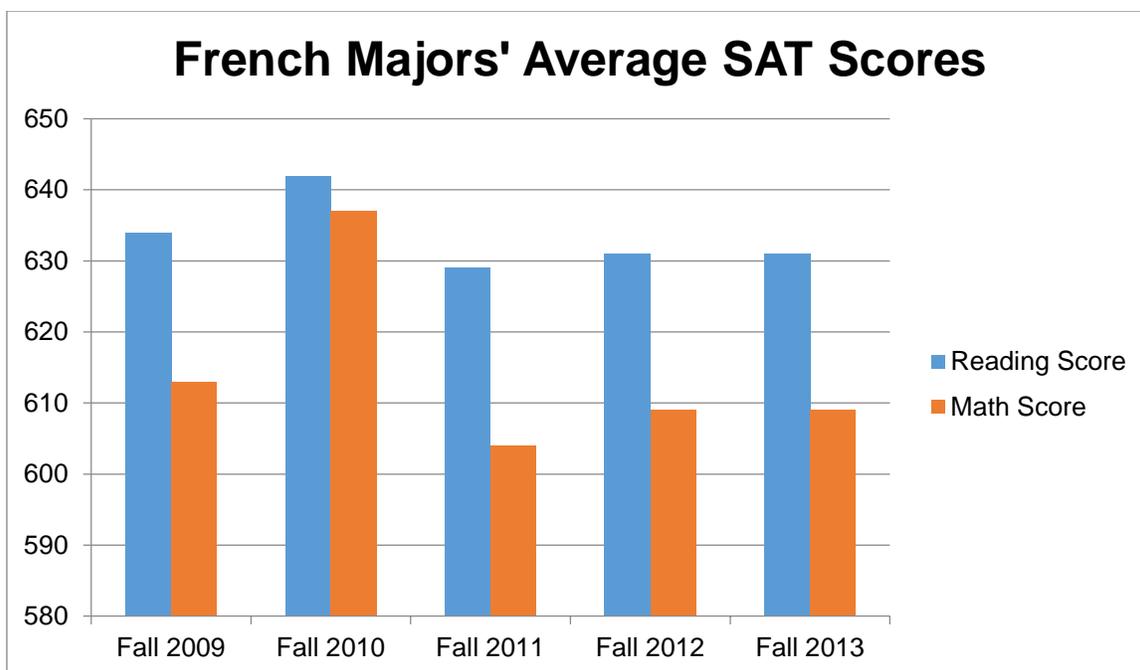


Figure 6

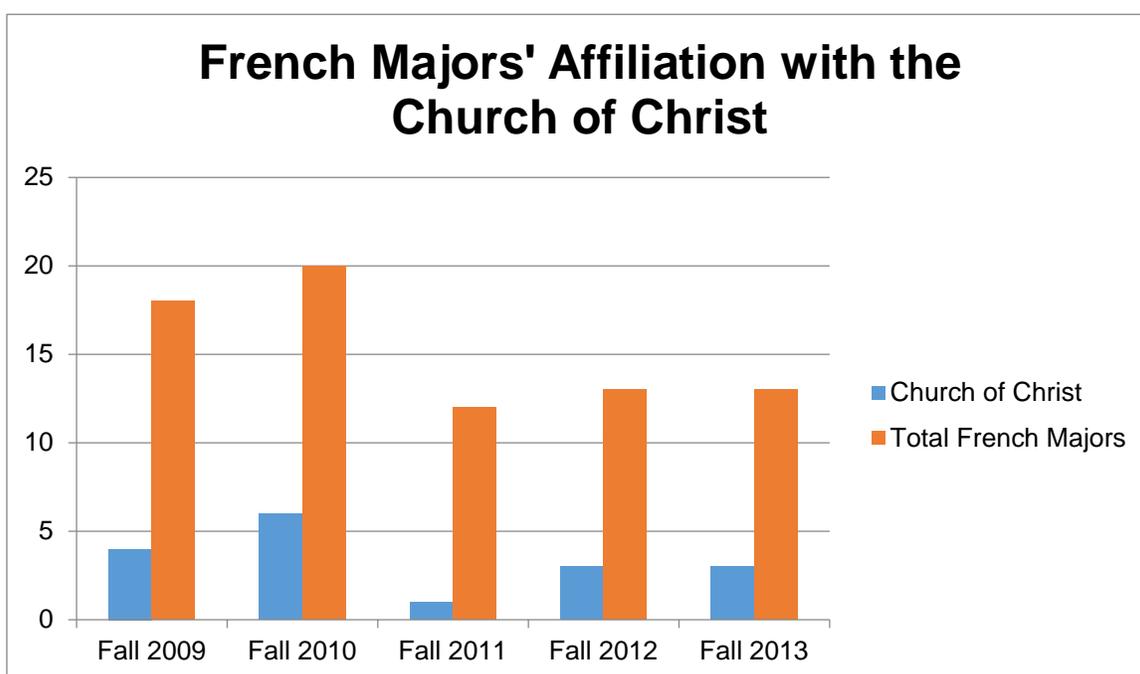


Figure 7

1. Meaning of the degree

French Major Requirements:

A French major is required to take seven upper-division French courses (twenty-eight units) as listed below. A French major must participate in the Summer Language Program in Switzerland or in an equivalent intensive experience in a French-speaking culture. All upper division courses have for prerequisite French 252.

Required courses:

Course number	Course	Units	Term
FRE 342	French in Communications (PS, RM)	4	SP
FRE 356	Major French Authors	4	F
FRE 370	Stylistics (WI)	4	SP
One civilization course from the following: (4 units)			
FRE 380	French Civilization	4	F
FRE 390	Contemporary French Civilization	4	F,SP
Plus three additional courses (12 units) of which two must be French literature courses.			

French upper division courses are offered on a two year rotation.

French Minor Requirements:

Students majoring in other areas but interested in French may receive a minor in French by taking twenty units in the language. The minor consists of the following: FRE 252 Second-Year French II (4 units) plus four upper-division French courses (16 units).

2. Quality and Integrity of the degree

Design of the French major:

At each level of learning, from the acquisition of the French language to the courses required for majors, students are expected to fulfill the institutional goals. Each course in the French program includes an effective support of the Mission of the University.

Whenever possible, students are encouraged to serve the community, using their knowledge of the language and various cultures within the francophone world with which they became familiar. For example, students have volunteered at Webster, the elementary school in Malibu to teach French to young students, and the French Honor Society's Chapter on campus has raised funds destined for Haitian children's school tuition.

The program was planned to offer a maximum number of opportunities for students to acquire a wide range of knowledge within a limited number of courses. French 252 is a prerequisite to all upper division courses. It is the second semester of the second year. It is structured with two purposes in mind:

1. To develop critical thinking skills in order to prepare students for upper division studies. It is designed to augment students' vocabulary and to review grammar. Students are introduced to the discussion of texts, the process of argumentation; they learn to identify their assumptions and develop a position orally and in writing.
2. To emphasize culture and current issues in Francophone countries in Europe, Canada and Africa, allowing INTS majors who have chosen French as one of the two language required for their major to learn about French speaking countries in the world.

After FRE 252, all upper division courses are taught at the same level; numbers do not distinguish between the 3rd or 4th year for the language, and all the upper division courses are taught on a two year rotation.

Every semester 2 or 3 upper division courses are offered, they include a language course and either a culture or literature course, or all three.

Upper Division courses:

FRE 346 & FRE 348 -- Survey courses of French literature, II --- Students are asked to analyze text orally and in writing, exploring issues and ideas that are expressed in each work studied. (FRENCH 348 meets the GE requirement for literature).

FRE 355 & FRE 356 --- Contemporary French Authors (FRE 355) and Major authors (FRE 356) ---In these courses students read and analyze orally and in writing the work of authors studied.

FRE 365 & FRE 366 --- Francophone Studies I & II --- As in most universities, Francophone studies were introduced 10 years ago, when the focus for French studies moved to include most countries in the world where French is spoken. In these courses students are asked to evaluate orally and in writing the major figures in the culture and the literature of the countries studied. They are asked to take position (thesis and antithesis), while taking into account the complexity of cultural issues relating to past or current event and, concluding with a synthesis and a clear position. Special attention is given to issues concerning sensitivity to diversity, as each francophone culture presents specificity in religion, values, dress, traditions, socio-political and linguistic challenges.

FRE 341- FRE 370 - FRE 371 - These courses are advanced language courses (advanced conversation, stylistics, and linguistics).

FRE 380 & FRE 390 - These are culture courses (French Civilization, and French Contemporary Culture). Students are asked to demonstrate in writing (Essays) and orally (Oral presentations) their understanding of the subject and develop a systematic approach for analyzing and evaluating the context before presenting their position.

FRE 342 - French in Communication - This course is the Capstone course for the French major. Students are asked to compile a portfolio containing the work of the semester which includes critical essays and creative works on a number of topics, illustrating their understanding of various Medias in France (Journalism, radio, television, cinema, non-verbal communication etc.).

The French Program in Lausanne:

The French majors requires students to spend at least a semester in a French speaking country. The International Program in Lausanne is therefore an intrinsic part of the French major. Any of the upper division courses offered in Malibu may be taught in Lausanne, depending on the two year course rotation. Because of the rotation, the program requires that some of the courses taught in Malibu, in a given semester, also be offered in Lausanne. This provides a seamless continuation of the program for returning students who are majors or need upper division courses either for their INTS major or for their minor.

The 2013 Assessment of the French Program showed that a serious coordination of the courses taught in Malibu and in Lausanne was needed for two reasons. First, in order to insure that returning students are on the same level of abilities and knowledge as the students who remained on campus in Malibu, secondly, to insure that students will have the courses required to graduate on time. In order to better coordinate the French Program

at Seaver and in Lausanne, the French faculty in accord with the Division Chair (2014) decided that we would offer summer upper division courses in Lausanne every two years with a member of the French faculty from Seaver. In the summer of 2014, Professor Langford taught a course in Lausanne and was able to make significant improvement in the coordination of courses concerning SLOs and other topics of concern (For example the selection of text books) with Professor Zagury, an adjunct Professor of French. Professor Zagury has taught lower and upper division French courses in Lausanne for the last ten years. Professor Keating Marshall has started recruiting students for the Upper Division French Courses Summer Program in Lausanne 2016.

Alignment of PLOs with Core Competencies:

	PLO#1	PLO#2	PLO#3	PLO#4
Critical Thinking	X	X	X	X
Information Literacy	X	X	X	X
Oral Communication	X	X	X	X
Written Communication	X	X	X	X
Quantitative Skills		X	X	X

Core Competencies:

The French Program learning outcomes include academic discovery at a number of levels.

The study of a foreign language cannot be separated from the culture of the country where it is spoken. Also, students learn about the relationship between faith and learning while exploring the history, the literature and the art of various francophone countries. In each course, they are encouraged to express critically and creatively their own opinion. In the process of discovery of another language they develop an understanding and develop

sensitivity to diverse cultures and values. That sensitivity to others fosters sometimes a vocation or translates into a career that requires a civic engagement or a desire to serve others as a volunteer. A number of students have worked in Europe and Africa as missionaries of volunteers for a number of associations.

Critical Thinking:

Beginning at the elementary level, critical thinking is an essential part of the French Program. Students are asked to explore cultural issues in contrast to their own when they study particularities of each country. At the elementary and intermediate level the textbook and additional texts include sections requiring students to explore their values, as they are learning about other cultures. Starting with FRE 252, all the courses involve critical thinking specifically. In FRE 252 and each of the upper division courses, students present exposés on various authors and issues, write essays where they present evidence, state their assumptions and take a position after considering other perspectives.

Diversity Outcomes

Following our Program Review of the last four years, each course in the French Program includes now a component of culture for a number of French speaking countries. Multiple perspectives are given to students about diverse populations, with different styles and culture. Part of each course includes the study of people from all five continents, with variations in language, habits, mores, etc. Students become sensitive to many issues concerning diversity. PLO#2, PLO#3 and PLO#4 specially include topics concerning diversity issues. Two courses FRE 365 and FRE 366 (Francophone Studies I and II) are

designed with a particular component that includes the discussion of diversity at all levels.

Conclusions

The most positive aspect of the French Program is that majors are now on the increase. We have a very dedicated and enthusiastic French faculty, which is a very important gift for generating student's enthusiasm for the language. Our French Honor Society, coordinated by Dr. Keating Marshall is an opportunity for students to participate in French activities. Also, our Weekly French Chapel, is very well attended and gives students the opportunity to worship in French and use the language outside of the classroom.

Primary Quality improvement goals and action plan.

The review of our French Program each year allowed us to have a clearer idea of the changes or additions needed in order to maintain the quality and integrity of our major. Some changes and additions were implemented immediately, for example, in line with the Mission of the University, we included student's personal faith as a SLO in our courses, with planned discussions concerning the relationship between faith, learning, and practice. Students also developed and enacted a compelling personal and professional vision that values diversity. We focused our attention on critical and creative thinking, which are now parts of every courses from intermediate to upper division.

We have also identified some areas that we will implement in order to improve instruction and students learning:

1. We need to continue to coordinate our courses with the courses offered in Lausanne.
2. We need to gather more indirect evidence of students learning, possibly by a correlation with other institutions.
3. We need a method of assessing student's level of preparedness to work in the Francophone world. A better assessment tools could be a survey of seniors through an anonymous questionnaire.
4. We need more indirect evidence by following our majors in their professional endeavors.
5. We need to replace the Conversation course (FRE 341) by a French Cinema course, conversation is now a part of every course and according to students' feedback, and a French Cinema course would be their choice for replacing it.
6. We need to continue to develop our ability to propose internships to our students in particular with the Church of Christ in Marseille, France. So far, in two different years, two of our French majors, who now graduated, have done an internship in Marseille. It is a great opportunity to put in practice faith and learning for some of our students.
7. We need to assess if French Communication (FRE 342) should remain the capstone course, and if so, it will probably need to include it in the rotation as a course that needs to be offered yearly.

The French Program as a whole is also facing some challenges for the future. In the last three years, because of our drop in enrollment, we now offer only two upper division courses every semester instead of three, which poses a challenge for our two year course

rotation. Not all the courses in the Program will be able to be taught every two years and we will have to decide which courses will be dropped from our program. We have had lower enrollment in our language courses which poses a problem for sustaining the French Program. In order for the Program to continue to grow, it will need the support of the administration. One way the administration could support the program is by allowing for low enrolled classes to be taught (As is the case for other less taught languages) until enrollment increases again. Often, students have already studied more than one foreign language, and if they cannot find the course they need in French, they are likely to choose another language that offers more options. The interest for the French language and French cultures remains strong worldwide, especially in Francophone Africa. Seaver students who choose French are often interested in Missionary work or working in a nonprofit organization such as the Peace Corp, and it makes sense to foster the development of the French Program.

APPENDIX A

Seaver College's French program takes an interdisciplinary approach to the language, culture, literature, and history of France and of French-speaking regions throughout the world, preparing students for speaking, understanding, reading, and writing the French language.

Bachelor of Arts in French

Besides developing a high level of proficiency in the spoken and written language, our French majors gain a critical understanding of French-speaking peoples, civilizations, and their global influence, both past and present. Our French major prepares students for careers and graduate-level study in a variety of fields and is an ideal complement to majors such as international studies, international business, political science, communication, and art history, while also equipping students for work in nonprofit organizations that serve francophone regions.

Minor in French

A minor in French develops our students' high level of linguistic and cultural proficiency, serving as a firm foundation for graduate level study in languages, literature, history, art history, religion, and music.

Bachelor of Arts in French

The French major prepares a student to develop competency in speaking, understanding, reading, and writing the French language. The student is provided with the tools to develop fluency. In addition to language skills, students study French culture, history, and literature.

Advanced Placement Credit

Students who receive a grade of “3” on the AP exam will receive four units of credit and satisfy FRE 152. Those who receive a score of “4” will receive four units of credit and satisfy FRE 251, thus satisfying the general education requirement in foreign language. Students with a grade of “5” will receive four units of credit and satisfy FRE 252. Additional placement credit may be determined by departmental examination, including an oral interview. The prerequisite for all 300-level French courses is FRE 252.

Course Requirements

The French major is required to take seven upper-division French courses (28 units), including:

FRE 342 French in Communication (PS, RM) (4)

FRE 356 Major French Authors (GE) (4)

FRE 370 Stylistics (WI)..... (4)

Choose one of the following:

FRE 380 French Civilization (4)

FRE 390 Contemporary French Civilization..... (4)

In consultation with an advisor, choose three additional courses, of which two must be French literature courses.....(12)

The prerequisite for all upper-division French courses is FRE 252 or equivalent competency. French majors are required to participate in the Summer Language Program in Switzerland or in an equivalent intensive experience in a French-speaking culture.

Secondary Teaching Credential

In addition to the requirements for the majors listed above, students who plan to qualify for a California Teaching Credential in French must complete course work required by the State Department of Education. A credential candidate may not take a directed study as part of the French course work. A student can graduate with a bachelor's degree in French and a California Teaching Credential in French by taking the required 34 units in education as part of the student's undergraduate elective courses and passing the California Subject Examinations for Teachers (CSET) in French. More information about the credential courses can be found in the Teacher Education section of this catalog. More information about the CSET may be obtained by contacting the Humanities and Teacher Education division.

First-Year Program

The French major should enroll in the typical first-year program outlined in this catalog and should begin the study of French. The course level is determined by a placement examination.

French Minor

Students majoring in other areas but interested in French may receive a minor in French by taking 20 units in the language. The minor consists of the following:

FRE 252 Second-Year French II (4)

Choose four upper-division French classes in consultation
with a French advisor(16)

APPENDIX B

French Faculty Curriculum Vitae

Michèle K. Langford

Address: 24362 Baxter Drive Malibu, California 90265	Work :International Studies & Languages Division Pepperdine University 24255 Pacific Coast Highway Malibu, California 90265 1-310-506-4340 E-mail: mlangfor@pepperdine.edu
Work:	
Phone: 310-456 8907	

EDUCATIONAL SUMMARY

1954 to 1960—Lycée du Parc Chabrière, Oullins, France

1961 to 1962—University of Barcelona, Spain

1965 to 1967—Orange Coast College, Costa Mesa, CA, Education Major

1967 to 1969—University of California, Irvine, CA, B.A., Summa cum
Laude, French

1969 to 1970—University of California, Irvine, CA, M.A., French

1970 to 1973—University of California, Irvine, CA, Ph.D., French

HONORS RECEIVED

Multiple Year Honoree in Who's Who Among America's Teachers

Listed in Who's Who Among College and University Professors, 1998.

Honorary Member of the Accademia Siculo-Normanna, Monreale, Italy, 1997.

Diploma Honoris Causa, Monreale, Italy, October 1st, 1997

Honorary Member of Pi Delta Phi (French Honor Society), 1982.

Patent Research Fund Recipient (UCI) for research in France,
at the Bibliothèque Nationale, summer of 1972.

Elected Students' Representative for the Department of French and Italian, UCI, 1970.
Appointed Students' Representative for the Humanities to the Faculty Academic
Senate, UCI, 1971.

Awarded Regents' Fellowship for graduate studies, University of California, Irvine
(4-year Fellowship) Irvine, CA 1969.

Graduated with highest honors, University of California, Irvine (Summa cum
Laude) 1969.

EMPLOYMENT

Professor of French at Pepperdine University, Malibu, 1987-present.

Associate Professor at Pepperdine University, Malibu, 1980-1987.

Assistant Professor at Pepperdine University, Malibu, 1976-1980.

Assistant Professor of French, Occidental College, Los Angeles, California, 1973-1975.

Teaching Assistant, University of California, Irvine, California, 1970-1973.

Instructor and Program Advisor, Parent Foreign Language School, Tustin, California,
1967-1970.

French Instructor, Egremont Private Day School, Costa Mesa, California, 1962-1967.

PROFESSIONAL SERVICES AND ASSOCIATIONS

- ACTFL American Association of Teachers of French
- SOCCIS The Southern California Consortium on International Studies
- CIEF Conseil international d'études francophones
- MLA The Modern Language Association
- APC The Association of the Pacific Coast
- Le Centre d' Etudes de Littérature d'expression française (Canada)
- IAFA The International Association of the Fantastic in the Arts and Literature
- AIEF Association Internationale des Etudes Française (France)
- L'Alliance française de Californie

TEACHING EXPERIENCE

Beginning French (first year --French 151-Fre. 152)

Intermediate French (second year--French 251-Fre. 252)

Advanced French (two courses):

- French 341 -- French Conversation.
- French 342 -- French Communication (includes verbal and non-verbal communication, cinema, phonetics, advertising, radio, television).

French Literature (four courses):

- French 346 -- French Literature -- (from the Middle Ages to the eighteenth century)
- French 348 -- French Literature -- (from the eighteenth century to the contemporary period)
- French 355 -- Major French Authors
- French 356 -- Contemporary French Literature

French 370 -- Stylistics

French 380 -- French Culture and Civilization I

French 390 – Contemporary French Culture

French 365 – Francophone Studies I

French 366 – Francophone Studies II

Courses taught as French 592 (Courses taught on occasional basis):

French Literature of the Fantastic

Directed Studies courses taught:

- French for Business
- Women in French Literature
- Translation and comparative stylistics
- French Linguistics
- French Cinema

ADMINISTRATIVE EXPERIENCE

September 1992 to present -- Coordinator of French -- Among other responsibilities, the coordinator is responsible for recruiting and supervision of adjuncts and visiting faculty, developing new courses, course substitution and placement, a Yearly Review and Assessment of the French Program cumulating in a 5 year review.

Fall 1997-Present -- Coordinator of the French Program in Lausanne. -- Among other responsibilities, the coordinator of French is responsible for selecting French courses taught in Lausanne, and the coordination of the French Program in Lausanne with the Program in Malibu.

September 1990 to September 1992--Coordinator of Foreign Languages -- Among other responsibilities, the foreign language coordinator is responsible for adjunct recruiting and supervision, foreign language students advising, course substitution and placement.

Summer 1989--Organized and directed the first program in France for International Programs. Continued regular involvement in the program as director and visiting faculty.

September 1993-1996 -- Coordinator of the French Program in Lyon, France. Previously the directed the French Summer Program in Paris

.SCHOLARLY ACHIEVEMENT

- 2014 --- July. Participated in a workshop at the Congrès of the AIEF (Association Internationale des Etudes Française), Ecole Normale Supérieure, Paris, France.
- 2013 --- Presented a paper at the Congrès International d'Etudes Francophones, "Les Hyènes – tragi-comédie – Comi-tragédie de Djibril Diop Mambéty" in Grand-Baie, Mauritius Island.
- 2012 --- Presented a paper at the Congrès International d'Etudes Francophones « Amélie Nothomb, et le syndrome de la purée de pommes-de-terre » in Thessalonique, Grèce
- 2011 --- Participated on a panel discussion on Belgian Literature at the Congrès International d' Etudes Francophone in Aix-en-Provence, France
- 2010 --- Invited to present a paper: "Stendhal Milanese" in the conference on Lombardy and French Culture in Milan, Italy
- 2009 --- Invited to be a member of the opening panel of the 2d International Research Conference in Pomona: global citizenship for the 21st century (November 2009).
- 2009 --- Presented a paper at the Congreso Internacional of the Asociación Hispánica de Humanidades in Seville, Spain: "Continuous mouvement in the poetry of Jorge Guillén."
- 2008 --- Presented a paper at the 21st Congrès International d' Etudes Francophones "Du Réel théâtre au virtualisme" in Limoges, France.
- 2007--- Presented a paper at the 21st Congrès Mondial du CIEF, "Immigration maghrébine et dilemmes culturels"(July 5, 2007) Cayenne, French Guyana.
- 2007---Invited to present a paper at the International Conference on Migration, Cal Poly, Pomona, "Maghreb Immigration and Identity Issues" (April 13, 2007).
- 2006---Presented a paper at the 20e Congrès Mondial du CIEF, Sanaïa, Romania:"A s'en écarteler": le sport et le dépassement de soi dans le cinéma contemporain" (June 2006).
- 2005--- Invited to give a conference at the University of Lyon2, Lyon, France. "La Littérature du voyage: Le désir d'ailleurs chez Isabelle Eberhardt et Thérèse Augustine". (date of publication Spring 2007)
- 2004 —Presented a paper "Le déconditionnement de la femme dans Denier du rêve de Marguerite Yourcenar (1959) at the Conseil International d'Etudes Francophones Conference, (June 2006), Liège, Belgium.
- 2004 —Invited to give a talk at the University of Palermo, Italy: "La littérature du tourisme en Sicile" (March 9, 2004).

2000—Presented a paper at the Conseil International d' Etudes Francophone: "A trail in the desert, the nomadic spirit of Isabelle Eberhardt". Sousse, Tunisia.

1999—Invited to give a talk: "From Jules Verne to Virtual Reality" by the School of Literature, Communication and Culture (LCC), Georgia Institute of Technology, Atlanta, Georgia.

1999—Guest speaker at the Alliance française de Los Angeles "La Francophonie dans le monde". Los Angeles, California.

1999—Invited to give a lecture by the Alliance française de la Riviera Californienne: "La littérature fin de siècle: du Surréalisme à la réalité virtuelle". Laguna Beach, California.

1997—Guest speaker at the Istituto di Cultura Superiore e di Arti Applicate dell' Accademia Siculo-Normanna: "Littérature et cinéma dans la culture francophone" Monreale, Italy.

1997—Presented a paper at the Conseil International d'Etudes Francophones: "Literature and film in the twentieth century." Guadeloupe.

1997—Presented a paper at the Università per Stranieri di Siena: "Foreign Language Instruction in American Universities". Siena, Italy

1997—Presented a paper at the Società Italiana dei Francesisti: "L'Enseignement du Français aux Etats Unis". Palermo, Italy.

1997—Chaired a session at the International Conference on the Fantastic in the Arts: "French Fantasy" Ft. Lauderdale, Florida.

1996—Presented a paper at the European Studies Conference: "The role of Literature in the twenty first century". University of Nebraska, Omaha, Nebraska.

1996—Presented a paper at the Conseil International d'Etudes Francophones: "Jean Ray et les Harry Dickson". Toulouse, France.

1995—Presented a paper at the Conseil International d'Etudes Francophones: "La déroute: Jean Ray et les années trente". Charleston, South Carolina.

1994—Presented a paper at the Conference of the Literature and Film Association: "Death and Memory in Verhavert: *Brugge-die-Stille* and Truffaut: *La Chambre verte.*", Towson, Maryland.

1993—Presented a paper at the Conseil International d'Etudes Francophones: "Marguerite Yourcenar, Identité nationale et identité féminine". Casablanca, Morocco.

1993—Presented a paper at the Colloque International: *La Specificité de la littérature francophone de Belgique*;"Jean Ray, Inspiration locale et internationale". Genova, Italy.

1992—I organized a Conference on Science and Science Fiction: "*Beyond the Century*" bringing together literary critics, scientists, sociologists and economists, Missillac, France.

1992—Presented a paper at the International Conference in the Fantastic in Literature and Arts: "The Dead Woman in Literature and Film," Fort Lauderdale, Florida.

1991—Presented a paper at the I.A.F.A.: "Seduction and Rejection in French Literature," Fort Lauderdale, Florida.

1991—Attended a conference: XVIII Convegno della Società Universitaria per gli studi di Lingua e Letteratura Francese "Il *roman noir*; forme e significato Ancece denti e posterita'." Wrote a conference summary, Lecce, Italy.

1990—Chaired two sections on Richard Adam's *Watership Down* at the I.A.F.A, Fort Lauderdale, Florida.

1989—Participated in a colloquium on Marguerite Yourcenar "Roman, histoire et mythe," Anvers, Belgium.

1989—Presented a paper at the Conference Internationale sur le cinéma belge - "Du roman au film, Bruges - la morte - Rodenback et Verhavert," Palermo, Italy.

1988—Presented a paper at the International Conference on Film and Literature: "From Novel to Film in Belgian Literature," Florida State University, Tallahassee, Florida.

Fall 1988—Received the Resident Scholar Award from the Borchard Foundation in Missillac, France.

1987—Keynote speaker at the Commencement Exercises at the Libera Università of Trapani: "Science Fiction in Contemporary Literature." Trapani, Italy.

May 1987—Invited by the University of Palermo, faculty of Economy and Commerce, to give a series of four seminars as part of a colloquium on "Reflets de la vie économique et commerciale dans la littérature française et américaine." Palermo, Italy.

Lectures included:

- May 4, 1987—Elements Socio-économiques dans le théâtre du Moyen-âge.
- May 6, 1987—Socio-économie dans la Littérature du XVIIe siècle
- May 7, 1987—Les Eléments économiques et commerciaux dans le théâtre du XIXe siècle

- May 8, 1987—Préoccupations économiques dans la littérature américaine:(Authur Miller - Philip K. Dick)

April 1987—Presented paper at the Conference of Popular Culture Association: "Disgust in Images and Text.", Montreal, Canada.

March 1987—Invited to participate on panel discussion on Brian Aldiss's critical and theoretical work, International Conference of the Fantastic in the Art, Houston, Texas.

June 1986—Participated in International Conference on Philip K. Dick and Modern Science fiction, Chateau de Morigny, sponsored by the University of Paris IV Sorbonne and Le Centre franco-americain universitaire. Gave a paper entitled "Valis: Simulation and Dissimulation." (Also served as a translator during this conference). Paris, France.

March 1986—Chaired a section at the International Conference on the Fantastic: "The Fiction of Brian Aldiss," Houston, Texas.

June 1985—Chaired a section at the Science Fiction Research Association Conference: "Roger Zelazny's Work.", Kent, Ohio.

June 1984—Presented paper at the Science Fiction Research Association Conference: "The Concept of Freedom in Surrealism, Existentialism and Science Fiction," Rolla, Michigan.

June 1983—Presented paper at the Science Fiction Research Association Conference: "Jules Verne and the Notion of Power." Midland, Michigan.

Have attended the International Conference on the Fantastic in the Arts and Literature every year since 1981 and I have given a paper and/or chaired a section each year.

1981—"The Fool and the Poet," a reading of Baudelaire's "La Beatrice," and Mallarme's "Le Pitre Chatié"

1982—"Fantastic Animals: The Structure of Dream in Supervielle's Poetry"

1983—Felix Labisse: "A Poetic Bestiary"

1984—"The Dark Zone of the Surrealist World.

PUBLICATIONS (BOOKS AND ARTICLES)

« Henri Beyle, de L'Amour et Milan »in Società Italiana die Francesisti, VII Congresso Internazionale : La lombardia e la cultura francese, Milano, 2013

« Maghreb Immigration and Identity Issues » in *Dimensions of International Migration*. Ed. by Païvi Hoikkala and Dorothy D. Wills, Cambridge Scholars publishing, Newcastle, UK, 2011.

"Le déconditionnement de la femme in *Denier du rêve* de Marguerite Yourcenar", Nouvelles Etudes Francophones, (CIEF) Lafayette, LA, Vol.19, n. 2, 2004.

"La dérouté: Jean Ray et les années 30" in *Mélanges*, Angelo Mazzotta editore, Palermo, Italy, 2004.

"Foreign Language Instruction in American Universities" in *Formazione e ruolo del lettore di lingua*, Università di Siena, Siena, Italy. 1997

"Racines belges et dimension internationale de Jean Ray," *Francophonia*, Universidad de Cadiz, Spain, 1997.

"Compte rendu: *La Science-Fiction* par Frederic Fontaine. *Textyle*, n.14, 1997

"From Novel to Film: Cinematic Expression and Aesthetic Integrity in Roland Verhavert's *Brugge-die Stille*, *Georges Rodenbach*, ed. by Philip Mosley, Associated University Presses, London, 1996.

"Lieux et non-lieux dans l'Univers fantastique de Jean Ray,' *La Belgique telle qu'elle s'écrit*, ed. By Renée Linkhorn, Peter Lang, New York, 1995.

Compte rendu: *Colloque sur le roman noir*, Lecce, Italy, Studi Francesi, mai-aout, 1992.

Compte rendu: *Colloque Marguerite Yourcenar*, Antwerpen, Belgique, *Textyle* n.8 , Novembre, 1991.

Contours of the Fantastic, Greenwood Press, Westport, Ct., 1990.

"L'Univers fantastique dans les contes de Jean Ray," *Réalités Magiques*, *Le Ragioni Critiche Annata XVII* nn 63-66 gennaio-dicembre 1988.

"La letteratura di Scienze Fiction" *Libera Università Trapani Anno VI*-n.17 Novembre 1987 1 Semestre '88.

"Felix Labisse: 'A Fantastic Bestiary,'" published in *Reflections on the Fantastic*, edited by Michael R. Collings, Greenwood Press, Westport, Ct., 1986.

"The Concept of Freedom in Surrealism, Existentialism, and Science Fiction," *Extrapolation*, Fall 1985.

Les Ménageries Intimes, Librairie A. G. Nizet, Paris 1983.

"Le Bestiaire dans la poésie de Jorge Guillen," in *Revista de Estudios Hispánicos*, January, 1975.

Kelle Keating Marshall

**Assistant Professor of French
Pepperdine University**

International Studies and Languages Division
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(310) 506-7445

Education

- PhD The University of Texas at Austin
 French linguistics, May 2011
- Dissertation: “Le Centre culturel Aberdeen: Minority Francophone discourses and social space”
- Dissertation committee: Carl Blyth (director), Barbara Bullock, Bryan Donaldson, Patience Epps, Annette Boudreau (Université de Moncton), Catherine Léger (University of Victoria)
- Examination fields: sociolinguistics, language acquisition, syntax
- MA Arizona State University
 French linguistics, December 2004
- Master’s thesis: “Je me souviens de la chanson engagée: Examining a new generation of Québécois nationalist music” (Helene Ossipov, director)
- Université Laval, Sainte-Foy, Québec
 Semester abroad, Fall 2003
- BA Arizona State University
 Major in French, minor in anthropology, *summa cum laude* (4.0 GPA), December 2001
- Université Laval in Sainte-Foy, Québec
 Study abroad: Summer 2001

Publications

2014. Discourses of minority francophone space: The emergent role of an Acadian cultural center. *Language in Society* 43(5): 515-538.
2014. Le Centre culturel Aberdeen: Territoire acadien en milieu minoritaire. *Linguistic Minorities and Society/Minorités linguistiques et société* 4:219–243.
2008. Enhancing *Français interactif* through song: A project of TLTC. Texas Language Technology Center, University of Texas at Austin (co-authored with Eric Eubank and Karen Kelton). In the Proceedings of South Central Association for Language Learning Technology, Spring 2008.
2008. “Je me souviens de rien”: Political discourse in Québec’s modern *chanson engagée*. In M-C Weidmann Koop (ed.), *Le Québec à l’aube du nouveau millénaire* (pp. 368-378). Québec City, QC: Les Presses de l’Université du Québec.
2004. André Arthur ou la maîtrise de l’impolitesse (co-authored with Sarha Lambert and Anna Malkowska). In D. Vincent & O. Turbide (eds.), *Fréquences limites: La radio de confrontation au Québec* (pp. 87-99), Québec City, QC: Nota Bene.

Forthcoming

“On a la liberté de parler comme on veut”: Acadian discourses of francophone authenticity. *The French Review*.

In Progress

“Visual art, collective identity, and personal trajectories in modern Acadian society”

Research Awards and Scholarships

Seaver Research Council Grant, Pepperdine University, 2014, \$3,500.

Seaver Dean’s Grant, Pepperdine University, 2014. \$1,500.

Seaver Dean’s Grant, Pepperdine University, 2011. \$1,500.

Professional Development Award, Office of Graduate Studies at The University of Texas at Austin, 2010. \$600.

Graduate School Continuing Fellowship, The University of Texas at Austin, 2010-2011.

Nominated by the graduate committee of the Department of French and Italian. Only 80-90 fellowships offered university-wide. \$18,000 stipend; \$1,119 towards medical expenses; tuition waiver.

Canadian Studies Doctoral Student Research Award, 2010. \$7,130.

Awarded by the government of Canada, Department of Foreign Affairs and International Trade.

Julia Emerson Fisher Walther Graduate Research Scholarship in French Studies, Department of French and Italian, The University of Texas at Austin, 2009. \$6,000.

Schaffer-Podio-Sokilosky Scholarship, Department of French and Italian, The University of Texas at Austin, 2009.

Merit-based scholarship offered to one graduate student in the department per year.

Graduate Research Fellow: Texas Language Technology Center, The University of Texas at Austin, 2007.

One of two fellowships per year offered to graduate students in all language departments. \$7,000; tuition waiver.

Graduate Student Fellowship, Department of French and Italian, The University of Texas at Austin, 2006.

Teaching Awards

2007: Graduate Teaching Award in French, The University of Texas at Austin, Department of French and Italian.

2002-2003: Outstanding French Teaching Assistant, Arizona State University, Department of Languages and Literatures.

Refereed Presentations

2014. Visual art, collective identity, and personal trajectories in modern Acadian society. 113th Annual Meeting of the American Anthropological Association, Washington, D.C., December.

2014. “Pourquoi c’est pas seulement en français?”: Discours des artistes acadiens bilingues sur la langue et l’identité. Colloquium associated with the Congrès Mondial Acadien, L’Acadie dans tous ses défis: Débats autour de l’Acadie en devenir: Journée d’étude *Langues, discours et idéologies*, l’Université de Moncton, Edmundston campus, Edmundston, New Brunswick, Canada, August.
2013. Dialogue in a minority Francophone community of practice. International workshop entitled Dialogue in Multilingual, Multimodal, and Multicompetent Communities of Practice, sponsored by the International Association for Dialogue Analysis, at The University of Texas at Austin, March.
2013. “So am I bilingual? Or, am I francophone?”: Bilingualism, Art, and Identity in Francophone Canada. American Association for Applied Linguistics Conference, Dallas, March.
2012. “Mon français est aussi bon que le vôtre!”: Discours des artistes minoritaires sur la construction d’une identité francophone dans divers espaces sociaux. International colloquium entitled Le français et la construction discursive du concept de ‘francophonie’ dans l’espace Francophone, Second meeting entitled La construction discursive du ‘locuteur francophone’ en milieu minoritaire. Problématiques, méthodes et enjeux, Moncton, New Brunswick, Canada, October.
2010. *The Centre culturel Aberdeen: A space of encounters where circulation engenders reimagined identities*. 109th Annual Meeting of the American Anthropological Association, New Orleans, November.
2010. Le Centre culturel Aberdeen: un espace de rencontres linguistiques. Colloquium entitled la situation linguistique en Acadie, l’Université de Moncton, Moncton, New Brunswick, Canada, September.
2008. *Malamalange: Linguistic contact and cultural identity in Québécois rap*. French and Italian Graduate Student Conference, The University of Texas at Austin, April.
2008. Enhancing *Français Interactif* Through Song: A Project of Texas TLTC (with Karen Kelton). South Central Association for Language Teaching Technology Spring Conference, February.
2007. Using Francophone music as a culturally relevant source material in teaching French (with Thomas Brasdefer). 80th Annual Conference of the American Association of Teachers of French, Baton Rouge, July.
2007. “Je me souviens de rien”: Political discourse in Québec’s modern *chanson engagée*. Conference entitled Québec at the Dawn of the New Millennium: Between Tradition and Modernity, The University of North Texas, Denton, March.
2005. The renaissance of the *chanson engagée*: What the new generation of Québécois nationalist music says about Québécois French. 78th Annual Conference of the American Association of Teachers of French, Québec City, Québec, Canada, July.
2005. Je me souviens de la *chanson engagée*: Examining the language question in Québec as described in today’s Québécois nationalist music. Graduate Linguistics/Teaching English as a Second Language Symposium, Arizona State University, April.
2004. The return of the *chanson engagée*: Examining a new generation of politically-oriented music in Québec, Arizona Language Association’s Annual Conference, October.
2004. “Niaiseux!”: Examining politeness in the discourse of André Arthur, Québec’s infamous talk radio host. Graduate Linguistics/Teaching English as a Second Language Symposium, Arizona State University, March.

Invited Presentations

2013. Dialogue in a minority Francophone community of practice, International Studies and Languages Division, Colleagues' Colloquium, Pepperdine University, March.
2011. Introduction to the website *Chansons françaises*. Workshop entitled *Français Interactif* and Language Pedagogy, hosted by the Center for Open Educational Resources and Language Learning at The University of Texas at Austin, June.
2008. Presentation on the offerings of the Texas Language Technology Center (with Cory Lyle), Texas Foreign Language Association Spring Meeting, Corpus Christi, April.
2004. Lecture on how to use music in the foreign language classroom, Arizona Language Association's spring workshop, April.
2003. André Arthur ou la maîtrise de l'impolitesse. Colloquium entitled Un style radiophonique. André Arthur et cie, l'Université Laval, Sainte-Foy, Québec, December.

Linguistic Fieldwork

2012. Moncton, New Brunswick, Canada, with academic support from l'Université de Moncton, 16 June - 3 July 2012.
2010. Moncton, New Brunswick, Canada, with academic support from l'Université de Moncton, 1 March - 7 May 2010.
2009. Moncton, New Brunswick, Canada, 22 June - 4 July 2009.

Teaching Experience

Assistant Professor, Pepperdine University, August 2011-present.

FRE 151	First Year French I
FRE 152	First Year French II
FRE 251	Second Year French I
FRE 342	French in Communication
FRE 346	French Literature I
FRE 366	Francophone Studies II
FRE 370	Stylistics (upper-division composition)
FRE 371	Modern French Linguistics

Associate Instructor, Instructor of Record, The University of Texas at Austin, Department of French and Italian, 2006-2009.

FR 507	First Year French II
FR 508K	Alternate First Year French II (Accelerated course)
FR 118K	Practice in Spoken French I
FR 312K	Second Year French I
FR 312L	Second Year French II

Faculty Associate, Arizona State University, Department of Languages and Literatures, French section, 2005-2006.

FR 312	Third Year French Composition
FR 101	Beginning French I
FR 111	Accelerated French I & II
FR 201	Intermediate French I

Teaching Assistant, Instructor of Record, Arizona State University, Department of Languages and Literatures, French section, 2002-2004.

FR 101	Beginning French I
FR 102	Beginning French II
FR 111	Accelerated French I & II
FR 201	Intermediate French I
FR 202	Intermediate French II

Student Research and Mentorships

2014. Seaver College Faculty/Student Mentorship Program with Victoria Prentice.

2013. Summer Undergraduate Research Project with Alexandra Mendel-Roberts.

Invited Teaching Engagements

2013. Teleconference presentation on the Acadians of the Maritime Provinces, in French in North America, Helene Ossipov, Arizona State University, November.

2012. Presentation on the *chanson engagée* of Québec, in Francophone Studies I, Michèle Langford, Pepperdine University, March.

2012. Presentation on sociolinguistic research and analysis in Acadie, in Introduction to Sociolinguistics, Carl S. Blyth, The University of Texas at Austin, February.

2009. Teleconference presentation on the *chanson engagée* of Québec, in La civilisation franco-canadienne, Helene Ossipov, Arizona State University, April.

2006. Presentation on the modern *chanson engagée* of Québec, in La civilization franco-canadienne, Helene Ossipov, Arizona State University, May.

2005. Presentation on the *chanson engagée* of Québec, in Francophone Identity in North America, Suzanne Hendrickson, Arizona State University, April.

Supervising and Coordinating

2007. Supervisor, Alternate First Year French, The University of Texas at Austin, Department of French and Italian, spring semester.

2004-2005. Assistant to the Lower-Division Coordinator of French, Arizona State University, Department of Languages and Literatures, French section.

Course Development

2011. Conducted research and transcribed video content for the Center for Open Educational Resources and Language Learning at The University of Texas at Austin, June - July 2011.

2010. Collaborated on revisions for *Français Interactif*, the first-year French curriculum developed by The University of Texas at Austin (<http://www.laits.utexas.edu/fi>). Duties included developing pedagogic exercises and web activities, formatting pre-existing exercises, and copy editing. January-February and May-July 2010.

2008. Chansons françaises: Music module for First year French. Texas Language Technology Center, The University of Texas at Austin. (with Karen Kelton and Eric Eubank, technical consultants).

<<http://www.coerll.utexas.edu/chansons>>

Advising

2013. Member, Master's committee for Charles St. Georges, Arizona State University, School of International Letters and Cultures. Applied Video Project entitled The Diaspora of Acadian French: *Le Grand Dérangement* as Survived by One Generation of My Family, defended 2 May 2013.

2013-present. Academic Adviser to selected French majors and minors.

Committee Service at Pepperdine University

- | | |
|--------------------|---|
| 2014-2015. | Search committee for tenure-track position in Hispanic Linguistics, International Studies and Languages Division, Seaver College, Pepperdine University |
| Fall 2014-present. | Professional Problems Committee |
| 2012-present. | Seaver College Institutional Review Board |
| 2013. | Seaver College ad hoc committee on online learning |
| 2012-2014. | Seaver College Diversity Council |
| 2012-2013. | Search committee for tenure-track position in Italian, International Studies and Languages Division, Seaver College, Pepperdine University |

Assessment at Pepperdine University

- 2014-2015. For the Office of Institutional Effectiveness, rated signature assignments to assess institutional diversity, December 2014 – January 2015.
2014. For the Office of Institutional Effectiveness, helped to develop case studies and rubrics to be used for the assessment of institutional diversity at faith-based institutions, May-July 2014.
- 2011-2014. Participated in annual assessments of the French program.

Other University Service

2014. Panelist at the Convocation entitled “When Learning Rocks Your Faith: Finding Heroes and Mentors for the Journey,” organized by Pepperdine’s Center for Faith and Learning, 2 September.
2013. Guest speaker at the “April in Paris” annual fundraiser for Pepperdine Libraries, 20 April.
2012. Organized the 22-23 March guest lectures by filmmaker Dano LeBlanc (who suffered a medical emergency and had to cancel).
- 2011-present. Faculty Adviser for Pi Delta Phi, French Honor Society.
- 2011-present. Coordinated and led French chapel.

Service to the Profession

2015. Proposal reviewer for the 43rd Canadian Society for the Study of Education Conference.

2014. Job Market Q & A Discussion Panel: Career Pathways and Possibilities, American Association for Applied Linguistics Conference, Portland, March.
2012. Abstract review committee for the international workshop entitled Dialogue in Multilingual, Multimodal, and Multicompetent Communities of Practice, sponsored by the International Association for Dialogue Analysis, October.

Service to the Community

2013. Organized a Pi Delta Phi bake sale, which raised \$160 for Haitian school children's tuition, November.
2013. Invited guest speaker at Texas Graduate Fellowship, Austin, March.
2012. Coordinated and taught French at Webster Elementary in Malibu, February.
2012. Participated in service projects with Lifesong Church, such as serving food at RAIN Communities in Camarillo, preparing and distributing care packages to the homeless, raising money for a cancer patient, helping in this patient's home, and gathering and preparing care packages for overseas troops.

Memberships

American Association for Applied Linguistics
 American Association of Teachers of French
 American Counsel for the Teaching of Foreign Languages
 Association for Canadian Studies in the United States
 Canadian Society for the Study of Education
 Pi Delta Phi, National French Honor Society, Honorary Member

Languages

English (native language)
 French (near native proficiency)
 Spanish (reading knowledge)

Christine Peterson

Title	Visiting Lecturer
Address	5900 Jumilla Avenue Woodland Hills, CA 91367
Phone Number	(818) 348-0277

EDUCATION

Master of Arts in French

University of California, Los Angeles, 1989

Courses Emphasis: French Literature, Pedagogy of teaching French and Spanish on College Level

Bachelor of Arts in French

University of California, Los Angeles, 1986

Diplome de Langue Francaise

Institut Catholique de Paris, France, 1958 to 1959

Foreign Language Training:

Studied French in Paris for two years (One year at Institut Catholique de Paris); Spanish in Spain for three years; attended the University of Barcelona, Spain.

Primary Education:

In Germany and Austria; native speaker of the German Language.

CREDENTIALS

Certificated to teach French in the California Community College System.

AWARDS

TYLER TEACHER AWARD NOMINATION, Spring 1996, Pepperdine University, Malibu

TEACHING EXPERIENCE

August 1994 to present:

Visiting Lecturer of French and Spanish, Pepperdine University, Malibu

French Courses Taught:

- Beginning French (First year)
- Intermediate French (Second year)
- Advanced French
- French Literature (19th and 20th centuries)
- French Stylistics
- French/English Translation
- Conversation
- Directed Studies: French in Translation
- Contemporary France

Spanish Courses Taught:

- Beginning Spanish (First year)
- Intermediate Spanish (Second year)

German Courses Taught:

- Beginning German (First year)
- Intermediate German (Second year)

OTHER TEACHING EXPERIENCES:

January 1993 to 2003:

Adjunct Professor of French, Fuller Theological Seminary, Pasadena

July 1995:

Mission in China; taught English at the ZHONGNAN THEOLOGICAL SEMINARY, Wuhan, China

January 1991 to April 1992:

Taught French Conversation at the School of Business (MIB-Program), Pepperdine University, Malibu

January 1991 to April 1994:

Adjunct Professor of Spanish and French, Pepperdine University, Malibu

June 1990 to July 1994:

Teacher of Spanish and French, Chaminade College Preparatory, West Hills, CA. - Summer Program

January 1987 to December 1990:

Teaching Assistant/Associate, Department of French, UCLA, Westwood

ADMINISTRATIVE EXPERIENCE:

Summer 1997:

Director of Paris Program for International Studies in Paris, France; Pepperdine University

Summer 1998:

Director of the Buenos Aires Program for International Studies in Buenos Aires, Argentina; Pepperdine University

Summer 2003:

Director of International Studies in Menton, France; Pepperdine University

CONFERENCES ATTENDED:

Conseil International d'Etudes Francophones

- Summer 1995 in Charleston, South Carolina
- Summer 1996 in Toulouse, France
- Summer 2006 in Sinaia, Romania
- Summer 2007 in Cayenne, French Guiana
- Summer 2013 in Mauritius Island

FRENCH
Division of International
Studies and Languages
Program Review
Pepperdine University

External Reviewer:

Lee Skinner

Associate Dean of the Faculty

Associate Professor of Spanish, Department
of Modern Languages and Literatures

Claremont McKenna College

March 2015

PROGRAM SUMMARY

The French program at Pepperdine University is housed within the International Studies and Languages Division. The French faculty consists of two tenured or tenure-track faculty, a full-time visiting faculty member, and an adjunct. As of Fall 2014 there were 15 French majors and 29 French minors. The French program generally works well with the other language and international students faculty; the division is a collegial, friendly and supportive environment where faculty are typically dedicated to student success. There is a shared sense of purpose and commitment among the division faculty that creates community.

As part of the French program review, this external report is based on the program's self-report and on interviews and observations gathered during a site visit conducted March 11-13, 2015. It accompanies the External Reviewer Summary Sheet completed and handed in to Dean Constance Fulmer at the wrap-up interview on March 13, 2015.

PROGRAM STRUCTURE AND CURRICULUM

A French major is required to take seven upper-division French courses and must participate in the Summer Language Program in Lausanne, Switzerland or in an equivalent intensive experience in a French-speaking culture. French minors take fourth-semester French plus four upper-division French courses. This is an appropriate number of courses, especially considering that 1) most majors also major in another, complementary field of study and 2) the required study abroad experience enables students to deepen their understanding of Francophone culture and the French language.

Study abroad is a vital component of a language major. Pepperdine seems to provide sufficient financial aid to lower-income students to enable them to study abroad, although care should be taken to ensure that students do not select out of majors that require study abroad due to financial pressures. Even when the university covers the cost of a summer program, for example, students may feel the need to earn money during the summer so that they can contribute to the cost of their education during the rest of the academic year. Study abroad can prevent a student from earning money from summer employment. Stipends or supplements to the regular financial aid package can serve to encourage lower-income students to study abroad and thus to major in French.

The curriculum currently focuses predominantly on literature surveys. Traditionally foreign language majors have concentrated on the study of canonical works of the national tradition, and this is true at Pepperdine. In recent decades, however, foreign literature programs generally, including French programs, have sought to renovate and restructure their curricula in response to an increased focus within the profession on cultural studies approaches to the study of texts and to student interest in connecting their language study to fields such as economics, finance, legal studies, organizational management, the sciences, and others. At Mills College, for example, students take 10 courses (including 4 on a required

semester abroad), only one of which must be a French literature survey course; other courses in the French major at Mills deal with Francophone literature, French culture, and particular topics such as folktales, the body, etc. Moreover, survey courses tend to offer students the opportunity for breadth, not depth, of focus, and the emphasis on canonical texts at Pepperdine often means that the curriculum does not represent diversity effectively (two surveys of French literature, two courses on major and contemporary French authors).

At Pepperdine, French majors and minors have only one elective that is not literature-based. In 2008, two new courses were added to the French Program in Francophone Studies. FRE 365 includes Francophone countries in Europe, Canada and North Africa, and FRE 366 studies African Sub-Saharan Francophone countries and French speaking islands. Those additions do help to expand curricular offerings and diversity within the curriculum. FRE 342, French in Communications, is the capstone course for the major. This is a thoughtfully designed class which aligns with the ACTFL Global Competence standard in particular and which employs a portfolio approach to student assessment. This was a pre-existing course that has been revised and restructured by a new faculty member.

Low enrollments in French, which mirror the decades-long trend nationally of falling enrollments in university-level French programs, mean that upper-division courses are offered on a two-year rotation. French faculty expressed the desire to offer upper-division courses more frequently in order to give students greater choices and to attract more students to the French major and minor. However, it is not the case that offering a greater variety of courses will in and of itself encourage students to pursue a major in a particular field. There are other ways to publicize the French program and draw students to the major (see “Recommendations” as well as specific suggestions here).

Given that most French majors plan careers in the professions, service sector, and non-profit arena, courses that integrate the skills they will need into those areas would enhance student experience and also draw more students to the major and minor. Prospective majors and minors are more likely to be interested in the program if they see the course offerings as relevant to their future work plans and other majors. Courses such as French for the Professions with breakout modules on business/finance, government/foreign service, social work and the medical professions are recommended. Such courses include an important cultural component as well as developing students’ communicative abilities in speaking and writing. Courses focused on specific topics, themes, ideas or periods help students understand the relevance and importance of the texts they are studying, more so than the cursory overview of textual fragments offered in traditional survey courses.

The French faculty suggest replacing FRE 341: Conversation with a French Cinema course, which would be a welcome change and could help spark an overhaul of the French curriculum.

PROGRAM RESOURCES

Currently two Informational Technology staff are each assigned part-time to the division, and neither staff member gives priority to division needs. The current arrangement does not allow for IT programming that would aid in the development of new pedagogies, updating current teaching techniques, etc. Faculty are responsible to developing those capacities on their own. If a full-time IT staff member cannot be assigned to the division, the job description of at least one of the part-time staff should be crafted to prioritize INTS/Languages and to embed in that description the desirability of developing IT-focused workshops for faculty.

The administrative staff assigned to Languages earned well-deserved high praise from faculty and students alike; they are performing very well in all regards. They carry out their many duties effectively and partner with faculty to ensure program success.

The Pepperdine University Library similarly won praise from faculty, who enjoy working with the librarians to further student research abilities, to develop students' information literacy skills, and to conduct their own research. The Library provides excellent support to the French faculty.

Students have access to tutoring in French through the division at no additional cost.

Currently the division is housed in an inadequate building, the Seaver Academic Complex. This "temporary" building with a life span of ten years has been in place for more than 30 years. The physical facility presents enormous challenges to students and faculty and actually impedes successful learning. When classrooms are so noisy or uncomfortable that students cannot concentrate or hear each other or the professor that is a serious problem. A new building with adequate, well-equipped, functional classrooms is highly recommended. This building should be situated on Lower Campus rather than isolated. That would serve the practical purpose of allowing students to reach class and office hours on time; it would also serve the even more important, intangible goal of demonstrating that international studies and languages are a vital component of the Pepperdine education and that the University prizes global competence.

The International Programs Office is under-staffed and communication with the French program and French faculty has been extremely poor. There desperately needs to be better integration with and support from the International Programs Office. The program in Lausanne is a vital component of the French major and International Programs should be more responsive to French faculty in Malibu and their efforts to coordinate with faculty in Lausanne to ensure curricular and co-curricular consistency.

There are some resources for faculty professional development. The division has funds for faculty to travel to conferences such as the American Council on the Teaching of Foreign Languages (ACTFL) and the American Association of Teachers of French (AATF). There are also resources to help faculty develop assessment plans and methodologies (See "Recommendations" for suggestions in this area).

The program is staffed adequately to cover the demand for French courses. As the senior member of the program plans for retirement in the near future, the program should think strategically about a new tenure-track position. The junior faculty member is a linguist; the thinking about a replacement hire for the senior member should leverage student interest in the Francophone world and take into account the fact that students acquire coverage of the French literary canon in Lausanne. A replacement for the senior faculty member after her retirement might be someone whose work focuses on the French-speaking Caribbean or Francophone Africa, for example, areas that are particularly germane to the interests of Pepperdine students who often want to go into international development or aid work.

STUDENT EXPERIENCES

French majors study the canon of French literature in Malibu and Lausanne and experience Francophone culture through their study abroad experience in Lausanne. Students expressed their appreciation for the Lausanne experience as a place where they developed oral proficiency and were forced to practice speaking French in and outside of the classroom and desired greater continuity with that in Malibu. Small class sizes are very much conducive to this and instructors should take advantage of that.

Students who study in Lausanne have generally positive experiences. The French immersion experience within the classroom is invaluable, but they have few opportunities to meet Swiss their own age and interact with them. The volunteer opportunities they have in Lausanne offer them treasured experiences, and they would like to continue pursuing service in French in Malibu. They return to Malibu with greatly improved communication skills in French, but find that those skills tend to decline once they have returned to Pepperdine. This is typical for students at the Intermediate High, Advanced Low and Advanced Mid levels of language learning, but students also noted that the inconsistent use of French and English in the upper-division French classes in Malibu meant that they had even fewer opportunities to practice their French.

Classroom instruction in Malibu should include a greater focus on helping students gain proficiency in oral communication. Not only must all classroom interactions, especially in upper-division courses, be conducted in French, but also students should consistently be encouraged and called upon to participate orally.

Classroom instruction in Malibu is variable in terms of supporting student engagement with the material. In general this generation of college students is increasingly less skilled and comfortable with engaging with literary works and needs more support in understanding socio-historical contexts and the relevance of literary texts, especially from earlier periods. Course design in the French program should emphasize an organized progression through material so that students are evaluated on material that they have had ample opportunity to study, with sufficient guidance in the classroom via class discussion. In some courses this is successfully done, in others it is not.

Likewise, some classes integrate technology and contemporary pedagogies effectively, while others, depending on the instructor, do not; students report more successful outcomes in the former courses than in the latter. Faculty need to remain up-to-date in order to connect effectively with our technologically aware, hyper-connected students. Partnering with the IT staff in workshops on integrating technology into the classroom can help faculty maintain and upgrade their skills.

Students appreciate the recently created courses focusing on Francophone Studies and request more courses that cover different areas of the French-speaking world. This is in line with my recommendation that the French program revise and update its curriculum systematically.

The National French Honor Society serves as “French Club” and sponsors numerous events for students such as film nights, fundraising for Haiti, and so on. Other informal events help to stimulate student interest. Students reported enjoying the National French Honor Society activities and the energy and enthusiasm of the younger faculty in the French program. They also take advantage of French Chapel as a low-key way to practice their French.

PROGRAM OUTCOMES

The French program has developed a set of Program Learning Outcomes and updated it after conducting initial rounds of assessment. The program has also identified the need for global competence in these ways: Need in the global economy; need in diplomacy/defense; need in global problem solving; need in diversity and heritage community support; and need in personal growth and development.

However, the specific French Program Learning Outcomes are:

1. Acquire fluency in French in understanding, speaking, reading, and writing.
2. Know the Francophone culture of French speaking countries including France and their cultural expressions in literature, art, cinema, theater, and music.
3. Analyze and evaluate primary sources, discuss articles from professional journals and other secondary sources.
4. Prepare students for a life of service in the Francophone world, with ethical and moral principles according to the Christian mission of Pepperdine.
5. Prepare students for advanced French and Francophone studies or careers utilizing their knowledge of French.

The French PLOs are not always consistent with the statement about global competence. Embedding the concept of global competence more meaningfully into the French PLOs would help structure the goals and outcomes of the French major and guide the revision of the curriculum and renovation of the program.

The French faculty identify several areas in which assessment can be improved:

1. Means of assessing students' preparation for working in the Francophone world. The faculty suggest an anonymous survey, but self-reported data is generally not accurate. Exit interviews would be a better way to gather this information and could also serve to help the program assess oral proficiency skills.
2. Continued indirect assessment by tracking alumni outcomes. This is especially important for assessing PLOs #4 and #5. I agree that gathering data from alumni, especially recent alumni, about the impact of the French program on the lives and careers would shed light on the program's effectiveness. It would help the program more accurately understand the long-term impact that pursuing the study of French at Pepperdine has on French majors and minors.

Furthermore, the program should assess students' study abroad experiences. This could be done by partnering with the Office of International Programs (see "Recommendations" below for suggestions on how to improve communication between the language programs and OIP).

PROGRAM PLANNING AND GOALS

The French program offered a number of proposed changes in their self-report. These items are the ones with which I agree:

1. Improve coordination between French in Malibu and in Lausanne
2. Gather indirect evidence of student learning
This can be done by assessing students' co-curricular and internship experiences
3. Replace FRE 341: Conversation with a class on French Cinema
4. Develop more internship opportunities in France for students
5. Assess student preparation for work in French-speaking environments
6. Assess the effectiveness of FRE 342 as the capstone course

The program also recommends that the administration allow low-enrolled courses to be taught in order to attract students to the French program. I agree that student recruitment into the French major and minor are important tasks. However, it is not the case that offering a greater variety of courses will in and of itself encourage students to pursue a major in a particular field (see "Recommendations" below).

SUMMARY EVALUATION AND RECOMMENDATIONS

The program needs to continue to work to build enrollments and increase the number of majors and minors. To that end, I recommend the following.

1. Work strategically with partners across the university to stimulate interest in French, such as other academic divisions offering complementary majors (business with a European focus,

political science/international relations for those student wishing to enter the Foreign Service, pre-medical tracks) and Career Services.

2. Better leverage the existing program in Lausanne to stimulate student interest in studying French. Recruit students to the minor and major from among those who are currently studying in Lausanne.
3. Pertinent to #2, the University needs to staff the Office of International Programs adequately to provide good communication with the French faculty and to facilitate communication between French in Malibu and French in Lausanne.
4. Once the Office of International Programs is fully staffed, the IP staff should meet with languages faculty to discuss the integration of language instruction with study abroad programs and to establish explicit criteria for the support of language faculty involved in study abroad programs.
5. Provide increased opportunities for service learning and community engagement for students in Malibu; partnering with the French and Canadian Consulates in the greater Los Angeles area could provide more options for students. Pepperdine students are eager to contribute to their communities and are more likely to be passionate about a course of study, which offers them the opportunity to use their academic skill set while helping others.

Other recommendations:

6. Seek additional funding for professional development. Faculty development currently is the responsibility of the individual faculty member and depends upon individual initiative. The junior faculty member has laudably sought out opportunities for professional development through involvement with the American Association of Teachers of French (AATF) and ACTFL (American Council on the Teaching of Foreign Languages). Further professional development opportunities such as sponsoring faculty trips to AATF and ACTFL conferences and holding foreign language pedagogy workshops within the language programs are recommended.
7. Conduct assessment of students returning from Lausanne.
8. Continue to conduct meaningful assessment, including outreach to alumni, in order to evaluate program success and areas of strength and weakness; alumni outreach will require partnering with Alumni Relations to identify and reach out to French alumni.
9. Systematically assess the French major offerings and curriculum and course design; examine programs at peer institutions to identify best practices. Consider that the renovation of the French program involves people as well as courses.
10. Like other language programs in the division, and following national trends, the French program depends on visiting professors to staff some of its courses. The professional and financial realities are such that visitors will never be replaced fully by tenure-track lines. The University should empower the French program to create non-tenured, permanent, full-time positions and to offer multi-year contracts whose renewal depends on the results of regular evaluation of teaching and service. Tying multi-year contracts (perhaps three years) to a systematic evaluation process assures that visiting faculty will continue to perform well and also provides them with valuable feedback; offering multi-year contracts will boost morale and create an esprit de corps among the visitors. As the Modern Languages Association Committee on Contingent Labor in the Profession notes, job security for contingent faculty serves to “encourage and support continuing involvement with colleagues and students”; the committee further recommends three-year contracts with full benefits, to be extended to six-year contracts after review. See

“Professional Employment Practices for Non-Tenure-Track Faculty Members:
Recommendations and Evaluative Questions”
(http://www.mla.org/pdf/clip_stmt_final_may11.pdf).

A. Quality Improvement Plan

After a careful review of our Self Study and the recommendations of the External Reviewer, the French Faculty plans to take the following actions in 2015-2016 academic year:

1. Review our course offering and the courses that should be maintained or added in the two year rotation in light of other peer and aspiration institutions. We will remove some of the literature courses to be replaced by courses such as French for the Professions or French Translation.
2. Convert the French 341 to a course on French Cinema. The French 341 course is a course in advanced conversation and now all French courses include conversation through oral practice or discussions. Also, students have indicated that they would like to have less literature courses and would welcome a course on French Cinema.
3. Make one of the Francophone Studies courses, either French 365 or French 366 a required course. This would allow students who choose French 365 to take advantage of the experience they acquired in Lausanne and in Europe in general, for students who choose French 366, it will give them an insight in the African continent, with a particular emphasis on sub-Saharan countries.
4. Develop PLO 7 on global competency according to ACFTL's Global Competency position statement: "The ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence. This competence is developed and demonstrated by investigating the world, recognizing and weighing perspectives, acquiring and applying disciplinary and interdisciplinary knowledge, communicating ideas, and taking action. Global competence is fundamental to the experience of learning languages whether in classrooms, through virtual connections, or via everyday experiences. Language learning contributes an important means to communicate and interact in order to participate in multilingual communities at home and around the world. This interaction develops the disposition to explore the perspectives behind the products and practices of a culture and to value such intercultural experiences."
5. Develop and implement an exit survey for seniors to be given during the last course taken by a French majors and minors. The survey would allow us to know more about the students, progress achievements and goals. It will also allow us to have a better idea of our own program.
6. To develop more opportunities for students to do internships in France or other Francophone regions and implement service project for students in Lausanne.

7. Assess students learning in Lausanne after completing FRE 251, by giving a three part essay before they depart from Switzerland. The essay would include writing with the present, the past and the conditional.
8. Decide if French 342 should remain the capstone course, and if it should be taught every spring semester. The French program presents a particular difficulty because all upper division courses are taught at the same level after French 252. The few number of courses do not allow for students to take a third, and then a fourth year of French.
9. Continue to coordinate with Lausanne to ensure a seamless experience for students returning from Switzerland.

German Program

Five-Year Review of the Undergraduate Program

at Seaver College of Pepperdine University

David Dowdey

2014-2015

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I. Introduction

A. Internal Context

The major leading to the Bachelor of Arts in German is offered through the International Studies and Languages Division at Seaver College, located on the Malibu Campus of Pepperdine University. Professionals in the field of foreign language learning have agreed on and published standards.¹ The existence of the German major extends back into the time of 1960s when Pepperdine first opened the Heidelberg program. There has only been a B.A. in German, never an M.A. or Ph.D. The objective of the German major is to bring the student closer to the goal of fluency in both written and spoken German, as well as to expand the knowledge of German-speaking culture, history, and literature. Part of the mission of the International Studies and Languages Division, as formulated in 2003 as part of the formal assessment process, "... is to introduce students to other cultures, languages, and ways of understanding the world so that they will interact and serve effectively, guided by God's call to justice and mercy." For a number of years various and sundry professors taught German courses. A full-time, tenured position did not commence until the mid-1980s. Professor David Dowdey was hired in 1984. Various adjunct professors have assisted through the years in teaching the German course offerings at the Malibu campus. as well as at the Heidelberg campus. From the time of the move to the Malibu campus in 1972 up to the year 1996 the foreign language programs were situated within the Communication Division. An ad hoc committee under the leadership of Professor Fred Casmir

(communication), Professor Michèle Langford (foreign language), and Professor Seshan (business) sought to

¹ “Standards for Foreign Language Learning. Preparing for the 21st Century,” *National Standards in Foreign Language Education. A Collaborative Project of ACTFL, AATF, AATG, AATI, AATSP, ACL/APA, ACTR, CLASS/CLTA, NCSTJ/ATJ* (Alexandria, VA: American Council on the Teaching of Foreign Languages, Inc., nd).

anchor the international studies major more firmly within an administrative support structure. For a period of time the foreign language faculty had experienced frustration with their status in the Communication Division. The idea of joining a grouping with international studies had an appeal. A document was drafted to justify the development of a Center for International Studies and Languages. This document was subsequently accepted into the 1997 Strategic Plan for Seaver College. Prior to Professor Casimir’s retirement in 1999, Professor Robert Lloyd of the Social Science Division was appointed head of the international studies program by a committee appointed by the Dean of Seaver College. The hiring of Professor Robert Lloyd included a commitment by the Dean to establish eventually a Center for International Studies and Languages. Professor Robert Lloyd began his responsibilities in August 1999. The next year, 2000, Lloyd was appointed chairman of the newly-formed Center for International Studies and Languages. The faculty composition of the Center was expanded to include ISAC faculty members Professor Glenn Webb and Professor Tom Reilly, as well as eventually a new hire in Japanese studies. Including the ISAC faculty in the Center represented a complete transfer of administrative responsibility for ISAC from the Humanities Division. The designation ISAC was later dropped. One now speaks in terms of the Asian Studies program. The grouping of

international studies and foreign languages has generally been a happy arrangement. One significant fact is that it has fostered the ability of students to double-major in international studies and a language. There is the perception that issues related to foreign languages finally have a voice within the Seaver administration. It goes without saying that Spanish is the largest unit of majors next to international studies. The other three language majors (French, German, Italian) remain relatively small in terms of numbers. The Seaver College General Education foreign language requirement is the basis for most of the large enrollments in lower-division language courses, in particular the requirement of the Heidelberg program for students to have GER 151 before participating in the program. Over the past five to ten years an annual average of 80-90 students were enrolled in GER 151 before going to Heidelberg. The Center underwent a complete program review in 2002. In 2004 the Center became the International Studies and Languages Division, making it the eighth division within Seaver College. Within the ISL Division there are coordinators for international studies (INTS), for the Asian Studies program, and for the language majors in French, German, Italian, and Spanish. In the mid-1980s, the German curriculum was revised and has remained consistent in requiring seven upper-division courses for the major. No revision of the substance, structure, or philosophy has occurred as a result of the latest WASC review. In response to wide-scale change in the General Education program in 2001, one course was designated to fulfill the required Presentation Skills (PS) Research Methodology (RM), and Writing Intensive (WI) for the major. Most courses in the German program are four credit hours each. The only exception is the sequence GER 182-GER 282 offered in Heidelberg. These courses are each 5 units.

B. External Context

The German program responds to needs in four areas: 1) The Seaver College GE language requirement, i.e., completion through the 251 level in a language; 2) The requirement of one semester of German before students participate in the Heidelberg program; 3) Helping students who major in International Business or study International Relations in Europe to learn about the importance of German business models and German leadership in the EU; 4) Preparing those who major for service, for a career, or for graduate studies.

C. Mission, Purpose, Goals, and Outcomes

The mission of the International Studies and Languages Division, as mentioned above, is “...to introduce students to other cultures, languages, and ways of understanding the world so that they will interact and serve effectively, guided by God’s call to justice and mercy.” By gaining international perspectives on the world students have an enlarged vision of what is meant by being “...strengthened for lives of purpose, service, and leadership,” as expressed in the university’s mission statement.

In the fall of 2010 a university-wide initiative began, in which each program identified a small number of Program Learning Outcomes (PLOs) and examined the degree to which they aligned with the Institutional Learning Outcomes (ILOs) of Pepperdine University. In writing the PLOs for the German program, the faculty agreed that students who successfully complete major in German should be able to:

1. Write an essay characterized by precision of syntax, correctness of idioms, and grammatical accuracy;
2. Analyze, evaluate critically, and utilize primary sources as well as articles from professional journals and other secondary sources in order to write in German a research paper;

3. Identify and explain, orally and in writing, major periods and people of German-speaking history, art, literature, music, theatre, and philosophy. Of utmost importance is being able to describe cogently the ethical and moral issues German has faced in the last two centuries.
4. Explain and evaluate the diverse cultural manifestations in the German-speaking world in terms of religious, ethnic, gender, and/or economic differences.

These PLOs are related to each of the courses taught in the German program. A detailed Curriculum Map is provided in Appendix A, identifying the specific courses in which each PLO is introduced, developed, and mastered. The alignment between the German program's PLOs and Pepperdine's ILOs is also provided in Appendix B. One can see how the degree embodies the distinct values, basic commitment, and traditions of Pepperdine University. These are embodied in the Pepperdine mission. A comparison of Pepperdine's German curriculum with the curricula at selected peer institutions is presented in Appendix C.

It is important to notice how our PLOs and ILOs correlate with the published professional National Standards in Foreign Language Education from the parent organization for language professionals, the American Council on the Teaching of Foreign Languages (ACTFL). Five goal areas are identified: **1. Communication:** *Communicate in languages other than English;* **2. Cultures:** *Gain knowledge and understanding of other cultures;* **3. Connections:** *Connect with other disciplines and acquire information;* **4. Comparisons:** *Develop insight into the nature of language and culture;* and **5. Communities:** *Participate in multilingual communities at home and around the world.* Each goal area has the following standards:

Communication

1. Students engage in conversations, provide and obtain information, express feelings

and emotions, and exchange opinions.

2. Students understand and interpret written and spoken language on a variety of topics.
3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

1. Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

1. Students reinforce and further their knowledge of other disciplines through the foreign language.
2. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparison

1. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
2. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

1. Students use the language both within and beyond the school setting.
2. Students show evidence of becoming life-long learners by using the language

for personal enjoyment and enrichment.

It seems that our PLOs 1 and 2 have some correlation with Standards 2 and 3 under ACTFL's goal area Communication. Furthermore there is correlation between our PLO 3 and Standard 1 under ACTFL's goal area Connections. Likewise there is correlation between our PLO 4 and Standard 2 under ACTFL's goal area Comparisons.

II. Analysis of Evidence

A. Student success

The evidence for this section on student success is the fact that over the past few years several students definitely used outcomes, we believe, from our PLOs and produced work that was favorably evaluated by outside experts. The best examples are students who were honored with internships (2), with Fulbright Awards to Germany (2), and students who have been accepted for graduate studies (5), with full scholarships (3). A 1998 graduate with a German major, Ruth Lévai, is currently in a Ph.D. program at the University of Budapest. As evidence that she achieved and uses critical thinking skills, we mention that she has a chapter in a book on comparative literary studies published by that university.² Two

² Ruth K. Lévai, "Dred as ekphrasis of Biblical apocalyptic visions," *Tanulmányok. Irodalomtudományi doktori iskola*, ed. Bárdosi Vilmos (Budapest, 2012), 143-157.

2008 graduates with a German major, Heather Hester and Chelsea Clark, were accepted at the University of Heidelberg and completed an M.A. degree. A 2009 graduate with a German major, Leslie Reed, received a Fulbright Award for study in Germany. Subsequently she was offered full tuition scholarships from two universities. She accepted the one from Vanderbilt University and is pursuing a Ph.D. degree in German. Again, since she authored a chapter in a book (*Festschrift*) published in memory of a Vanderbilt University professor who died three years ago,

we have evidence of critical thinking.³ A 2011 graduate with a German major, Michael Estopinal, was accepted into an M.A. program at the University of Frankfurt. A 2013 graduate with a German major, Seram Lee, was awarded an internship at the World Political Institute in Washington, D.C. Another 2013 graduate with a German minor, Natalie Forde, received an internship to Yad Vashem in Israel—no doubt pertinent to the question of diversity—as well as a Fulbright Award for study in Germany. A 2014 graduate with a German major, Patrick Rear, received a scholarship to study international politics at Johns Hopkins University.

Data for the past five years on students majoring or minoring in German are presented below in the categories gender, ethnicity, major/minor, Churches of Christ affiliation, SAT scores, and high school GPAs.

³ Leslie Reed, “Three Deaths, Two Marions, One Revolution,” *Büchner-Lektüren für Dieter*

Sevin, ed. Barbara Hahn (Hildesheim, 2012), 25-37.

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Gender	M F 5 1	M F 7 2	M F 5 4	M F 5 4	M F 5 4
Ethnicity	4 White 1 Hawaiian 1 Asian	7 White 1 Asian 1 Unknown	5 White 2 Asian 2 Unknown	3 White 3 Unknown 2 Asian 1 Multiple	3 White 3 Unknown 2 Asian 1 Multiple

Major/Minor	Ma 6	Mi 12	Ma 9	Mi 8	Ma 9	Mi 5	Ma 9	Mi 11	Ma 9	Mi 11
C. of C.	No 15	Yes 3	No 12	Yes 5	No 11	Yes 3	No 16	Yes 4	No 16	Yes 4
SAT Score (Composite)	Ma 1208	Mi 1334	Ma 1253	Mi 1308	Ma 1263	Mi 1298	Ma 1295	Mi 1260	Ma 1295	Mi 1260
H. S. GPA	3.6	3.95	3.64	3.86	3.59	3.89	3.62	3.76	3.62	3.76

B. Meaning, Quality, and Integrity of Degree

The bachelor’s degree in German means that a person is poised either for moving on to graduate studies, possibly even at a German university, or poised to apply for a Fulbright award or a DAAD (Deutscher Akademischer Austauschdienst [German Academic Exchange Service]) award. A recent announcement from DAAD states that there has been “...a 2% increase in the number of U.S. students going to Germany in the past year.” Moreover, there has been “...a 71% increase in the number of U.S. students going to Germany in the past ten years.” This robust increase “...reflects Germany’s long-standing commitment to high-quality study and research.” A couple of years ago, one science student who had studied German received a DAAD award for research and study in Germany. One high-impact co-curricular practice that enriches the learning experience of German majors is the requirement that they spend two semesters in the Heidelberg program. Another co-curricular experience for students is the opportunity to attend German chapel each week. All the songs, Scripture readings, messages, and prayers are in German. A comparison of the German program’s curriculum with four aspirational institutions appears in Appendix D.

C. Faculty and Staff

The only full-time tenured faculty member in the German program is Professor David Dowdey. He was hired in 1984. A visiting professor position has been held by Professor Joanna Stimmel since 2009. Professor Dowdey and Professor Stimmel both hold Ph.D. degrees in German studies. Professor Dowdey and Professor Stimmel have published their scholarship in books and journals and have made presentations at conferences. Diversity of gender is represented by having one male and one female faculty member. Diversity of background is represented by faculty members who were trained at European as well as American universities. Professor Dowdey and Professor Stimmel both have an interest in and have done research on the topic of Germany and the Jews. Professor Stimmel received funding from the Glazer Institute when she developed her first-year seminar on how the Holocaust is portrayed in film. (See Appendix E for publications.)

The office staff of the International Studies and Languages Division consists of Shannon Latson, the office manager, and Larry Levy, the administrative assistant. Lance Coert and Bronson Somerville, both of whom work in Information Technology, serve our division as liaisons to the faculty. Several students work various hours on the front desk. A few of their duties are to greet visitors, answer visitors' questions, answer telephone calls, run errands, sort mail, make coffee as needed, keep adequate paper supply in the copy machines, in the printers, as well as in the fax machine, and occasionally make copies for faculty members.

D. Sustainability: Evidence of Program Viability

1. Demand for the German program is mainly a result of two factors. First, the GE requirement for all students to complete the 251 level in a language of their choice means that a certain percentage of students select German. Second, the requirement of the Heidelberg program that students complete the 151 level before going overseas means that we must offer

GER 151 every semester. Since the largest enrollment for the Heidelberg program is in the spring term, we typically offer three sections of GER 151 each spring term. This academic year (2014-2015) the demand was so high that we are offering four sections of GER 151 during the current spring term. Over the past five years the number of German majors has fluctuated between 6 and 9. During the same period the number of German minors has fluctuated between 5 and 12. In the world of business and commerce there is only a small demand for people who are professionally trained in German. It should, however, be pointed out that one compelling reason for German studies is the importance of German business models and German leadership in the European Union (EU). Any student wishing to major in International Business or study International Studies in Europe should understand the rôle of Germany in contemporary practice. It is interesting to observe the increase within the past five years of Asians who are studying German. In academia there are demands at some colleges and universities, albeit limited, for people who are professionally trained in German studies. In the local community or in society generally we do not anticipate a need for professional Germanists.

2. Resources for the German program allow funding for only one full-time tenured position and one visiting position. All upper-division courses required for the German minor or major are typically taught by the one full-time tenured faculty member. The visiting faculty member has a full schedule teaching mainly lower-division and GE courses. This situation means that not all upper-division courses can be offered every academic year, rather they are offered on a rotating basis. In order to meet the demand of some students for upper-division courses it is necessary for the full-time faculty member to teach an overload of four courses instead of only three as required by contract. The result of this workload is serious constraints on resources of time and energy needed for research, class preparation, and program development. The student-

faculty ratio is very favorable in the German program. The lower-division courses have enrollments in the 15-20 range. The upper-division courses have enrollments in the 4-10 range. The full-time faculty member is reviewed and evaluated through the RTP process. The visiting faculty member is reviewed and evaluated informally annually within the ISL Division. Travel and research funds are available only for the full-time faculty member.

3. Support for students in the German program, as for students in all majors, is available through OneStop, the university's official advising center. Academic and career advising also occurs within the division through the efforts of faculty and office personnel. Tutoring for students in the German program is paid for and offered by the ISL Division. There are, however, no teaching assistantships. The division has a modest budget for scholarships for students majoring in languages or in International Studies. The Counseling Center provides emotional and psychological guidance to promote success. There is no support for fieldwork or internships beyond the campus. Attention is given to legal and ethical issues (FERPA, HIPAA, etc.) in the respective course syllabi. A specific opportunity for spiritual development within the German program is the weekly German chapel. Singing, Bible readings, prayers, and exhortations are all in German. The Heidelberg program gives students a memorable study-abroad experience. Regrettably, however, the director of International Programs has been known to point out that our programs abroad "are not language programs." We language faculty would prefer that the language aspect of the programs abroad be given greater emphasis and strengthened. One co-curricular experience provided is the German honor society, Delta Phi Alpha.

4. The facilities for the German program are in the Seaver Academic Complex (SAC), a temporary building on what was formerly known as the "J Pad," dating back to the beginnings of the Malibu campus when all the areas were designated alphabetically. Our classrooms, with a

few exceptions, are adequate and well equipped with sturdy furniture (desks, tables, chairs) and state-of-the-art electronic devices (power point projectors, screens, DVD/CD players). Occupancy in most of the classrooms begins daily at 8:00 a.m. and continues throughout the day. Offices for faculty and staff are adequate and equipped with appropriate furnishings (desks, chairs, computers, file cabinets, and book shelves). The heating/cooling systems have gone through several phases of updating and generally maintain comfortable temperatures during all seasons of the year. The last refurbishing of the roof seems to have solved nagging problems of leaking. Plumbing issues (overflowing toilets and other inconveniences) have finally been resolved, thanks to the latest upgrades. A thorough pest control treatment has conquered problems with unwanted creatures (rats, ants, squirrels, etc.). Two study spaces for students are the main entrance lobby and the “Ciao Room.” Notwithstanding student jokes about our makeshift facilities, it is quite advantageous to have offices and all classes under one roof.

5. Our financial resources are allocated by the central administration. It has not come to our attention that our budget has been decreased over the past five years. Funding has been available for equipment, travel, student workers, and copying.

III. Summary and Reflections

In conclusion, we offer these reflections on the German program. Pepperdine University is the only institution in the Church of Christ consortium that has a major in German and a program with facilities in a German-speaking country as well. The numbers of our minors and majors may not be impressive, but we nevertheless believe it is crucial that we maintain rather than give up our niche in the world of Christian higher education. An additional tenured position in German is not anticipated, although it would be welcomed and would make us feel more supported. It would strengthen and enrich the German program if one more full-time, tenure-

track faculty member also taught the advanced German courses. When all advanced German courses are taught by the same professor it means that students are gaining a limited perspective. As pointed out in the 2009 Program Assessment, we are limited in our ability to conduct Oral Proficiency Interviews (OPIs) at all levels. One critique of our 2011 Annual Report was that we did not assess a capstone course. Once again, it is because of our limited number of faculty (one) and our limited rotation schedule of advanced courses that we do not have a capstone course in German. The staggered offering of advanced courses is sometimes a deterrent for students who desire to major or minor but cannot get the courses they need in a particular year. One of the German program's strengths is the students who have progressed on to graduate programs as well as the students who have received internships in various fields. Thus, as suggested in the critique of the 2011 Annual Report, we should conduct an alumni survey to see how graduates are using their German major. Considering our constraints and limitations, we believe the curriculum, most practices, processes, and resources are properly aligned with the goals of the program. As seen Appendix B, program outcomes are aligned with the Institutional Learning Outcomes. It is our optimistic hope that our program will be recognized for the service and opportunities it provides. May it be expanded and not expunged.

Appendix A

German Curriculum Map

Course Number	Course Title	PLO #1	PLO #2	PLO #3	PLO #4
121	German Language and Culture	I			I
151	Elementary German I	I			I
152	Elementary German II	D			D
182	Intensive German I	D			D
282	Intensive German II	D			D
251	Second-Year German I	D			D
252	Second Year German II	M	I	I	D
341	Advanced German I		D	D	M
342	Advanced German II		D/M	D/M	
371	Modern German Linguistics		D/M		
441	Seminar in Contemporary German Culture		M	D/M	M
442	Survey of German Culture and Civilization I		M	D/M	
443	Survey of German Culture and Civilization II		M	M	
450	Literary Survey I		M	M	M
451	Literary Survey II		M	M	M
455	Advanced German Composition I	M	M		M
456	Advanced German Composition II	M	M		M

* * * * *

Appendix B

Alignment of PLOs with Institutional Outcomes

Institutional Learning Outcomes	PLO #1	PLO #2	PLO #3	PLO #4
ILO #1 Demonstrate expertise in an academic discipline, display proficiency in the discipline, and engage in the process of academic discovery.		X		
ILO #2 Appreciate the complex relationship between faith, learning, and practice.				X
ILO #3 Develop and enact a compelling personal and professional vision that values diversity.				X
ILO #4 Apply knowledge to real-world challenges.			X	
ILO #5 Respond to the call to serve others.				
ILO #6 Demonstrate commitment to service and civic engagement.				
ILO #7 Think critically and creatively, communicate clearly, and act with integrity.	X	X		
ILO #8 Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.			X	
ILO #9 Use global and local leadership opportunities in pursuit of justice.				

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Appendix C

Comparison of Pepperdine with Five Peer Institutions

	<u>Organizational Name</u>	<u>Required Units</u>	<u>Other Requirements</u>
Pepperdine:	International Studies and Languages Division, German Section	28 upper-division hrs. (GER 341, GER 342, GER 455 or GER 456 + four additional)	2 semesters abroad
Calvin:	German Department	30-32 upper-division hrs (courses: 2 composition, 1 grammar and stylistics, 3 literature)	6 more elective courses
Occidental:	German, Russian, and Classical Studies; offered as "Group Language Major"	36 upper-division hrs. (4 German courses in language, literature, composition, and culture; 4 courses in another language; 1 linguistics course)	not stated
Pomona:	German Program	no unit specification; (a variety of language, literature, and culture courses)	not stated
SDSU:	Department of European Studies	27-30 upper-division hrs.	not stated

* * * * *

Appendix D

Comparison of Pepperdine with Five Aspirational Institutions

	<u>Organizational Name</u>	<u>Required Units</u>	<u>Other Requirements</u>
Pepperdine:	International Studies and Languages Division, German Section	28 upper-division hrs. (GER 341, GER 342, GER 455 or GER 456 + four additional)	2 semesters abroad
Baylor:	Modern Foreign Languages, the Center for International Education	27 upper-division hrs. (many options, one of which must be 1 conversation/ composition course)	not stated
Carleton:	German Department	66 quarter hrs. (courses: 1 language, 3 literature/culture, 6 in literature other than German)	not stated
Notre Dame:	German Language and Literature Department	30 semester hrs. (1 course in conversation/composition/reading, 1 course in culture & literature, + various options in literature, culture, and linguistics)	1 year in Innsbruck
Wake Forest:	Department of German and Russian	27 semester hrs. (2 specialties: German Language or German Studies; many course options; 1 course must be composition and grammar review, and 1 course must be a seminar on a selected topic)	jr. year abroad (Vienna or Graz)

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Appendix E

Faculty Publications

- Dowdey, David. *Jewish-Christian Relations in Eighteenth-Century Germany. Textual Studies on German Archival Holdings, 1729-1742*. Lewiston, N.Y.: The Edwin Mellen Press, 2006.
- Dowdey, David. Rev. of *Zwischen christlicher Tradition und Aufbruch in die Moderne: Das Hallische Waisenhaus im bildungsgeschichtlichen Kontext*, ed. Juliane Jacobi. *Lessing-Jahrbuch* 38 (2010): 318-320.
- Dowdey, David. "The Early Pietistic Movement's Contribution to Jewish Evangelism." In *Jesus, Salvation and the Jewish People*. Ed. David Parker. Milton Keynes, GB: Paternoster Press, 2011.
- Dowdey, David. "Gering, aber gewaltig." *Das feste Fundament* July-August (2013): 14-16.
- Dowdey, David. "Die ganze Fülle der Gottheit." *Das feste Fundament* December-November (2014): 7-10.
- Stimmel, Joanna K. "Grenzland, Zwischenraum, Heimat: Heimatsuche in Stefan Chwins und Thomas Medicus' Prosa." *Publikationen der internationalen Vereinigung für Germanistik* (2013): 153-157.

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External Reviewer Report

GERMAN

Division of International Studies and Languages

Program Review

Pepperdine University

External Reviewer:

Lee Skinner

Associate Dean of the Faculty

Associate Professor of Spanish, Department of

Modern Languages and Literatures

Claremont McKenna College

March 2015

PROGRAM SUMMARY

The German program is housed within the International Studies and Languages Division, an arrangement that benefits both the International Studies program and German. German has been offered at Pepperdine since before the move to the Malibu campus in 1972. One tenured professor and one visiting assistant professor now staff the program. The German program works well with the other language and international students faculty; the division is a collegial, friendly and supportive environment where all faculty are clearly dedicated to student success. There is a shared sense of purpose and commitment among the division faculty, and faculty and students in German demonstrate mutual respect and professionalism.

As part of the German program review, this external report is based on the program's self-report and on interviews and observations gathered during a site visit conducted March 11-13, 2015. It accompanies the External Reviewer Summary Sheet completed and handed in to Dean Constance Fulmer at the wrap-up interview on March 13, 2015.

PROGRAM STRUCTURE AND CURRICULUM

The German major requires 28 credit hours (7 classes) in upper-division courses, plus two semesters of study abroad. The minor requires 20 credit hours (5 classes) in upper-division courses. Minors are encouraged but not required to study abroad. This is an appropriate number of courses, especially considering that 1) most majors also major in another, complementary field of study and 2) the required study abroad experience enables students to deepen their understanding of German culture and language.

Study abroad is a vital component of a language major. Pepperdine seems to provide sufficient financial aid to lower-income students to enable them to study abroad, although care should be taken to ensure that students do not select out of majors that require study abroad due to financial pressures. Even when the university covers the cost of a summer program, for example, students may feel the need to earn money during the summer so that they can contribute to the cost of their education during the rest of the academic year. Study abroad can prevent a student from earning money from summer employment. Stipends or supplements to the regular financial aid package can serve to encourage lower-income students to study abroad and thus to major in German.

The current German minor and major are based almost totally on literature-focused courses. Traditionally foreign language majors have concentrated on the study of canonical works of the national tradition, and this is true at Pepperdine. In recent decades, however, foreign literature programs generally, including German programs, have sought to renovate and restructure their curricula in response to an increased focus within the profession on cultural studies approaches to the study of texts and to student interest in connecting their language study to fields such as economics, finance, legal studies, organizational management, the sciences, and others. Moreover, survey courses tend to offer students the opportunity for breadth, not depth, of focus, and the emphasis on canonical texts often means that the curriculum does not represent diversity effectively.

At Pepperdine, a greater variety in the types of courses offered would enhance student learning experiences and help to generate enthusiasm for the study of German. As the program self-study points out, German language skills are a natural fit for students interested in international finance and foreign affairs, for example. Yet the program does not offer a course on German for the Professions. Courses in German that offer students the ability to hone their cultural and linguistic competence in business, diplomacy, and international education, among other areas, would be appealing. Likewise, the development of focused topics classes rather than literature surveys would provide students with a better understanding of the meaning and importance of the works they are studying. Courses could focus on a theme such as national identity through literature and film, immigration, or on specific periods such as Weimar Germany or post-unification Germany. Students would perceive the relevance of such courses more readily and be more attracted to the study of German. Courses that offer students the opportunity to learn about current issues confronting Germany would increase the diversity of the curriculum as well.

Currently there is no capstone class in the German major. Ideally a capstone class would be offered annually, but this is difficult because of the low enrollments in upper-division classes (see more on low enrollments and strategies below).

PROGRAM RESOURCES

The program is staffed adequately to cover the demand for German courses. Enrollments in upper-division courses are low, usually ranging from 4 to 10 students, and there are few majors (in Fall 2013 there were nine majors and 11 minors). This allows the German faculty to schedule upper-division course offerings according to student needs, but that in turn obviates against long-range academic planning for both faculty and students.

Looking ahead, as the senior member of the program plans for retirement, the program should think strategically about a new tenure-track position and what new areas of expertise would make the most positive impact on student enrollments and on the ways in which German intersect with International Studies and other majors. To that end, the program should enter into dialogue with colleagues in the other languages and with the Seaver College Administration about where the German program is headed and how it can make the most out of its resources, including leveraging student interest in pursuing careers to which German language and cultural skills are relevant.

Currently two Informational Technology staff are each assigned part-time to the division, and neither staff member gives priority to division needs. The current arrangement does not allow for IT programming that would aid in the development of new pedagogies, updating current teaching techniques, etc. Faculty are responsible for developing those capacities on their own. If a full-time IT staff member cannot be assigned to the division, the job description of at least one of the part-time staff should be crafted to prioritize INTS/Languages and to embed in that description the desirability of developing IT-focused workshops and other pedagogy-focused IT training for faculty.

The administrative staff assigned to Languages earned well-deserved high praise from faculty and students alike; they are performing very well in all regards. They carry out their many duties effectively and partner with faculty to ensure program success.

The Pepperdine University Library provides support for teaching students research skills and for developing their information literacy skills. Library staff are also willing to work with faculty on outreach to students and on facilitating faculty research projects.

Students have access to tutoring in German through the division at no additional cost.

Currently the division is housed in an inadequate building, the Seaver Academic Complex. This “temporary” building with a life span of ten years has been in place for more than 30 years. The physical facility presents enormous challenges to students and faculty and actually impedes successful learning. When classrooms are so noisy or uncomfortable that students cannot concentrate or hear each other or the professor, that is a serious problem. A new building with adequate, well-equipped, functional classrooms is highly recommended. This building should be situated on Main Campus rather than isolated. That would serve the practical purpose of allowing students to reach class and office hours on time; it would also serve the even more important, intangible goal of demonstrating that international studies and languages are a vital component of the Pepperdine education and that the University prizes global competence.

The International Programs Office is under-staffed and communication with the German faculty has been poor. There needs to be better integration with and support from the International Programs Office. The program in Heidelberg is a vital component of the German major and International Programs should be more responsive to German faculty in Malibu and their efforts to coordinate with faculty in Heidelberg to ensure curricular and co-curricular consistency. The option for a homestay would be a wonderful addition to the study abroad experience for German majors.

There are some resources for faculty professional development. The division has funds for faculty to travel to conferences such as the American Council on the Teaching of Foreign Languages (ACTFL). There are also resources to help faculty develop assessment plans and methodologies (See “Recommendations” for suggestions in the area of faculty professional development).

STUDENT EXPERIENCES

Students who graduate with a major or minor in German have been exposed to some of the classic works of the German canon and, if they are majors, with a meaningful study abroad experience. Students interviewed for this report praised the German faculty with particular reference to stimulating class discussions conducted entirely in German and to the ways in which the German faculty help them integrate their study abroad experiences with their course of study in Malibu. The experience in Heidelberg is integral to the German major. They also appreciate German Chapel. More informal cultural activities related to Germany could help stimulate interest in the region and language; perhaps an advanced undergraduate student could be hired through work-study to organize German Club, which has been moribund in recent years.

Students, as does this reviewer, point to the need for an updating of the curriculum. More timely classes would be welcome and the survey experience does not provide them with meaningful engagement with literary works, as it is a superficial examination of selections and literary fragments rather than in-depth explorations of written and visual texts. Interdisciplinary courses

(film, visual arts, culture, history and politics) would enhance student learning outcomes and combine well with their other majors.

Pepperdine students are deeply committed to the ideal of service and community engagement. The German program could mobilize this interest by seeking out opportunities in Malibu or the greater Los Angeles area for students to become involved with the community. I recommend outreach to the German Consulate to identify volunteer opportunities for German students (See “Recommendations” below).

PROGRAM OUTCOMES

The German program has created the following program outcomes:

1. Write an essay characterized by precision of syntax, correctness of idioms, and grammatical accuracy;
2. Analyze, evaluate critically, and utilize primary sources as well as articles from professional journals and other secondary sources in order to write in German a research paper;
3. Identify and explain, orally and in writing, major periods and people of German-speaking history, art, literature, music, theatre, and philosophy. Of utmost importance is being able to describe cogently the ethical and moral issues Germany has faced in the last two centuries.
4. Explain and evaluate the diverse cultural manifestations in the German-speaking world in terms of religious, ethnic, gender, and/or economic differences.

The self-study also states that these PLOs correlate with the published professional National Standards in Foreign Language Education from the parent organization for language professionals, the American Council on the Teaching of Foreign Languages (ACTFL). Five goal areas are identified: 1. Communication: Communicate in languages other than English; 2. Cultures: Gain knowledge and understanding of other cultures; 3. Connections: Connect with other disciplines and acquire information; 4. Comparisons: Develop insight into the nature of language and culture; and 5. Communities: Participate in multilingual communities at home and around the world.

Current PLOs are reasonable, but the emphasis on grammatical and syntactical accuracy and achieving linguistic mastery can be off-putting to novice and intermediate language learners and does not correlate with the ACTFL standards of increasing proficiency. The current course programming does not allow students to fully develop their capacities in all four PLOs unless they study abroad, which is not a requirement for minors. It is not clear, for example, that students can achieve PLO #4 through the courses offered in Malibu.

Additional perspective on student assessment would be helpful to the program. As there is one faculty member devising the assessment process and carrying out assessment, there is no opportunity to step back and view the results from a more distanced perspective. The administration should consider periodically inviting a German specialist from a local university to help conduct assessment using the German program’s own assessment rubrics and in

consultation with the senior faculty member, who would also thus have the opportunity to share ideas with a colleague about student learning and assessment (see Recommendations, below).

It would likewise be helpful to track alumni outcomes more systematically. What do Pepperdine graduates do with their knowledge of German?

PROGRAM PLANNING AND GOALS

The self-study identifies as a goal the hiring of an additional tenure-track professor. Another tenure-track line in German does not seem feasible at this time (see Recommendations, below).

The self-study also names the development of a capstone course as a goal. This would be an important addition to the German major and should be pursued.

SUMMARY EVALUATION AND RECOMMENDATIONS

Low enrollments in German have several key effects on curriculum. The program cannot offer a wide variety of courses, and ideal rotation of courses cannot be planned in advance because courses are offered depending on individual students' needs (in particular, scheduling and topics are affected). The senior professor commendably changes the course offerings during registration to ensure that students can earn the major or minor in German. This does not allow students to plan their curriculum in advance, but it does allow them to complete the program in a timely fashion. While another tenure-track line in German does not seem feasible at this time, having the possibility of offering additional, new upper-division topics courses as suggested would re-energize the major and increase the appeal of German studies to prospective students.

Recommendations:

1. Hire an adjunct to teach 1-2 lower-level courses per semester. This would relieve some of the pressure on the lower-division classes so that one of the two full-time faculty can develop and offer at least one new course per year and begin to integrate cultural studies/interdisciplinary approaches to teaching German culture.
2. Hire an outside evaluator certified by ACTFL to conduct Oral Proficiency Interviews during assessment. This would provide valuable information about students' proficiency in speaking and would offer another perspective on the achievements of German majors from a disinterested observer.
3. Invite a German specialist from a local university to help conduct assessment using the German program's own assessment rubrics and in consultation with the senior faculty member, who would also thus have the opportunity to share ideas with a colleague about student learning and assessment.
4. Make German meaningful through community engagement to students in Malibu to help create interest in the program. Students profit immensely from their service opportunities in Heidelberg and would equally benefit from service activities in Malibu. This would connect them to the German-speaking community, provide potential employment opportunities, and help spark interest in the German program.

5. As a corollary to #4, reach out to the German Consulate for service opportunities and cultural events. The German Consulate also hosts visitors from the fields of the arts, economics, and politics and sometimes facilitates lectures by such visitors on neighboring college campuses; that option could be explored as well to raise German's profile at Pepperdine.
6. Consider low-effort, high-impact cultural events such as a German cinema club, even a German techno music dance event, etc. to create awareness of the German program. Hire a work-study student majoring in German to help coordinate these activities.
7. Work strategically with partners across the university to stimulate interest in German, such as other academic divisions offering complementary majors (business with a European focus, political science/international relations for those student wishing to enter the Foreign Service, pre-medical tracks) and Career Services.
8. Leverage the existing program in Heidelberg to stimulate student interest in studying German. Recruit students to the minor and major from among those who are currently studying in Heidelberg.
9. Pertinent to #7, the University needs to staff the Office of International Programs adequately to provide good communication with the German faculty and to facilitate communication between German in Malibu and German in Heidelberg.
10. Once the Office of International Programs is fully staffed, the International Programs staff should meet with languages faculty to discuss the integration of language instruction with study abroad programs and to establish explicit criteria for the support of language faculty involved in study abroad programs.
11. Conduct assessment of students returning from Heidelberg to further assure the integration of their study abroad experiences with their course of study in Malibu.
12. Seek additional funding for professional development. Faculty development currently is the responsibility of the individual faculty member and depends upon individual initiative. Holding foreign language pedagogy workshops within the language programs is recommended.
13. Like other language programs in the division, and following national trends, the German program depends on a visiting professor to staff some of its courses. The professional and financial realities are such that this visitor will never be replaced fully by tenure-track lines. The University should empower the German program to create a non-tenured, permanent, full-time position and to offer a multi-year contract whose renewal depends on the results of regular evaluation of teaching and service. Tying multi-year contracts (perhaps three years) to a systematic evaluation process assures that visiting faculty will continue to perform well and also provides them with valuable feedback; offering multi-year contracts will boost morale and create an esprit de corps in the division. As the Modern Languages Association Committee on Contingent Labor in the Profession notes, job security for contingent faculty serves to "encourage and support continuing involvement with colleagues and students"; the committee further recommends three-year contracts with full benefits, to be extended to six-year contracts after review. See "Professional Employment Practices for Non-Tenure-Track Faculty Members: Recommendations and Evaluative Questions" (http://www.mla.org/pdf/clip_stmt_final_may11.pdf).

GERMAN PROGRAM – QUALITY IMPROVEMENT PLAN

(Preliminary Version)

Below are the quality improvement action items that the German faculty plan to take in the 2015-16 academic year based on the Self Study and External Review.

1. Revise an existing course or develop and offer at least one new course per year in order to integrate cultural studies/interdisciplinary approaches to teaching German culture. Topics courses such as Weimar Germany or post-unification Germany would be options. Clarification needs to be provided how the courses in our program help students achieve PLO #4.
2. Make plans for the next five-year assessment to invite a German specialist from a local university to help conduct assessment using the German program's assessment rubrics.
3. Reach out to the German Consulate in Los Angeles for service opportunities (i.e., internships) and for leads to visiting lecturers on such topics as the arts, economics, and politics.
4. Work with partners across the university to stimulate interest in German, for example business German with an European focus or German for political science/international relations. Other options would be German for theological studies, German for the sciences, German films of literary works, or German for legal studies.
5. Encourage the Office of International Programs to adequately provide good communication with German faculty and to facilitate communication between German in Malibu and German in Heidelberg.
6. Create Visiting Faculty contracts for 3-5 years, based on performance, and offer opportunities for professional development.
7. Develop and implement a Senior Exit Survey, possibly with an Oral Proficiency Interview component. This would help us learn more about the strengths and weaknesses of our program, about student progress, about student goals, and about the value of study abroad in Heidelberg.
8. Confirm that a financial aid package (i.e., stipends, supplements) is available for lower-income students who desire to study abroad.
9. Emphasize the urgent need to obtain a permanent building, possibly situated on the main campus for the ISL division. This would demonstrate that international studies and languages are a vital component of the Pepperdine education and that the University prizes global competence.
10. Investigate the option of homestays in the Heidelberg program.

* * * * *

Hispanic Studies Program
Five Year Review
2014-2015

*Prepared by Paul Begin, April Marshall, Lila Carlsen,
George Carlsen and Phil Thomason*

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INTRODUCTION

The Hispanic Studies program is part of the Modern Languages component of the International Studies and Languages Division at Seaver College. The program confers a major and minor in Hispanic Studies. Upper division Hispanic Studies courses also serve International Studies majors who are doing a specialization in either European Studies or Latin American Studies. Students from several other disciplines (communication, teacher education, biology [pre-med], rhetoric or political studies [pre-law]) also augment their studies, either formally or informally with classes in Hispanic Studies.

Thus the primary function of the Hispanic Studies major is to equip students with the skills and knowledge to comprehend, speak, read and write competently in real-life situations in the Spanish language. Both oral and written communications are stressed in the program. A successful Hispanic Studies major will be able to discuss the literature, culture, history and geography of Spain and Spanish America at a sophisticated level. Additionally, Hispanic Studies majors engage in the analysis of phonetic aspects of the language. The completion of the major is contingent upon an intensive experience in a Spanish-speaking country. The ultimate goal of the Hispanic Studies Program is to foster awareness not just of another language and its culture, but also of the value of human diversity and each student's capacity to serve in light of this awareness.

THE INTERNAL CONTEXT

Program History

Pepperdine has offered Spanish since its beginnings at the Los Angeles campus. A major in Spanish has been available at least since the Malibu campus opened in 1972. At this time the faculty seems to have consisted of one full-time faculty member, William “Bill” Stivers [Instructor 1946-52; Associate Professor of Spanish and French and Chair of Languages 1962-1972; Professor of Modern Languages 1972-2000 (retirement)]. Phil Thomason joined the faculty in 1986 from the University of Kentucky and developed the curriculum that continues to function as the core of the major. Emphasis was placed on student ability to communicate effectively in Spanish and to possess a deep understanding of Hispanic culture, with a particular emphasis on Spain. This included preliminary courses dedicated specifically to writing (SPAN 341), oral communication (SPAN 345), and Spanish culture and civilization (SPAN 347). A literature requirement (two courses) was set up to ensure that students were able to comprehend complex Spanish and write eloquently. A total of seven courses (28 units) were required. In 1988 the Madrid Intensive Summer Language Program was developed. It was observed that students were graduating with degrees in Spanish but were unable to speak well. The Madrid program was designed by Prof. Thomason to fill this gap. (More information about the Madrid program is offered below.)

By 1993 the Hispanic Studies program had grown to three tenured and tenure-track professors. By 2006 the program had reached a total of four full-time tenure or tenure-track faculty members while the major had remained relatively unchanged with the exception of an additional course to balance the offerings between Peninsular studies and Latin American studies, i.e. SPAN 348: Spanish American Culture and Civilization.

The program’s first and only major revision took place in 2008-09. Professor Phil Thomason conducted an extensive study of programs in peer and aspirational schools, the faculty held a retreat to discuss learning objectives and program offerings, and April Marshall wrote a program review (Appendix A). Using that evidence in conjunction with our own observations and experience, the faculty identified several areas of attention:

- Not enough courses or units were required by comparison with our peer and aspirational schools;
- SPAN 341: Advanced Grammar, Composition, and Creative Writing aims to cover too much ground in one semester and therefore does not actually fulfill its student learning outcomes;
- The curriculum was too fixed in terms of canonical texts and traditional approaches to literary study;
- The curriculum sequence did not allow any space for faculty to develop courses in line with their discrete fields of research;

- The then title of the major, “Spanish,” only references one component of the major, namely that of language acquisition. It does not confer a sense of cultural competency, which is of equal emphasis in the program.

In response to this self-evaluation the following actions were taken:

(1) Increase in required units from 28 units to 32: Based on a growing sense that our students required more coursework to achieve our PLOs (Appendix B), and keeping in line with standards observed at peer and aspirational schools, we increased the amount of units required for the Hispanic Studies major from 28 units (or seven classes) to 32 units (or eight classes). Even with the increase, this major is not as demanding as many other majors at Seaver College in terms of course hours. This is intentional, as we hope students will combine this degree with another.

(2) SPAN 341: Advanced Grammar, Composition and Creative Writing was revised. First, the title was changed to SPAN 341: Advanced Grammar and Composition to better reflect the content of the course. The content was reduced so as to provide a greater focus and depth on the topics of grammar and writing in various registers (academic, professional, personal). A grading rubric was introduced based on standards of the American Council on the Teaching of Foreign Language (ACTFL) (see Appendix C). This rubric is still being used with some modification (see Appendix D).

(3) SPAN 300: Introduction to Hispanic Studies was added. This course was developed to fulfill several aims. Working under the premise that students who arrive in SPAN 300 have completed two years worth of language courses, it is assumed that they are ready for something besides the rules of grammar. SPAN 300 was therefore conceived as the student’s first thematic course. The flexibility of subject matter would then also allow the professor to teach a course related to their field of expertise, more relevant, or insufficiently covered within the existing course offerings. This topical course allows the professor an opportunity to present an introductory level of content while also covering some of the basic skills necessary for succeeding in the major, skills such as research and paper writing, giving presentations, reading texts, watching films, communicating in writing and orally. It effectively removed some of the burden of retaining possible majors away from the 341 course.

(4) SPAN 461: Seminar in Hispanic Studies was added. Prior to the development of this course there existed only four 400-level courses on the books. All four were literature courses. Two courses focused on the canonical works of Latin America and two courses focused on the canonical works of Spain. While these courses theoretically cover the touchstones of Hispanic literature, they are also, in other ways limiting. There is no space for a film course, country specific course, or thematic course that would be taught at a high, pre-graduate school level. It was additionally developed to also give faculty an opportunity to teach a course that aligns with their research. We developed 461 with the hope that it would be taught on a rotational basis by each tenure or tenure-track faculty

member. It could be counted as a literature course depending on the content of each course. Examples of 461 courses may be found in Appendix E.

(5) Program name change from Spanish to Hispanic Studies: Since the program's inception primary emphasis was placed on language acquisition. As the faculty has increased in numbers and become more professionalized in terms of scholarly research on issues relative to the Hispanic world, the faculty wanted a moniker that more closely reflected what we did as teachers of language *and* culture. The faculty decided that changing the name of the degree and therefore the program from Spanish to Hispanic Studies more accurately enveloped our pedagogical aims.

Requirements for a Hispanic Studies major or minor

Course offerings have been stable for the last six years. Below is an outline of the program as it stands today and as stated in the most current course catalogue:

Major Requirements

Students majoring in Hispanic Studies must fulfill the following requirements:

Complete **eight upper-division courses (32 units)**, four of which must be taken in residence on the Malibu campus.

Required courses

<u>Course ID</u>	<u>Description</u>	<u>Units</u>
SPAN 300	Introduction to Hispanic Studies	4
SPAN 341	Advanced Grammar and Composition (RM, WI)	4
SPAN 345	Spanish Phonetics and Conversation (PS)	4
SPAN 347	A Survey of Spanish Culture and Civilization	4
OR		
SPAN 348	A Survey of Spanish American Culture and Civ.	4

** SPAN 390 and 380 are the equivalent of 347 and 348 respectively when taught abroad. **

Choose four upper-division courses (16 units)

In consultation with an advisor, choose four upper-division Hispanic Studies classes, of which two must be Hispanic literature courses.

The prerequisite for SPAN 300, SPAN 341 and SPAN 345 is SPAN 252. Two courses from the SPAN 300, SPAN 341 and SPAN 345 sequence are prerequisites to all other upper-division courses, except SPAN 350, SPAN 380, and SPAN 390 (for which the prerequisite is SPAN 252 or equivalent competency). A Hispanic Studies major is also required to participate in the Summer Language Program in Madrid or Buenos Aires, or have an equivalent intensive experience in a Spanish-speaking culture.

Minor

The Hispanic Studies Minor consists of taking SPAN 252 plus four upper division courses (16 units). No courses are specified, although students must complete prerequisites in order to take 400-level courses.

Personnel overview

Since 2008, the Hispanic Studies program has added three tenure-track professors. One was a replacement following a tenure denial. The other two were the result of additional lines, justified by a surge in students, averaging 65 majors and 90 minors per year from 2005-2009. Thus, 2013-2014 the Hispanic Studies program consisted of six tenured and tenure-track professors and three full-time Visiting Assistant Faculty members. In spring of 2014 one faculty member retired while another was denied tenure. The end result is that we now have four tenured and tenure-track faculty members. A fifth tenure-track professor was hired to begin in the fall of 2015, an Assistant Professor of Hispanic Studies (sociolinguistics). It is unclear as to whether or not our most senior Hispanic Studies colleague, April Marshall, will remain full-time within the program. For the 2014-15 year she served as Interim Associate Dean and her role for the 2015-16 academic year is not decided. Likewise, Paul Begin might continue as Chair of ISL for the next three years with a teaching load of 1:1. If both Marshall and Begin continue in their present roles, there will be only three full-time tenure and tenure-track faculty teaching in Hispanic Studies to cover all upper division courses in 2015-16 and potentially beyond. This year, for example, two full time visiting professors helped with teaching upper division courses.

Demand for the Program

Numbers are indeed down since 2009. Whereas we averaged 65 majors and 92 minors from 2004-2009, during the last five-year cycle, 2010-2014, we have averaged 53 majors and 80 minors, a drop of 18% and 13% respectively. There is some correlation between our numbers and national trends, as recently published by the MLA.¹ But there is also correlation with the changing of our name to Hispanic Studies and the addition of four more units for completion of the major. Another factor to consider must be the increase in price to partake in the Madrid Upper Division Program, due to the exchange rate between the euro and the dollar.

Table 1: Major/Minor Count²

Year	# Grads	# Majors	# Minors
2009-10	9	60	64
2010-11	24	70	105
2011-12	24	64	87
2012-13	13	28	62
2013-14	16	44	84

¹ See David Goldbert, Dennis Looney, and Natalia Lusin, "Enrollments in Languages Other Than English in United States Institutions of Higher Education Fall 2013." MLA. Web publication: http://www.mla.org/pdf/2013_enrollment_survey.pdf

² There is discrepancy between the numbers reported by Pepperdine's Office of Institutional Effectiveness (OIE) and those recorded by the office staff in ISL. For example, OIE records only 7 majors for 2012, when the numbers from previous years hovered between 65-50. We have therefore used the records kept by ISL staff for the purposes of this report.

Table 2: Enrollments in Upper Division courses (300 & 400 level courses) in Malibu

	Fall	Spring
2010-11	127	66
2011-12	98	86
2012-13	86	97
2013-14	78	86
2014-15	71	83

*Average of 97.8 students per semester taking Upper Division courses in the last five years. This does not include students taking upper division coursework abroad.

International Programs

A key component of the Hispanic Studies major is the intensive language experience requirement. Our students are required to participate in either the Madrid Upper Division Program, the Buenos Aires Upper Division Program, or spend the entire academic school year of two semesters at the Buenos Aires campus. The summer programs alternate years. In the past this has generally been considered our capstone experience, in particular given the rigors of the summer programs.

Madrid (summer)

The Madrid Summer Intensive Language Program dates back to 1988. Before Pepperdine had established the Buenos Aires program year-long International Program for the general student population in 2000, the Madrid Upper Division program was the only available capstone experience for a Hispanic Studies major (then “Spanish”). Thus between 1988 and 2000, the program ran every summer with ample numbers, upwards of 35 on some occasions. Since the Buenos Aires program has come into being, the numbers for Madrid program have dropped (Ex. 22 students in 2009, 12 students in 2011, 18 students in 2013). The program is increasingly cost prohibitive because of the exchange rate and the costs of living in Madrid. The duration was traditionally rather long (12 weeks), thereby eliminating the possibility for students to take any other courses during summer or hold an internship, which we know from speaking with students is another mitigating factor.

As a capstone experience, the program is highly valuable. Students who attend the Madrid program agree to (1) a homestay; (2) classes in Spanish only; (3) a language pledge by which they agree to interact in Spanish only for the duration of the program. Excursions are planned in which the students must take care of their transportation, lodging and food on their own. They also do a great deal of reflective writing in Spanish while in the program. In 2009 faculty members Paul Begin and Phil Thomason conducted research that demonstrated via direct evidence that the student learning outcomes of the Madrid program were indeed superior to the student learning outcomes from the same courses as taught in Malibu. We are confident that this experience, if done well, dramatically improves our students’ ability to achieve our PLOs. Data may be furnished upon request.

Buenos Aires (year-long or summer)

The Buenos Aires program is a year-long for qualified Seaver College students. It is a home-stay program but does not have a language pledge by which students commit to speaking Spanish only. In other words, during the regular year a Hispanic Studies major may live in a homestay but take mostly general education courses and interact with whomever they please in English. Currently, qualified students may take SPAN 341, SPAN 345, and SPAN 380 (348) in Buenos Aires during the regular year. Every other summer (2014, 2016, etc.) there is an intensive upper division program in Buenos Aires, at which point students may also take a literature course. Many students start out in a higher level course because of the placement exams, which means that several students each year are eligible to take higher level courses in Hispanic Studies while in B.A. Anecdotally, the Buenos Aires program generates a great deal of enthusiasm for the Hispanic Studies program and thereby puts several students on a path to a major or minor.

While the Buenos Aires program fosters enthusiasm for Hispanic Studies and thereby feeds the major additional students, there are some negative impacts. Rigor in terms of communicating in Spanish during the program is not enforced. Students specializing in Spanish still travel and live with students who only basic Spanish, making their daily language English (presumably). The courses may be as rigorous as those found in Malibu but the context is not. Some students return to campus with enthusiasm and confidence, but lack rigorous academic formation.

Table 3: Summer Programs by the Numbers

2009 Madrid	23
2010 B.A.	16
2011 Madrid	12
2012 B.A.	9
2013 Madrid	18
2014 B.A.	6

Hispanic Studies/Spanish and the International Studies Major

Spanish is included in the Foreign Language requirement for International Studies majors and can constitute between 16-24 units. International Studies majors must establish competency in two languages through the 252 level, or complete two upper division courses in one language (with prerequisite competencies). Students desiring to concentrate on one language may wish to consider a double major with the language and International Studies. Students specializing in European studies, for example, might double major in Spanish or French. Students who are interested in foreign languages (often more than one) find the International Studies major attractive, since its various tracks and emphases offer choice and the opportunity to develop proficiency in language and world culture. Given the significant emphasis on the acquisition of foreign languages in the International Studies major, students find it comparatively easy to add a minor or a double major.

EXTERNAL CONTEXT
+
MISSION, PURPOSES, GOALS, AND OUTCOMES

Pepperdine University Mission

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

Our core commitments inspire us, direct us, and determine our relentless striving for excellence. As a Christian university, Pepperdine affirms:

- *That God is*
- *That God is revealed uniquely in Christ*
- *That the educational process may not, with impunity, be divorced from the divine process*
- *That the student, as a person of infinite dignity, is the heart of the educational enterprise*
- *That the quality of student life is a valid concern of the University*
- *That truth, having nothing to fear from investigation, should be pursued relentlessly in every discipline*
- *That spiritual commitment, tolerating no excuse for mediocrity, demands the highest standards of academic freedom*
- *That freedom, whether spiritual, intellectual, or economic, is indivisible*
- *That knowledge calls, ultimately, for a life of service.*

Distinctive institutional values and practices derive from these core commitments, permeating the undergraduate and graduate curricula and the daily lives of students, faculty, and staff:

- The essential compatibility of the claims of scholarship and the call to discipleship
- The centrality of student learning
- A respect for the value of scholarly debate, honest inquiry, and the passionate search for truth
- A focus on ethics and honorable conduct at all times
- A global perspective on learning, service, and civic obligation
- An hospitable welcome that affirms the worth of the individual and the dignity of the individual
- A commitment to spiritual and intellectual formation
- A respect for and proper care of Creation

Hispanic Studies Mission

Our Hispanic studies major prepares students to discuss the literature, culture, history and geography of Spain and Spanish America at a sophisticated level. Our ultimate goal is to foster awareness not just of another language and its culture, but also of the value of human diversity and each student's capacity to serve in light of this awareness. As purveyors of language and cultural student, the faculty of Hispanic Studies find much in common with this mission and the values it generates, particularly with regard to the freedom to academic inquiry and the “global perspective on learning, service, and civic obligation.”

PLOs for Hispanic Studies

A student who graduates with a major in Hispanic Studies should be able to:

PLO #1	Read, comprehend, and evaluate content with a difficulty level from simple conversational text to technical, theoretical and literary passages.
PLO #2	Compose written documents that express, explain and analyze culture and literature.
PLO #3	Understand aurally and respond orally to basic conversation, as well as more complex, scholarly discussion situations in a variety of regional and social dialects.
PLO #4	Describe and critique in written and verbal form cultural manifestations and social institutions of the Hispanic World, as well as current issues related to belief systems, politics and social justice issues.

Curriculum Matrix

Objective/Course	Reading/Writing	Oral/Aural	Culture/History	Contemporary Societies
SPAN 252	P	P	I	I
SPAN 341	P	P	I	I
SPAN 345	P	M	P	P
SPAN 346	P	P	P	P
SPAN 347	P	P	M	P
SPAN 348	P	P	M	P
SPAN 449	M	M	M	P
SPAN 451	M	M	M	P
SPAN 453	M	M	M	P
SPAN 455	M	M	M	P
SPAN 461	M	M	P/M	P/M

Alignment of PLOs with Institutional Learning Outcomes

Institutional Learning Outcomes	PLO #1	PLO #2	PLO #3	PLO #4
ILO #1 Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.	X	X		
ILO #2 Appreciate the complex relationship between faith, learning, and practice.				
ILO #3 Develop and enact a compelling personal and professional vision that values diversity.			X	
ILO #4 Apply knowledge to real-world challenges.		X		
ILO #5 Respond to the call to serve others.			X	
ILO #6 Demonstrate commitment to service and civic engagement.				X
ILO #7 Think critically and creatively, communicate clearly, and act with integrity.	X			X
ILO #8 Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.				
ILO #9 Use global and local leadership opportunities in pursuit of justice.				X

Language Acquisition

We frequently employ the following statement by the Modern Language Association to explain to students and externals the important of language acquisition:

“Studying a nonnative language gives students the tools to appreciate other cultures. It enables students to recognize how languages work and to gain a more thoughtful understanding of their native language: by pursuing a second language, students learn how to use their first language with greater precision and purpose. In addition, knowledge of a second language serves students well in the interconnected world: a second language opens the door to job opportunities in the global economy and makes more media accessible, enriching public discussion of current issues. Finally, language knowledge is critical to humanistic inquiry into the cultures and histories of the world.”

(Modern Language Association, http://www.mla.org/ec_language_learning).

Global Skills

Global Skills = Languages + Culture + Professional Skills.

There is currently a “global skills gap,” meaning a lack of qualified workers that is impacting both the U.S. economy and the job sector. Eighty U.S. government agencies now require language skills. Most offer bonuses for higher proficiency levels. Language proficiency also entails cultural sophistication and intercultural ability. Our courses are meant to enhance the student’s ability to communicate effectively in Spanish thereby permitting meaningful connection with the approximately 400 million people worldwide whose primary language is Spanish. A deeper understanding of the Spanish language affords the student the chance to learn more about the diverse cultures of the 20 countries where Spanish is the official language. The cultural dexterity gained from Spanish language courses will contribute to student’s ability to lead purposeful lives of leadership and service.

Service

The Hispanic Studies program at Pepperdine University continually presents students with Service Learning and Community Based Learning opportunities with the Hispanic Community here in Southern California as well as through our abroad programs in Buenos Aires and in Madrid. In some sections of Spanish 300 (Introduction to Hispanic Studies), for example, students go on a Farm Workers Tour to meet representatives of Hispanic farm workers activist organizations as well as see working conditions on farms and visit public-private housing developments for farm workers in the Ventura valley. Students in these classes also host underprivileged youths from the Heart of Los Angeles after-school program on campus for a tour and a meal in order to inspire them and their parents to consider a plan for college after their high school studies. Students in 341 (Advanced Grammar and Composition) taught reading and writing to students at Beethoven Elementary School in nearby Santa Monica. Some sections of 252 organize and teach Spanish lessons to hundreds of elementary school students at nearby Pt Dume Marine Elementary. In the future they will also teach at Our Lady of Malibu Catholic School. Teachers at Pt Dume have raved about the lessons taught by our students and they are very much in demand. 252 students also participate in a pen-pal program with children in an orphanage in Guatemala.

In required service learning and community based learning projects for classes such as SPAN 251, SPAN 252, and SPAN 300, our students also participate in volunteer programs such as the Language Connection at the Malibu Labor Exchange, mentoring Hispanic detainees at Camp David Gonzales, and with workers here at Pepperdine to improve their English with the LEAP program.

Abroad, Hispanics studies students volunteer with ADULAM, an orphanage outside of Buenos Aires and thereby gain empathy for some of the most disadvantaged children in South America. Students such as Rob Stone have returned to Argentina to begin non-profit programs that contribute to lower income areas.

In the future the aforementioned programs will continue and will be joined by new initiatives. For example Hispanic Studies faculty and students are currently collaborating in an interdisciplinary research project led by Dr. Luisa Blanco of the Pepperdine School of Public Policy to research working and living conditions for workers at the Malibu Labor Exchange. The results of this research will be employed in materials designed to educate and assist workers and their families as they negotiate personal financial, educational, health and legal questions. Furthermore, the research team will hopefully submit a paper to an academic journal about the work.

Individual Hispanic Studies majors are also completing projects to help the community. In 2013 Gabriella Smith, Ashley Ethridge, and La'Nita Johnson wrote and published a bilingual Spanish/English manual "Tu salud en tus manos: un manual para vivir una vida más saludable/Your Health in Your Hands: A Guide to Living a Healthier Life" with support and funding through the Pepperdine Volunteer Center. This manual is printed and available free to anyone at the Malibu Labor Exchange. This 66-page manual demonstrates high-order critical thinking skills as well as exemplary reading skills to make substantial health and medical information available to the Hispanic/Latino community. After taking Spanish 300 in Spring 2014 and going on the class field trip "Farm Workers Tour" through the Ventura Valley agricultural areas, students Amanda Salz and Alyssa Galik have volunteered to work with the Mixteco-Indigenous Organizing Project as translators for the Hispanic Community in the Ventura Valley. They are required to read complicated legal and financial documents and explain them to farm workers and undocumented immigrants, some of whom are seeking to legalize their status in the United States.

Professional Development and Graduate School

In the fall of 2014, for the first time, the Hispanic Studies program offered a capstone course, SPAN 461: Hispanic Studies Beyond Graduation. The purpose of the course was to connect coursework and co-curricular activities in the Hispanic Studies program with the professional world (graduate school, business, service). In this course the students were tasked with reflecting on how they could apply knowledge gained in Hispanic Studies with post-academic life, in terms of being more effective in the workplace and functioning as global citizens, understanding and empathizing with others in Spanish-speaking populations worldwide, including parts of the U.S. Students first complete some practical projects, such as developing professional resumes, cover letters, and portfolios in Spanish. Second, students developed a final project which could take any number of forms. For some students this was an extension of research done for a class outside of the Hispanic

Studies program (economics major Jaqueline Pedrazza studied “dolarización” in Argentina), or a business plan that markets to or serves the Hispanic community (Mario Narang), or a teaching curriculum that focuses on ESL students in a nearby elementary school (Austin Gregorcy). The point was to do a project the combined fields of academic inquiry. Thirdly, in this class, students “interviewed” alumni of the Hispanic Studies program at Pepperdine.

If nothing else, this last exercise revealed just how versatile the Hispanic Studies degree is. Among the highlights of these interviews were a social worker serving lower income Hispanic communities in San Diego County, a teacher at a charter school in Oakland, California that services a largely Hispanic population, a graduate student in global economics at the University of Geneva, an MD in Ohio, and an entrepreneur with the mission driven (and moustachioed) ride-share company, Lyft. Among other candidates for these interviews were an assistant to senator, a State Department representative (currently in Prague but formerly in Ciudad Juarez), and an administrator for an international school. Looking over past class rosters, the panopoly of students who have gone on to do different things speaks to the versatility of the major. All of the students we interviewed commented profusely on the utility of their studies in our program. What was most impressive during the interviews is that each former student stated that s/he used her language skills regularly if not daily.

Fulbright Awards and Competitive Fellowships

Since 2010, five of the 26 Pepperdine students who have received Fulbright fellowships have come from Hispanic Studies, or roughly 19% of the total at the college. This speaks to the caliber of student who comes through the Hispanic Studies program as well as personal attention given to students.

Undergraduate Research

Many of our students have participated in undergraduate extracurricular programs that demonstrate the effectiveness of our Program Learning Outcome for reading and also Critical Thinking competency such as AYURI, SURP, Fulbrights, publications in *Global Tides* and various internships. For example, Katherine Chang completed an AYURI in the Spring of 2014 with Dr. Lila McDowell Carlsen comparing the aesthetic and thematic content in selected works by Pablo Neruda and Walt Whitman. She then submitted an essay in Spanish to the UC Berkeley Undergraduate Journal of Comparative Literature. Also, student Freddy Vasquez presented “The Myth about Spanish Conquest” at the National Conference on Undergraduate Research. Hispanic Studies majors Gabriella Smith, Ashley, Ethridge, and La’Nita Johnson wrote and published a bilingual Spanish/English manual “Tu salud en tus manos: un manual para vivir una vida más saludable/Your Health in Your Hands: A Guide to Living a Healthier Life” with support and funding through the Pepperdine Volunteer Center. This manual is printed and available free to anyone at the Malibu Labor Exchange. This 66-page manual demonstrates high-order critical thinking skills as well as exemplary reading skills to make substantial health and medical information available to the Hispanic/Latino community. After taking Spanish 300 in Spring 2014 and going on the class field trip “Farm Workers Tour” through the Ventura Valley agricultural areas, students Amanda Salz and Alyssa Galik have volunteered or plan to work with the Mixteco-Indigenous

Organizing Project as translators for the Hispanic Community in the Ventura Valley. They are/will be required to read complicated legal and financial documents and explain them to farm workers and undocumented immigrants some of whom are seeking to legalize their status in the United States. In January 2015, under the direction of Paul Begin, students Alyssa Galik and Erin Runingen applied for and received a Social Service and Action grant that allowed them to travel to Guatemala to conduct research on single mothers living at a shelter. Follow-up work is in progress.

Diversity

The four Program Learning Outcomes for the Hispanic Studies major all relate to diversity to some degree. Whether exploring cultural diversity as a content area or engaging in understanding the linguistic diversity inherent in the Spanish language itself, students encounter diversity across the Hispanic Studies curriculum.

The topic of diversity appears in class discussions of immigration and hardships Hispanics may face in the United States, an emphasis on economic disparity in South America, and the study of relations Spanish-speaking countries have with other, non-Hispanic, cultures (e.g. Spain's relations with other European nations). The varying backgrounds of students in the Hispanic Studies program, some being native Spanish speakers and others being international students, certainly creates a more complete understanding of diverse populations.

The service opportunities outlined earlier similarly contribute to the diversity within the Hispanic Studies Program. Additionally, students connect globally with native Spanish speakers through our abroad programs in Buenos Aires and Madrid. Both International Programs require a home stay with a local family. Hispanics Studies students volunteer with ADULAM, an orphanage outside of Buenos Aires and thereby gain empathy for some of the most disadvantaged children in South America. In the Madrid summer program of 2013, students and faculty participated in Serve the City with others from around the world. Many of our class topics in SPAN 300, 348, and 461 include discussions of the diversity in the Hispanic world such as indigenous groups in Mexico, Central America and the Andean nations. Gender is also a major component for many of our courses with regards to social justice and political participation such as SPAN 300, 347, 348, and 461 as well as in units on female authors in our literature classes on both Spain and Latin America.

Overall

All told, the Hispanic Studies program equips students with both Spanish language and cultural competency so that they may fulfill their vocations in our globalized world. Spanish is the second most spoken language in the world after Mandarin and is the second language of the United States. Our graduates can better pursue lives of Service, Purpose and Leadership in our globalized and multi-lingual contemporary society after completing a major, double-major or minor in Hispanic Studies at Seaver College.

ANALYSIS OF EVIDENCE

Findings/Action Taken Following Assessment of PLO 2 & PLO 4 (Academic Year 2010-11)

In 2011, Paul Begin assessed PLO 2 using direct evidence from SPAN 451 Latin American Literature 1. In this course, students demonstrate mastery of PLO 2. The direct evidence consisted of the final exams in which students 1) identify and explain literary terms, figures, and dates; 2) identify titles and authors based on text fragments; and 3) apply literary and cultural terminology and concepts in the analysis of a literary work in an essay question.

April Marshall taught the class, gathered the evidence, and provided guidance to the process. Paul Begin compiled data, interpreted evidence, and wrote the annual assessment report. Lila Carlsen and Phil Thomason provided advice in revising the final version of the report. Four of the six tenure-track faculty members were involved in some aspect of the process, but Paul Begin carried most of the responsibility.

The faculty determined that they would increase focus on modeling the application of advanced vocabulary, literary terms, and cultural concepts as the primary component of SPAN 300. This a major part of our impetus for having created SPAN 300 in the first place, so this assessment confirmed the necessity for that course addition. This will give the students better preparation for upper division literature and culture courses, and their writing will be more precise. Student ability is constant conversation in our program, as we strive to produce students whose communication skills are superior.

Findings/Action Taken Following Assessment of PLO 3 (Academic Year 2011-12)

In Academic Year 2011-12, PLO 3 was assessed using evidence from Spanish 345 (Conversation and Phonetics). The direct evidence consisted of virtual and physical portfolios that established a baseline or benchmark for each student at the beginning of the course. In addition, oral interviews, mid-term and final exams, and peer and instructor evaluations were used. The evidence obtained here is used in conjunction with other evidence to determine competency of our graduates. Most recently from assessments in Span 345 and 451. Empirical evidence at www.courses.pepperdine.edu.

Evidence of learning – PLO 3 – academic year 2012-13

Direct Evidence	Indirect Evidence	Authentic Evidence
Formal presentations	Informal course evaluation	Spanish-only in class
Assigned presentations	Regular peer-to-peer feedback	Interaction with native speakers
Informal conversations	Consultation with other faculty (Paul Begin and Lila Carlsen)	Volunteer work using Spanish
Portfolio		
Informal quizzes		
Major exams		

Prof. Phil Thomason taught the class, gathered and evaluated the evidence. Consultation and input to the process were provided by Prof. Lila Carlsen and Prof. April Marshall. All participated in consultation sessions and related workshops. The process is one of benchmarking, applying norms via rubrics, continued correction, comparison, and a final assessment indicating improvement or lack thereof based on rubrics.

The findings are used primarily for 2 purposes: to assess oral-aural language skills of the students in the program, and to determine modifications to the program to further enhance the acquisition of the skills by the students. Recommendations included a continuation of virtual portfolios, benchmarking, and student self and peer evaluation. In addition, a more global focus across the curriculum on the acquisition of these skills is recommended.

Findings/Action Taken Following Assessment of PLO 4 (Academic Year 2012-13)

In 2012-13 the Hispanic Studies faculty decided to modify and then re-evaluate PLO 4. The PLO was modified based on the Intercultural Knowledge and Competence VALUE rubric developed by the Association of American Colleges and Universities. Based on this rubric, PLO 4 was re-worded to state: “Describe and critique cultural manifestations and social institutions of the Hispanic World, as well as current issues related to belief systems, politics and social justice issues.” Eliminated from the verbiage was reference to “in written and verbal form,” as these outcomes are covered under other PLOs. Students were included in the decision to adopt this rubric. The decision was made to focus on the words “describe” and “critique,” with critique being a higher order of intellectual engagement with cultural manifestations.

Data was collected in fall 2012 and spring 2013 in the form of final papers. Papers were blind reviewed by faculty who were not directly responsible for collecting the data. A score of 1-4 was used to assess how well students were able to describe and critique texts based on a modified VALUE of the Association of American Colleges and Universities (AAC&U) (see Appendix F).

Evidence of learning – PLO 4 – academic year 2013-14

Direct Evidence	Indirect Evidence	Authentic Evidence
Sample essays from SPAN 347	Student focus group on rubric	Student publications in <i>Global Tides</i>
Sample final papers from SPAN 300	Student focus group input on PLO	Drug legalization colloquium
Sample final papers from SPAN 461	Semester surveys from SPAN 347	Mini conferences in which students present research papers at an Undergraduate Research Conference

While the 2012-13 report contains much data, it is not presented in a systematic, user-friendly way. The empirical nature of some data is obfuscated by the incoherency with which it is collected and the overwhelming amount of haphazard information that is included in the report. What is certain is that the learning outcomes for the 400-level course seem to match well with expectations as prescribed on the curriculum matrix as gauged based on the VALUE rubric. Both 400-level and 300-level courses list PLO 4 as “developing.” In the case of the data collected for this assessment report, on a scale of 1-4, the average score for the 400-level course was 2.77. The average score for the 300-level course was 2.88. One would expect these numbers; however, one would also expect the 400-level course to be slightly higher and not the other way around. Part of this could be explained by the fact that the 300-level courses were included in the development of the rubric and were therefore more aware of what was going to be assessed. Also, the prompts for the sample essays and final papers in the 300-level courses spoke more directly to the PLO itself. The evidence across three separate courses indicates that students do indeed *develop* an ability to describe and critique cultural manifestations in the Hispanic world.

Findings/Action Taken Following Assessment of PLO 1 (Academic Year 2013-14)

In 2013-14 the Hispanic Studies faculty evaluated PLO 1: “Read, comprehend, and evaluate content with a difficulty level from simple conversational text to technical, theoretical and literary passages.” In order to assess reading for the 2013-14 school year we selected essays and exam answers based upon reading texts from Spanish 300, 346, 453 and 461. Together with Lila Carlsen and Paul Begin, George Carlsen put together a rubric to assess the Reading Program Learning Outcome (see Appendix G) that also would register their critical thinking abilities. As per the curriculum map, at the 300 level we expect students to be developing their reading skills while at the 461 level we expect them to demonstrate mastery of these skills. These expectations correspond to values in the rating rubric of 2.0 and above for Spanish 300 and 3.0 and above for Spanish 453 and 461. For the PLO assessment on our numerical scale of 1-4, a four would qualify as Mastery, three as Developing, two is Intermediate and one is Beginning. We expect our 300 level students to average a 2.75 on our rubric. At the 453 level we expect an average of 3.2. At the 461 level (the highest course offered currently in our program) we expect the average to be 3.4.

Professors Paul Begin, Lila Carlsen, Phil Thomason and George Carlsen collected student papers and exam answers from 300, 346 and 461 in order to assess the program’s ability to fulfill PLO 1 and the Critical Thinking Core Competency for the 2013-14 school year. Our method of qualifying student’s direct evidence was to create a rubric based upon the Reading Value Rubric of the Association of American Colleges and Universities modified by merging and reducing the rubric to Comprehension, Analysis and Interpretation on a scale of 1-4 and by changing the language to be more pertinent to students learning in a second language. We also included descriptors to assess Critical Thinking in their work. Most of our students have learned Spanish as a second-language or have never had a formal education in Spanish prior to coming to Seaver.

According to our findings, students at the lowest level of our program are exceeding our expectations in Comprehension and Analysis while falling more or less where expected in

Interpretation (which coincides with Critical Thinking). We expected an average of around (2.5) and students scored (3) in Comprehension, (2.8) in Analysis and (2.45) in Interpretation. However, because there were (8) juniors and (5) seniors in the 300 classes, the results may be skewed from showing a base from which to extrapolate concrete meaning. Many of these students have taken multiple courses in Hispanic Studies previously, so higher than expected results might not be overly meaningful. In their surveys they gave themselves a reasonable (2.8) for Reading and a (2.9) for Critical Thinking.

At the 453 level students were expected to score a (3) and the results show that they greatly exceeded this value for Comprehension (3.5), and Analysis (3.3) but matched the expectation for Interpretation (3). Because these results were pulled from final exam answers and not from final essays, it made it difficult to use our rubric consistently across the various media. For example, in a final essay, students have access to source materials, quotations and references whereas in an exam students are largely paraphrasing. A possible reason for the higher-than-expected values is that the answers in a Final Exam reflect not only readings undertaken by students but also class discussions and activities. They have an entire semester to ruminate on exam topics in groups and with the professor while an independent essay asks them to come to their own conclusions. Nevertheless, the results demonstrate that comprehension of reading materials is optimal. Critical thinking as demonstrated by interpretation and analysis is about what we expected in that students are able to consider primary and secondary texts before formulating an evaluation.

For 461 we expected the highest results (an average of 3.4) and while students achieved at this level in Comprehension (3.4) they lagged badly in Analysis (2.9) and to a lesser extent in Interpretation (3.0). This also contrasts greatly with students' self-perception, as evidenced by that data from the surveys that they gave themselves on Reading (3.7) and Critical Thinking (3.8). A possible reason for this is that we consider 461 to be the most demanding seminar we offer, but it requires no more prerequisites than 453. Simply put, it is not a capstone class but our expectations for student performance treat it as such. A more realistic expectation for student achievement in this class, on par with the 3.2 expected and achieved in 453, would bring the Assessment results for 461 back in line with the rest of our findings.

SPAN 300: The higher than expected values for Spanish 300 indicate that the class is successful in imparting Reading and Critical Thinking skills at the appropriate level. However, the results may have been skewed by the presence of third and fourth year students. A way to make Spanish 300 a true entry-level Hispanic Studies course would be to ask minors as well as majors to take it as a prerequisite for Spanish 341 and 345. If this were the case then there would be more students at the developing level and it would be easier to see if the class is really effective or not. Having 300 as a prerequisite for all other 300 level classes would be beneficial in this respect, but it might also unnecessarily complicate students' schedules and this could negatively impact our program enrollments.

Spanish 461: Faculty should expect that the students in this class achieve at the level of other 400 level classes because it is not necessarily indicative of 4th year status or all other requirements

having been met. Revising our expectations to a (3.2) average on par with Spanish 453 would be a sensible solution.

A better way to assess Reading and Critical Thinking in our program would be to assess Spanish 300 against a Capstone class reserved for graduating seniors. Because we do not currently have one, this would be a highly desirable action item for us to pursue.

Capstone Course – SPAN 461: Hispanic Studies Beyond Graduation – Fall 2014

Virtually all the Annual Assessment findings from the last five years point to the need for a capstone course that would give outgoing fourth year students an opportunity to demonstrate mastery in all four PLOs. In the fall of 2014, Prof. Begin offered a senior capstone class, SPAN 461: Hispanic Studies Beyond Graduation, as an experimental forerunner to a fully implemented capstone course for graduating seniors. The SLOs for the course are:

“The purpose of this course is to connect Hispanic Studies with other academic fields and the professional world (graduate school, business, the service sector, etc.). In this class the student will focus on the task of reflecting how they can apply specialized knowledge from Hispanic Studies to post-academic life, equally in terms of being more effective in the workplace as well as in terms of being a global citizen. In very practical terms, there will be an emphasis on producing documents—a final project that integrates disciplines and future work expectations, a reflective essay, an oral presentation, etc.—all of which demonstrate competency and the advantage of integrative knowledge.”

Indirect Evidence – Student Exit Survey

The students were asked to evaluate the course in terms of fulfilling its stated goals, its utility using the following questions:

1. What sort of experience should the capstone course be:
 - a. service
 - b. academic
 - c. professional
 - d. student preference/need

Please elaborate:

2. What outcomes should be required (in this class the concrete outcomes were a resume, cover letter, reflective essay, final project, and presentation, hopefully a portfolio)?
3. Was it helpful to hear from alumni? If so, who and why? If not, why not?
4. One option I have considered is breaking up the course into a 2-semester, 4-unit course. Students use 1 unit in the Fall to set up a project with an advisor (research, internship, service project), then they spend 2-3 units in the Spring doing the project and writing a final reflective essay. How many units should the course be and what should those hours be used for? What do you think of this idea? What other suggestions do you have?
5. In this course I operated under several assumptions: (1) by their senior year students have already developed some sense of their interests; (2) students have taken upper division courses related to their interests that require substantial projects; (3) students are proficient in research and can write well in Spanish; (4) Hispanic studies is inherently interdisciplinary and useful for all sorts of fields of study, careers, and service. I wanted students to feel this (hence interviews, films such as *También la lluvia*, discussions of what matters post-graduation, eportfolio). Do you feel that the course has helped you to get an overall picture of the value of Hispanic Studies? If so, what worked best? In not, how could it?

Virtually all of the students responded to the question 1 with letter D. They want a mixture of academic material, professional preparation, and service opportunities. One student wrote: “I think that it would have to be all of the above because of it being a course your taking in college it has to be academic. But since it is a Capstone class I do believe there has to be an element of professionalism. In Pepperdine we focus on service so it would be weird not to have an element of service in a capstone class especially being a culmination class.”

Students also responded favorably to question 2, appreciating both the practical development (c.v. and cover letter) but also the opportunity to reflect in the target language on what they have accomplished in their time at Pepperdine.

The response to question 3 was 60% in favor and 40% tentatively in favor. Some students felt it comforting to hear that others have also felt lost before graduation, others did not. Many of them were impressed and inspired by the paths that recent graduates have taken.

On question 4, student responses were mixed. The ideas and content of the fall course were well received but the structure was questioned. Some students wanted more deadlines others appreciated the flexibility. This is an area that will merit faculty discussion.

The responses to question 5 made it crystal clear that students desire a culminating capstone experience so as to do all the things proposed in this course. Additionally, they want to be sure that they can communicate effectively in Spanish and also have a rich understanding of the culture. I was surprised when students asked for quizzes and grammar reviews. At several points during the semester I would break down some of the finer details the Spanish language and students seemed very appreciative. Students also appreciated a day of reading Spanish poetry and discussion of relevant films, such as *También la lluvia*. Overall, it is evident that students want the same learning outcomes we hope for them, plus professional development and service.

Tenured/ tenure-track faculty	Year started	Degree	Title(s)
Paul Begin	2006	Ph.D. Spanish, University of Virginia, 2006; M.A. Spanish, University of Virginia, 2002; B.A. Spanish, Pepperdine University, 1999	Associate Professor of Hispanic Studies, Interim Chair
Graciela Boruszko	2008	Ph.D., French Philology, Universidad Nacional de Educación, 2006; M.A., Modern Languages, Université de Bourgogne, 2001;	Associate Professor of Hispanic Studies (administrative leave)
George Carlsen	2010	Ph.D., Spanish, U.C. Riverside, 2008; M.A., Spanish, U.C. Riverside, 2005 ; B.A., Spanish, Willamette University, 2001	Associate Professor of Hispanic Studies
Lila Carlsen	2008	Ph.D. Spanish, U.C. Riverside, 2008; M.A. Spanish, Baylor, 2005; B.A. Spanish, <i>summa cum laude</i> , Baylor, 2003	Assistant Professor of Hispanic Studies
April Marshall	2004	Ph.D. Spanish, New York University 2003; M.A. Spanish, University of Louisville 1998; B.A. Spanish and History, University of Louisville 1996	Associate Professor of Hispanic Studies, Interim Associate Dean
Phillip Thomason	1986	Ph.D., Spanish, University of Kentucky, 1986; M.A., Spanish, Auburn University, 1975; B.A., Spanish and Political Science, University of Montevallo, 1972	Professor of Hispanic Studies (retired as of Spring 2015)
Visiting faculty	Year started	Degrees	Title(s)
Alison Stewart	Fall 2011	Ph.D., Hispanic Studies, UCLA, 2010; M.A., Span. Peninsular Lit, San Diego State U., 2005; JD, Univ. of the Pacific-McGeorge SOL, 2000; B.A., Spanish & Philosophy, U. of San Diego, 1997	Visiting Assistant Professor of Hispanic Studies
Maria-Elena Villegas Campbell	Fall 2002	M.A., Spanish, UC Davis, 2001; B.A., Spanish CSU Chico, 1997	Visiting Assistant Professor of Hispanic Studies

Amber Workman	Fall 2014	Ph.D., Hispanic Languages & Lit., UC Santa Barbara, 2012; M.A., Spanish American Lit, Arizona State Univ., 2007; B.A. in Spanish, Arizona State Univ. 2004	Visiting Assistant Professor of Hispanic Studies
Christine Peterson	Fall 1990	M.A., French Lit., UCLA, 1989; B.A. in General Education/ French Major, UCLA, 1986; A.A. in General Education w/emphasis in French and Spanish, L.A. Pierce College, 1982	Visiting Assistant Professor of Hispanic Studies & French
Christina de Carmen Chimeno de Roggero	Fall 2002	M.A. in Hispanic Studies, Universite de Montreal, 1996; B.A, Hispanic Studies, Univrsite de Montreal, 1992; Linguistic and Hispanic Philology, Universidad de Buenos Aires, 1988; B.A. in Classic Languages and Lit. Universidad Nacional de Sur- Argentina, 1981	Visiting Assistant Professor of Hispanic Studies

Faculty Publications

Paul Begin

- “Empathy and Sinophobia: Depicting Chinese Migration in *Beautiful* (Iñárritu, 2010).” *Transnational Cinemas* (forthcoming 2015, 36 pages typescript)
- “*Mar adentro* and the Question of Freedom.” *HIOL* (forthcoming 2015)
- “Mutilation, Mysogyny, and Murder: Surrealist Violence or Torture Porn?” *The Companion to Luis Buñuel*. New York and London: Blackwell, 2013. pp. 537-53.
- “Picking a Fight with Domestic Violence: New Perspectives on Patriarchy in Contemporary Spanish Cinema.” *New Representations of Family in Contemporary Spanish Culture*. Jefferson, North Carolina and London: McFarland Press, 2011. pp. 126-40
- “*España 1936*: A ‘Buñueloni’ Documentary.” *Letras Peninsulares* 22.1 (2010): 285-301.
- “The Art of Managing Contentious Content in Social Issue Cinema: On Regarding the Pain of Others in Iciar Bollain’s *Te doy mis ojos*.” *Studies in Hispanic Cinemas* 6.1-2 (2009): 31-44.
- “When Victim Meets Voyeur: An Aesthetic of Confrontation in Hispanic Social Issue Cinema.” *Hispanic Research Journal* 9.3 (2008): 261-75.
- “Entomology as Anthropology in the Films of Luis Buñuel.” *Screen* 48.4 (Winter 2007): 425-442.
- “The Sex Pistols Strike Again! On the Function of Punk in Peninsular “Generation X” Fiction by Ray Loriga and Benjamín Prado.” *Generation X Rocks: Music, Television, and the Revision of Reality in Contemporary Peninsular Literature*. Christine Henseler and Randolph Pope eds. Nashville: Vanderbilt UP, 2007. pp. 15-32.
- “Buñuel, Eisenstein and the Montage of Attractions: An Approach to Film in Theory and Practice.” *Bulletin of Spanish Studies* 83.8 (2006): 1113-32.

- “Ángel Ganivet, Gothic Art and the British Socialist Movement.” *Revista Hispánica Moderna* 58.1-2 (2005): 61-80.

George Carlsen

- “Travelling East without Leaving the West: Diagetic Perspectives and Occidental Privilege in *Mongolia* by Bernardo Carvalho.” *Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World*. Expected date of publication, Spring 2015.
- “Facing Evil from the Holocaust to the Femicides of Ciudad Juárez in Roberto Bolaño’s *2666*.” Chapter accepted for inclusion in *The Holocaust Metaphor*. Eds. Anna Rosenberg and Chiara Tedaldi. Peter Lang. Expected date of publication, 2015.
- “Evoking Japan in Mario Bellatin’s Cosmopolitan Novels *El jardín de la señora Murakami* and *Shiki Nagaoka: una nariz de ficción*.” *Confluencia*. Forthcoming Vol 31.1 Fall 2015 issue.
- “A Latin American Articulation of the Holocaust in Jorge Volpi’s *Oscuro bosque oscuro*.” *Bulletin of Spanish Studies*. Vol. 91. Issue 7, 2014.
- “From Album Novel to Cowboy Soap Opera: Melancholia, Race and Carnival in the Multi-Media Works of Mario Prata.” *Communicating Marginalized Masculinities: Identity Politics in TV, Film, and New Media*. Eds. Ronald L. Jackson and Jamie Moshin. Routledge Press. 2013.
- “Brazilian Masculine Identity in Mario Prata’s Album Novel *Buscando o seu Mindinho: Um Almanaque Auricular*.” *Economies of Relation: Money and Personalism in the Lusophone World, Portuguese Literary and Cultural Studies*. Vol. 23/24, Tagus Press, 2013.
- “An Album Novel for a Border City: The Case of *Idos de la mente* by Luis Humberto Crosthwaite.” *Letras Hispanas*, Vol. 7. Fall 2010.
- “Multi-Media Celebrity, Online Narrative and the Print Memoir: The Case of *O Doce Veneno do Escorpião* by Bruna Surfistinha.” *Symposium*, Spring 2009.

Lila Carlsen

- “Inhospitable Text: Critical Dystopia in *Los vigilantes* by Diamela Eltit” *Letras Femeninas* 50.2 (Winter 2014).
- “Absurdity and Utopia in Roberto Bolaño’s *Estrella distante* and ‘Sensini.’” *Confluencia: Revista Hispánica de Cultura y Literatura* 30.1 (Fall 2014).
- “Utopia, Archive, and Anarchy in *Los siete hijos de Simenon* by Ramón Díaz Eterovic.” *Studies in Twentieth and Twenty-First Century Literature* 35.2 (Summer 2011).
- “‘Te conozco de cuando eras árbol’: Gender, Utopianism, and the Border in Cristina Rivera Garza’s *La cresta de Ilión*.” *Symposium: Quarterly Journal in Modern Literatures* 64.4 (Winter 2010).

April Marshall

- “Naming Clues to the Layers of Transgression in *El Crimen del Padre Amaro*.” *NAMES*. 62.2 (2014): 100-06.
- “‘Onomastic Emphasis’ in Julia Álvarez’s *Saving the World*.” *NAMES*. 57.4 (2009): 229-235.
- “Representing Suffering. *El dolor de Colombia en los ojos de Botero*.” *Hispanic Research Journal*. 9.5 (2008): 478-492.
- “Practices and Principles for Engaging the Three Communicative Modes in Spanish through Songs and Music.” Co-author Frank Nuessel. *Hispania*. 91.1 (2008): 139-146.
- “Portraying Plague: The Possibilities in Puenzo’s *La peste*.” *Into the Mainstream: Essays on Spanish American and Latino Literature and Culture*. Ed. Jorge Febles. Newcastle, UK: Cambridge Scholars Press, 2006. 170-182.
- “Metaphors We Die By.” *Perspectives on Metaphor*. Ed. Frank Nuessel. Spec. issue of *Semiotica*. 161.1/4 (2006): 345-61.

Institutional Resources

Course load. Tenured senior faculty at Pepperdine teach a 3:3 course load. Non-tenured junior faculty teach a 3:2 load in order to work on scholarship. Classes are between 3 units/hours and 4 units/hours. All courses in Hispanic Studies are 4 hour per week classes. Tenured faculty may apply for a one-course reduction each year. The application consists of a 1-2 page research proposal. In general, faculty members who produce scholarship on a consistent basis within the framework of the Boyer Model are granted one-course release.

Research support. In the International Studies and Languages division, all tenure-track and tenured faculty members receive \$1,700 for travel to conferences and professional development. Some faculty members in the division receive more for additional duties, such as coordinating a program.

Staff support. We have two office staffers for 30+ faculty members. Student workers occupy the front desk and serve as the first responders to questions and phone calls. This year student worker hours were cut by 22% in order to save divisional funds.

Building. The ISL Division is housed in the Seaver Academic Complex (SAC). The division has priority use of all classrooms, ranging in seating from 10 to 34. Classroom space is generally sufficient in terms of number of seats. At present, because of space, we are not consistently able to provide schedules that are conducive to research. Similarly, the provision of technology podiums is good although the layout of certain rooms prevent students from seeing the screens (some classrooms only have large televisions rather than full-size projection screens). Tenured and tenure-track faculty in the division each have their own office. Full-time visiting faculty typically (but not always) have an office for their own use: the actual office will vary from semester to semester. Adjunct faculty teaching one or

two classes per semester usually share office space with one or two colleagues. Currently, there are four adjunct offices. One is occupied by three professors. Three offices have two professors in them.

The SAC is a temporary structure that was erected with a projected lifespan of approximately 10 years. That was over 30 years ago. The physical construction of the building presents numerous issues. Because of the modular construction, noise is consistently an issue. Given that all of Seaver's language programs are housed in the SAC this presents real issues on a daily basis. Language classes use audio and media resources on a regularly which can be heard in adjacent classrooms. Faculty offices lack sound-proofing making it impossible to have a conversation with colleagues or students that is not overheard by one's neighbors, which poses problems when dealing with confidential issues. Restrooms are constantly under repair. Since replacing the toilets and urinals in 2013, the urinals in the men's room have overflowed six times. None of the doors to the stall latch properly. The air conditioning frequently requires repairs during the hottest months of the year.

In line with Pepperdine University's values and mission, the current strategic plan, "Boundless Horizons," posits the institution as aiming "to be a premier, global Christian university known for the integration of faith and scholarship in the service of humanity." The introduction to "Boundless Horizons" states:

"Pepperdine University enjoys a distinctive ethos, mission, and character that will equip and empower it to serve the needs of our society and the world. With our founder, George Pepperdine, we firmly believe that we have been given a 'sacred trust' to which we must be faithful. Now is the time to rise to the occasion—to become a truly global university, earnest about scholarly inquiry and devoted to student learning, while remaining true to the founder's spiritual vision."

While our current strategic plan promotes ideas of being "global" and "international," the most recent capital campaign (ending in December 2014), made no provision for a building for International Studies and Languages. Given (1) the size of Pepperdine's International Programs and their prerequisite that all students complete the first semester of language study prior to departure, (2) the prominence of the International Studies major, and (3) the promotion of diversity it seems contradictory to house ISL in the most remote part of the Seaver Campus and in its only portable building. Concerns have been voiced repeatedly at various administrative levels that this physical space is insufficient for the needs of the ISL division. While the SAC does have certain advantages, including direct purview for ISL staff over the space, the building and geographic context is homologous to second-class citizenship. It is a status that certainly impacts perceptions across campus and even within our division (see Appendix H).

SUMMARY AND REFLECTIONS

The overall picture is that the Hispanic Studies program is now compliant with assessment standards. The feedback from our more recent annual report is extremely positive as compared with feedback from our first annual report in 2011. Our PLOs are aligned with Pepperdine University's ILOs. We are in the process of understanding and examining Core Competencies at an institutional and programmatic level. On our next assessment cycle the Hispanic Studies faculty will begin in earnest to evaluate our PLOs in conjunction with the Core Competencies (see Appendix I).

More importantly, evidence from annual reports indicates that students are indeed reaching PLOs as designed through the curriculum. Reading between the lines (the reports from 2010-11 and 2013-14 in particular), it is clear that student learning outcomes are sometimes uneven in terms of language ability (both written and spoken). One contributing factor in terms of uneven performance is certainly a reluctance to hold students back when their language skills are still deficient. It is also the case that we do not always monitor proper sequencing. A senior capstone course for majors only would help to provide Hispanic Studies faculty with a pool of students for an assessment that would yield more accurate results vis-à-vis PLOs for the major.

Hispanic Studies faculty are also increasingly looking for ways to integrate service-learning and community-based learning into the course curriculum. This is in alignment with our goals for students as well as the University's mission and ILOs. However, the implementation of service-learning and community-based service projects is also uneven: Some professors include these components, others do not. Some projects are very time-intensive while others are not. We are in the process of evaluating service in our program. Questions are being raised about consistency with some service programs, accessibility for students, formal implementation into the curriculum, and assessment.

Demand for Program. Demand for the program was addressed earlier in this report. While the need for foreign languages and the knowledge of cultures has increased within the global economy, the study of these at the university level in the United States has decreased. The most recent report by the Modern Language Association (MLA) notes that over the last five years numbers in Spanish have dropped by 8.2% though still outpacing all other language enrollments combined, 790,756 (Spanish) to 771,423 (all other languages). While the Hispanic Studies program at Pepperdine has seen a decrease in majors, down 18% from 2009, the numbers are still strong. Modest growth would be expected with the slow enrollment increase associated with the "Growing Seaver" plan.

Finally, anecdotal evidence indicates that our students would like more variety in course offerings, less literature and more courses along the lines of Spanish for professional uses, cinema, or contemporary Hispanic societies. We have recently hired a sociolinguist. This person will be tasked with teaching SPAN 345 and developing another course that speaks to student needs in terms of developing practical skills, something along the lines of Spanish in the U.S. The question will be how such a course fits into the present curriculum with four-hour courses.

Goals, Actions, and Quality Improvement Plans

Action 1. Create mandatory senior capstone course.

Keeping in line with peer and aspirational schools as well as the general push in higher education toward high-impact practices, it seems imperative that we implement a senior capstone course so as to verify that our PLOs are met upon graduation. It will also provide an optimal context to canvas students about their experience in the program. Most importantly, perhaps, this course will provide students with an opportunity to develop a project that will help them bridge the gap between their collegiate experience and the post-graduate world.

Action 2. Revamp the course sequence to offer more variety.

Informal student feedback consistently indicates a desire for a wider variety of course offerings in Hispanic Studies. For example, when heritage speakers are exempt from SPAN 345, they must still find another course, and often there is only one other choice. Additionally, the course sequence is very literature heavy. Four of the five 400-level courses are survey of literature courses. These are limited, generally, to so-called canonical works. Without the variety provided by the 461 courses, we are a bit stodgy. The Hispanic Studies faculty would like more flexibility to teach courses that allow us to introduce more specialized topics at times and also develop classes that speak to the here and now of our global context.

Another limiting factor is that all of our courses are 4 units. We wonder if altering the major to include more courses with lower hour requirements (3 units) would help provide students with a wider variety of course options, and thus provide a context to offer more specific courses, including some practical courses. It is notable that many of our peer and virtually all of our aspirational schools require more classes but the same amount of units.

Action 3. Develop an exit interview for graduating seniors.

We do not have a systematic instrument to track students. The Office of Institutional Effectiveness, we believe, does not do an accurate job of tracking how many majors and minors we have. Nor do we know much about our students' overall experience in our program apart from some class surveys and conversations. An instrument that would be used in a mandatory senior capstone course would be highly beneficial for (1) tracking students; (2) assessing PLOs; (3) understanding student experiences and adjusting the program accordingly.

Action 4. Develop a plan to coordinate and assess service components in Hispanic Studies.

Our Institution and our Program both lend themselves to service. We already serve often and well. But, as previously noted, we do it in an uneven way and without measuring outcomes. Service can and perhaps should be more fully integrated into the Hispanic Studies program on the whole. We need to work with OIE to develop a plan and instrument for measuring outcomes. There is also space, given other initiatives at Seaver College, to fund service. Right now we are looking at having a divisional liaison for coordinating service.

Action 5. Stabilize and improve the Madrid Upper Division Language program

One factor that may help to explain the dip in numbers for the Madrid Upper Division Program is likely the pull from the Buenos Aires program. While the Buenos Aires summer program does not attract nearly as many students, it pulls enough students to impact enrollments in the Madrid program. Unfortunately, the lower enrollment impacts the budget of a program that already lacks infrastructure and therefore has additional costs associated with it a priori. The lack of logistics and the unfavorable exchange rate (euro to dollar) are both limiting to faculty and cost-prohibitive to students. We know empirically that the program is a high-impact experience and therefore want to keep it. At the same time, we hope to make it (1) more accessible to students and (2) easier to implement on an every-other-year basis.

Action 7. Change the name of the major from Hispanic Studies back to Spanish.

The Hispanic Studies faculty have often wondered if a small part of the decline in numbers has to do with the moniker “Hispanic Studies.” It often requires explanation and does not confer the very practical skill of knowing another language. Only one of our eight peer and aspirational institutions use the moniker “Hispanic Studies.” Input is requested from the external reviewer about this question (Boston College).

Action 8. Find a more suitable building or construct on the current space.

What does it mean to be global? If Pepperdine University is indeed looking to train students for the global context, then other languages and cultures must be taken seriously. Spanish is the third most widely spoken language in the world. Over half of all Californians are Hispanic. Part of the “Growing Seaver” plan includes actively recruiting from the Hispanic community (pp. 18-19).³ Put simply, it seems that if Pepperdine is going to pitch itself as a truly global institution *and* actively recruit Hispanics, then it would follow that those who study global cultures and seek to understand and promote Hispanic culture would be fully integrated into the institution via equitable working conditions. We realize that this is not by any stretch of the imagination a “cost neutral” action item, yet we include it in an effort to both support the goals of the institution as previously stated and to seek parity with our peers at Seaver College. If nothing else, a building for ISL should be included in the next fund raising campaign.

³ See “Growing Seaver College: A Report to Seaver Faculty” on the Pepperdine website: http://seaver.pepperdine.edu/about/administration/dean/content/faculty/growingseaver_faculty.pdf

Appendix A

Spanish Program Review Spring 2009

Prepared by April D. Marshall

Abstract

This project was a review and evaluation of the goals and objectives of the Spanish Program in general as well as the curriculum in the major. More specifically, it focuses on how a current core course, SPAN 341, serves that curriculum as a transition course between Lower Division language learning and Upper Division content courses in the Spanish Program.

- Revision of Spanish Program goals and objectives.
- Creation and analysis of a curriculum matrix for Spanish major.
- Draft a set of goals and objectives for the SPAN 341 course itself.
- SPAN 341 is an advanced grammar, composition and creative writing course required in the major.
- It serves as a pre-requisite for most other upper division classes, 400 level courses in particular.
- After finalizing our program goals and objectives and creating a curriculum matrix the Spanish faculty completed a set of goals and objectives for the SPAN 341 course itself.
- Data was collected from the SPAN 341 courses in the fall of 2008, including writing samples as well as pre-surveys and post-surveys from the spring of 2009.
- A grading rubric for the SPAN 341 course that corresponds to our goals and objectives and standards from the American Council on the Teaching of Foreign Languages (ACTFL) was also developed.
- This rubric was applied to the collected writing samples and faculty analyzed the results.
- The key questions we sought to answer with this study focused on the writing aspect of the course in particular (and the major more generally): What writing skills do students practice/demonstrate in the course? Does it prepare them (as we hope) for more advanced course work in Spanish?

Introduction & Literature Review

The Spanish Program is part of the Modern Languages area of the International Studies Division. A major in Spanish equips students with the skills and knowledge to comprehend, speak, read and write competently in real-life situations in the language. Both oral and written communication are stressed in the Program. A successful Spanish major will be able to discuss the literature, culture, history and geography of Spain and Spanish America at a sophisticated level. Additionally, Spanish majors engage in the analysis of phonetic aspects of the language. The completion of the major is contingent upon an intensive experience in a Spanish-speaking

country. The ultimate goal of the Spanish Program is to foster awareness not just of another language and its culture, but also of the value of human diversity and each student's capacity to serve in light of this awareness. Service is an essential concept in both Pepperdine University and Seaver College's Missions.

At present there are five tenure track faculty members in Spanish: Phillip B. Thomason, April D. Marshall, Paul Begin, Lila McDowell Carlsen and Graciela Pérez-Boruzsko. Additionally, the program also currently has two Visiting Lecturers and two Adjunct Instructors. Since the last program review in terms of tenure track faculty we have lost two faculty members, one to a position at another institution and the other was not awarded tenure at Pepperdine. We have replaced both faculty members and added an additional tenure track position.

The Spanish major is required to take a total of seven Upper Division courses (twenty-eight units/semester hours). The Spanish major is also required to complete the Summer Intensive Language Program in Madrid or Buenos Aires, or 2 semesters in: a) a year-round Pepperdine Spanish abroad program, or b) a pre-approved experience in a Spanish-speaking culture.

The Spanish major consists of the following:

Three required core courses:

Course ID	Course Description	Units
SPAN 341	Advanced Grammar, Composition and Creative Writing	4
SPAN 345	Spanish Phonetics and Conversation	4
SPAN 347	Survey of Spanish Culture and Civilization	4

Four elective upper division courses (16 units): In consultation with an advisor, students choose four upper division (300 level and higher) Spanish classes, of which two must be literature courses.

The prerequisite for all 300-level Spanish courses is SPAN 252. The prerequisite for all 400 level Spanish courses is the successful completion of SPAN 341.

Since the last program review we have added a course to our upper division rotation, effective in spring 2006. SPAN 461 Seminar in Hispanic Studies (Selected Topics) was proposed with four original objectives in mind: 1. to allow majors and heritage speakers to add breadth to their studies in Spanish, by offering them a look at various genres from Latin American and Spanish authors, expanding on the material in the survey courses, 2. to further the College's goal of equipping students with the "ability to communicate and to understand the communication of

others” in a foreign language and with a different cultural perspective than their own, 3. to permit heritage speakers to substitute an Upper Division course for any course in which they have met the objectives, and 4. given that the Spanish Upper Division did not currently include a Senior Capstone Seminar, to serve students at that level.

Peer Program Comparison

School	PEPPERDINE	Middlebury College	Loyola Marymount	Baylor	Calvin College
Undergrad Enrollment	3,281	2,376	1,198	11,751	4,040
Spanish Upper Undergrad Enrollments (2006 MLA Report)	123	176	198	222	200
Spanish Faculty	5 FT TENURE TRACK, 2 VISITING, 2 ADJUNCT	13 FT, 1PT, Coordinator	3 Assoc, 2 assist, 1 visiting assist	27 full and part time	13 FT
Major Requirement	28 SEMESTER HRS. UPPER DIVISION/ 7 COURSES @ 4 SEMESTER HOURS	33 semester hours, 11 courses @ 3 semester hours	25 semester hours UD	33 semester hours UD	31-32 semester hours
Study Abroad	REQUIRED	The dept expects, most students will	"Strongly encouraged"	Opportunities listed	Required

Spanish Program Objectives

During a divisional retreat on assessment three members of the Spanish tenure track faculty began a revision of the existing goals and objectives for the Spanish major in April 2008. The following list was finalized in October 2008 with input from all five of the current tenure track faculty members during meetings and email discussions.

GOALS:

Students with a Spanish major are able to:

1. communicate accurately in the language.
2. apply a deep understanding of Hispanic cultures in their contexts.
3. recognize and respond to human need in the Hispanic world.

OBJECTIVES:

1. Demonstrate proficiency in the following:

- A) Reading: Comprehend and evaluate content from simple conversational texts to technical, theoretical and literary passages.
- B) Writing: Compose documents that express, explain and analyze culture and literature.
- C) Oral/Aural: Understand and respond in the following socio-linguistic contexts – basic conversation, more complex directions, interpretation of scholarly discussions and debates, all in a variety of regional and social dialects.
2. Cultures: Describe and critique in written and verbal form autochthonous cultural manifestations and dominant social institutions of the Hispanic world:
- A) Basic cultural mores: compare and contrast with one’s own culture.
- B) Sophisticated cultural aspects: history, literature, film, theater and other visual and creative cultural production.
3. Contemporary Societies: Describe and critique in written and verbal form current issues that include:
- A) Basic principles of belief systems.
- B) Politics.
- C) Social justice issues.

Furthermore, at the April 2008 retreat three Spanish faculty members utilized the revised objectives to create a curriculum matrix. When the objectives were finalized in the fall we reviewed the matrix again. The matrix reflects the extent to which each course in the Spanish major introduces (I), practices (P) and/or demonstrates/masters (M) our objectives. For purposes of clarity and to better reflect ACTFL standards we divided the first objective in the matrix as reading/writing and oral/aural. SPAN 151,152 and 251 are part of the General Education curriculum and not considered part of the Spanish Major which begins after completion of SPAN 252 or an equivalent placement by exam or interview with an instructor. See Table 1.

Table 1: Spanish Curriculum Matrix (Introduce, Practice, Demonstrate/Master)

Objective/Course	Reading/Writing	Oral/Aural	Culture/History	Contemporary Societies
SPAN 252	P	P	I	I
SPAN 341	P	P	I	I
SPAN 345	P	M	P	P
SPAN 346	P	P	P	P
SPAN 347	P	P	M	P
SPAN 348	P	P	M	P
SPAN 449	M	M	M	P

SPAN 451	M	M	M	P
SPAN 453	M	M	M	P
SPAN 455	M	M	M	P
SPAN 461	M	M	P/M	P/M

The matrix was useful in reminding us that many of the skills we practice and demonstrate in the Upper Division courses are actually introduced in the GE or Lower Division language classes. This reinforces the fact that we must make that a strong program as well and be very conscientious of the gaps that may occur when students place into our Upper Division from sources other than Pepperdine. Furthermore the matrix reinforces our reasoning for establishing both SPAN 341 and 345 as prerequisites for other Upper Division courses in the Spanish major.

Methodology & Research Design

According to a recent sabbatical project report by Professor Phillip Thomason, “Other than the addition of an overseas intensive language requirement for all majors in 1988-89, there have been no significant changes in the curriculum since 1986 or before”. Motivated by this fact and the reality of current commentaries on language studies in articles like “Dramatic Plan for Language Programs” by Scott Jaschik and “Hispanic Studies Must Reform to Stave Off Obsolescence” by Frank Graziano, even before this assessment project three members of the current tenure track Spanish faculty had begun to evaluate the major curriculum and the SPAN 341 course was a central issue in our discussions. See two sample syllabi in Appendix A. Specifically, instructors who regularly taught the course noted that the grammar material in the course was so dense it allowed limited time to develop concepts. The grading load was heavy given the fact that SPAN 341 is a composition course and drafts with revisions are required. Finally, in addition to advanced grammar, composition and creative writing skills the course sought to introduce and practice research methods as well.

The SPAN 341 course is required for all Spanish majors and it serves as the prerequisite for all 400 level classes. It is also designated as a Writing Intensive (WI) course within Seaver College, described in the college’s catalog:

Writing-Intensive Course

This requirement is designed to develop discipline-specific ways of writing important for continuing study in the major, for careers, and for communication of discipline-specific knowledge to general audiences. This requirement will be fulfilled through writing-intensive courses in the student’s major discipline.

In the writing-intensive course requirement, students will:

- Use writing to improve learning of subject matter and promote the development of critical thinking.

- Learn discipline-specific ways of thinking and communicating, including writing skills important for continuing study in the discipline, for careers, and for communicating discipline-specific knowledge to audiences outside the discipline.
- Improve writing processes, developing effective strategies for generating ideas, gathering information, drafting, revising, and editing.

Given SPAN 341's significant role in the major curriculum and within the wider college GE requirements, we decided to assess the course and in particular the student writing in it. The catalog description for the course states it is an "intensive study of grammar and practice in written Spanish. Style is studied. Prerequisite: SPAN 252 or equivalent competency".

In order to review the SPAN 341 class the Spanish faculty developed a specific goal and four learning objectives for the course at a meeting in November 2008:

SPAN 341 Course Goals and Objectives

GOAL:

SPAN 341 students will write a range of texts, at the Advanced High level as defined by the ACTFL Writing Proficiency Guidelines (2001), following the structures and language features appropriate to the text type. See Appendix B for the ACTFL Guidelines.

OBJECTIVES:

SPAN 341 students will:

1. Write arguments and discussions on familiar issues, showing supporting evidence and a development of ideas.
2. Use developing control of the Spanish grammar system to broaden the ways to analyze, argue, persuade, describe, classify, and explain.
3. In response to feedback and self-assessment, redraft writing to improve clarity of organization, expression and purpose, and not just correct inaccuracies.

During the fall 2008 semester two sections of SPAN 341 were offered on the Malibu campus. Pre-surveys and writing samples were collected at that time. In the spring 2009 a post survey was also distributed to the students.

A total of 24 students were enrolled in the two sections of the SPAN 341 course. By the end of the course, two students had withdrawn. According to data from the pre-surveys administered on the first day of class, just under half of the class were in their third year at Pepperdine (eleven students) while five students were in their second year. Nearly equal numbers of students

represented the first (four students) and fourth years (three students). Finally, there was one student in the course in her fifth year at the university. Students place into the SPAN 341 course by various means. The pre-survey information indicates that more than half of the students completed SPAN 252 on the Malibu campus prior to enrolling in SPAN 341 (fourteen students). The next largest group of students placed into SPAN 341 by taking equivalent courses in Pepperdine's Buenos Aires Program, five students. Equal numbers of students placed into the SPAN 341 class through our language placement exam or the equivalent AP credits/placement (two students). Lastly, one student placed into the SPAN 341 course after transferring from another university with coursework equivalent to our SPAN 252.

We collected four essays total from students at different points in the fall semester. The four pieces represent in class writing tasks and tasks completed outside of class as well. Essays C and A are from the same writing prompt. C was completed in class on the first of the course and A was written in class on the last day. See Appendix C for writing prompt. Essays AB and CB represent the first and second drafts respectively of an assignment completed outside of class and the second draft (CB) reflects instructor feedback and student revisions. See Appendix D for writing prompt.

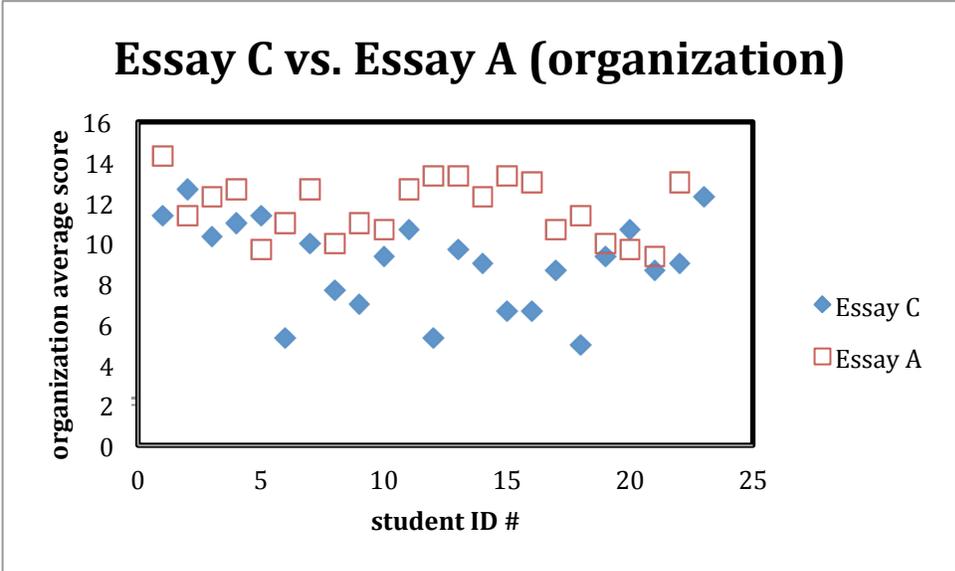
The Spanish faculty subsequently designed a rubric that reflected the goals and objectives of the SPAN 341 course to evaluate the writing samples. The rubric has five categories which correspond to the four learning objectives for the SPAN 341 course. The rubric is based on a 100 point scale and adapted from a rubric found in *Testing ESL Composition: A Practical Approach* by Holly L. Jacobs, Stephen A. Zinkgraf, Deanna R. Wormuth, V. Faye Hartfiel and Jane B. Hughey. See Appendix E for the grading rubric. Next, all Spanish faculty evaluated an anonymous sample essay and met to discuss the rubric and their ratings. The average total score was 68.5 out of a possible 100 and the individual scores ranged from 63-74.5. All of the individual scores fell into the same rating on the rubric, "good to average".

At this point all remaining writing samples were scored independently by three different Spanish faculty members. The students' names were removed and each essay was numbered so the samples would be anonymous.

Results

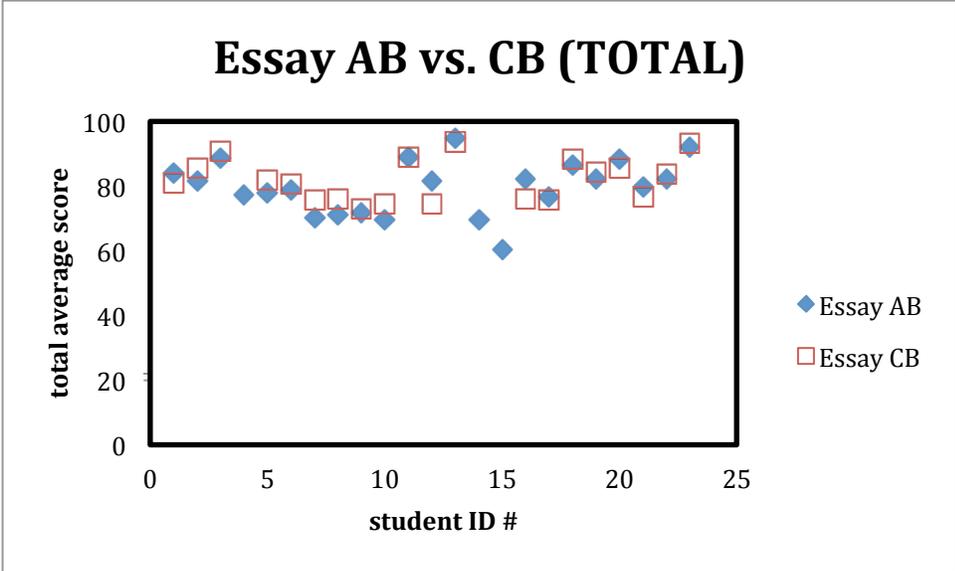
The resulting total scores as well as the scores for each of the five categories on the rubric were averaged and graphed. Axis X shows student essay ID numbers and Axis Y represents the scores. Included below in Tables 2 and 3 are the results for the organization category from the rubric for Essays C and A as well as the overall average scores from Essays AB and CB. For all other graphs see Appendices F-O.

Table 2



22 students completed essay A on the last day of class. 19 received higher scores in the organization category compared to their essay C from the same writing prompt but written on the first day of class. Several of the scores were significantly higher. This category on the rubric deals with fluent expression, the clear statement of ideas, and the cohesiveness and sequencing of the writing. Clearly, the results make evident the practicing and demonstration of objectives 1 and 3 for the SPAN 341 course. Moreover, the instructor used the Spanish Civil War as a cultural backdrop for SPAN 341 this particular semester. The change in scores here could also reflect the students’s growing familiarity with the topic which in turn aided them in organizing their writing. The results for this rubric category and Essays C and A reinforce the need for objective 3 in the course and the faculty’s conviction that revision and redrafting of writing assignments is essential to SPAN 341 and the improvement of student writing in the Spanish major.

Table 3



In contrast to the organization category results for essays C and A in Table 2, the overall total average scores for essays AB and CB were not remarkably different. In fact, the scores for the majority of the 20 essays CB turned in were almost the same as the scores on the earlier draft, AB. A few scores are slightly higher and a few are slightly lower. These essays were completed outside of class. One faculty member argued that these results make a case for not having students complete essays outside of class given that the resulting changes were not notable and that we do not know under what circumstances the students make their revisions. Another faculty member commented that many of the total scores were high to begin on the first version (AB) and that there was not much room for marked improvement. Additionally, this is a longer essay that generally goes through more revision (peers and instructor). It is worth more in the course grade and students are encouraged to work on it during the entire course of the semester. The fact that they may have been more accustomed to the rubric by the time they completed essays AB and CB may also be a factor at play in these results. Looking closely at the scores on the first essay (AB) we observe that only 6 students truly fall into “Fair to Poor” range as defined by our rubric. Most scored a “Good to Average” rating with their first attempt.

Analysis and Recommendations

The information from this general program assessment and the specific assessment of student writing in SPAN 341 helped the Spanish faculty clearly communicate the goals for the Spanish Program and the 341 course aside from the obvious grammatical component. We also reviewed our major curriculum and the sequencing within it as it relates to the development of student writing. This assessment will facilitate our ongoing revision of the Spanish major as well as serve as a model and provide background information for a future assessment of our Lower Division program.

The graphed data reveals considerable variation in the total average scores on essays C and A (Appendix F). In terms of the rubric categories for these two in class essays our faculty observed the most notable changes in the areas of organization, content and vocabulary (Table 2 and Appendices J and I). We agreed that the SPAN 341 course should continue to emphasize these areas. Faculty commented that objectives 1 (Write arguments and discussions on familiar issues, showing supporting evidence and a development of ideas) and 2 (Use developing control of the Spanish grammar system to broaden the ways to analyze, argue, persuade, describe, classify, and explain.) were effectively demonstrated at the goal ACTFL writing proficiency level in the samples as a whole. Less dramatic change was noticed in the category of language usage on essays C and A (Appendix G).

Faculty discerned less difference overall in the five rubric categories in essays AB and CB (Appendices K-O). For both essays language usage was generally scored highly, falling in the top two ratings on the rubric (Appendix N). The second essay in this group, CB, was a voluntary revision, so not all students submitted a second draft. Some faculty believed that objectives 3 and 4 of the SPAN 341 course were demonstrated in these samples.

Though we see change in our sample sets, students also enter the SPAN 341 class at different levels in the first place as we observed in the pre-survey data indicating the various sources that

place students in SPAN 341. The goals and objectives as they appear here, though reflected in the fall 2008 syllabus are not included verbatim. The students also were not given the grading rubric in writing at the start of the semester although the categories were communicated verbally to them and the rubric was later used to score some writing assignments. Furthermore, in our discussions we realized that objective 1 mentions “familiar issues” but both writing assignments did not truly engage a familiar topic (Spanish Civil War) for the students, especially with regards to the in class essay on the first day of the semester.

SPAN 341 is taught every semester on the Malibu campus. It rotates among the faculty (both tenure track and visiting) and one recommendation is to standardize the syllabus and include the goals and objectives found here as well as the grading rubric for writing. This would help to achieve consistency in the Spanish major curriculum and aid us in maintaining the college’s WI designation and requirements. The rubric should also be discussed in class and students should use it to evaluate writing samples of varying quality provided by the professor. The faculty is also in agreement that revision, rewriting and peer revision must be required in the SPAN 341 course each time it is offered in order to continuously achieve objectives 3 and 4.

The question about familiar content about which students may write is closely connected to some of the original concerns mentioned in initial discussions about the major curriculum that preceded this formal assessment. Given that SPAN 341 is a grammar course in addition to a composition course, it is difficult to find writing material for assignments because the principal content in the class is grammar and a formidable amount of it. We have attempted to incorporate readings, films and other cultural artifacts as sources for thematic materials for student writing tasks, but time is an issue. Obviously we need to continue to explore this question and develop additional options. One suggestion has been to incorporate journalistic sources – newspapers and television news. Furthermore, SPAN 341 could incorporate cultural content areas from SPAN 252 as points of departure for writing prompts, especially early in the course. This would help to make the transition from Lower Division to Upper Division more cohesive.

The semester after these assignments were collected, a survey was distributed via email to students who had completed the SPAN 341 course. See Appendix P for survey. 6 surveys were returned. The responses indicate that students believe the SPAN 341 course delivers a high level of support in terms of improving their overall writing in Spanish. They are less confident when it comes to their control of the Spanish grammar system and their ability to redraft writing in Spanish improving clarity of organization, expression and purpose and not just correcting inaccuracies. Additionally, they express some lack of confidence with regards to the extent to which SPAN 341 broadened the ways in which they are able to analyze, argue, persuade, describe, classify and explain in Spanish. Finally, the surveys that were returned did not display a score less than 3 in response to any of the questions.

Next Steps

As mentioned previously, prior to this assessment the Spanish faculty were discussing the major curriculum. As a result of these conversations changes were proposed during the 2007-2008 academic year that were not in effect at that time of this assessment, but are incorporated in the

2009-2010 academic catalog. These modifications include changing the name of the major from Spanish to Hispanic Studies and increasing the number of Upper Division courses in the major from seven (twenty-eight units/semester hours) to eight (thirty-two units/semester hours). An additional course is required at the 300 level as well, SPAN 300: Introduction to Hispanic Studies. The rationale for the course is the following: SPAN 300 is a content-based, thematic course that is designed to introduce students to the main objectives and practices of Hispanic Studies in preparation for continued success within the major and beyond. The class will introduce some of the research skills that were originally associated with SPAN 341 and in SPAN 341 the students will have more time to practice those skills. Furthermore, we have removed the “creative writing” component from the title and description of SPAN 341. It simply was impractical to cover so much ground. Within the major students may now take either SPAN 347 (Survey of Spanish Culture and Civilization) or SPAN 348 (Survey of Spanish American Culture and Civilization). Originally, only SPAN 347 was required and SPAN 348 was an elective course.

As far as the continuing assessment of our program, the following seems reasonable:

- Assess SPAN 252 in light of our revised SPAN 341 to determine if the goals and objectives of that course align with what is expected of students upon entering SPAN 341.
- Establish a more comprehensive method for assessing writing proficiency levels upon entering SPAN 341.
- Review the current SPAN 341 text in light of the goals and objectives for the course.
- Assess SPAN 341 after implementation of a standard syllabus with goals and objectives and the grading rubric for writing. Compare data with our results here.
- Survey professors teaching Upper Division courses that follow SPAN 341 and ask them how students in their courses are demonstrating the objectives from SPAN 341 in their written assignments in those content courses.

Appendix B

A student who graduates with a major in Hispanic Studies should be able to:

<i>PLO #1</i>	Read, comprehend, and evaluate content with a difficulty level from simple conversational text to technical, theoretical and literary passages.
<i>PLO #2</i>	Compose written documents that express, explain and analyze culture and literature.
<i>PLO #3</i>	Understand aurally and respond orally to basic conversation, as well as more complex, scholarly discussion situations in a variety of regional and social dialects.
<i>PLO #4</i>	Describe and critique in written and verbal form cultural manifestations and social institutions of the Hispanic World, as well as current issues related to belief systems, politics and social justice issues.

Appendix C

SPAN 341 Writing Assessment Rubric Adapted from *Testing ESL Composition: A Practical Approach*

Total Points Possible: 100

CONTENT:

- 20-18 EXCELLENT TO VERY GOOD: skilled management of subject, thorough development of thesis, relevant to assigned topic, appropriate and strong incorporation supporting sources
- 17-15 GOOD TO AVERAGE: adequate management of subject, limited development of thesis, mostly relevant to topic, but lacks detail, adequate incorporation of supporting sources
- 14-12 FAIR TO POOR: limited management of subject, inadequate development of topic, inadequate incorporation of supporting sources
- 11-9 VERY POOR: does not manage subject, not pertinent, lacks supporting sources, OR not enough to evaluate

ORGANIZATION:

- 15-13 EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive
- 12-10 GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, logical but incomplete sequencing
- 9-7 FAIR TO POOR: non-fluent/incomprehensible at times to non-natives, ideas confused or disconnected, lacks logical sequencing and development
- 6-4 VERY POOR: does not communicate, no organization, OR not enough to evaluate

VOCABULARY:

- 20-18 EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
- 17-15 GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage *but meaning not obscured*
- 14-12 FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage, *meaning confused or obscured*
- 11-9 VERY POOR: essentially translation, little knowledge of Spanish vocabulary, idioms, word form, OR not enough to evaluate

LANGUAGE USAGE:

- 40-37 EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
- 36-33 GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*
- 32-29 FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, *meaning confused or obscured*
- 28-25 VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate

MECHANICS:

- 5 EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
- 4 GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*
- 3 FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, *meaning confused or obscured*
- 2 VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, OR not enough to evaluate

Appendix D

Rúbrica para calificar ensayos ~ 100 pts.

Contenido 20%

20-18 Excelente – Muy Bien: demuestra conocimiento significativo y sustantivo, desarrollo completo de ideas relevantes al tema, incorporación apropiada y significativa de evidencia y/o recursos secundarios, demuestra pensamiento crítico original

16-14 Bien desarrollado: algún conocimiento del tema, registro apropiado, desarrollo limitado de la tesis, mayormente relevante al tema, pero carece de detalle, incorporación adecuada de evidencia y/o recursos secundarios

14-12 Desarrollo emergente: conocimiento limitado del tema, poco sustantivo, desarrollo inadecuado del tema, incorporación inadecuada de recursos secundarios

10-8 Falta significativa de desarrollo: no demuestra conocimiento del tema, no sustantivo, falta de relevancia, carece de recursos secundarios o insuficiente para evaluar

Organización 15%

15-14 Excelente – Muy Bien: expresión elocuente, ideas claramente declaradas, sucinto, bien organizado, secuencia lógica, cohesivo, ideas complejas o abstractas explicadas con claridad

13-10 Bien – Regular: entrecortado, ligeramente organizado pero las ideas principales sobresalen, secuencia lógica pero incompleta

9-7 Desarrollo emergente: carece de dominio/incomprensible a veces al lector extranjero, ideas confundidas o sueltas, falta de secuencia lógica, requiere desarrollo

6-4 Falta significativa de desarrollo: no se comunica, no hay organización o insuficiente para evaluar

Vocabulario 20%

20-18 Excelente – Muy Bien: léxico amplio y sofisticado, elección y uso efectivos de frases idiomáticas, dominio morfológico, registro apropiado, incorporación de términos nuevos y avanzados

17-15 Bien – Regular: léxico apropiado, pocos errores del uso/forma/elección de frases idiomáticas, pero no se pierde el significado

14-12 Desarrollo emergente: léxico limitado, errores frecuentes del uso/forma/elección de frases idiomáticas, se pierde o se confunde el significado

11-8 Falta significativa de desarrollo: esencialmente traducción, poco conocimiento del vocabulario español, las frases idiomáticas, morfología o insuficiente para evaluar

Gramática 40%

40-36 Excelente – Muy Bien: construcciones complejas y efectivas, pocos errores de concordancia, tiempo, número, secuencia/función, artículos, pronombres, preposiciones

35-32 Bien – Regular: construcciones efectivas pero simples, problemas menores de construcciones complejas, varios errores de concordancia, tiempo, número, secuencia/función, artículos, pronombres, preposiciones pero el significado raras veces se pierde

31-25 Desarrollo emergente: problemas serios de construcciones simples/complejas, errores frecuentes de negación, concordancia, tiempo, número, secuencia/función, artículos, pronombres, preposiciones y/o fragmentos, el significado se confunde o se pierde

24-20 Falta significativa de desarrollo: no hay nada de dominio de las reglas de sintaxis, muchos errores, no se comunica o insuficiente para evaluar

Mecánica 5%

5 Excelente – Muy Bien: demuestra dominio de convenciones, muy pocos errores de deletreo, puntuación, uso de mayúscula/minúscula, uso de párrafos

4 Bien – Regular: algunos errores de deletreo, puntuación, uso de mayúscula/minúscula, uso de párrafos, pero no se pierde el significado

3 Desarrollo emergente: errores frecuentes de deletreo, puntuación, uso de mayúscula/minúscula, uso de párrafos, se pierde el significado

2 Falta significativa de desarrollo: no hay uso de convenciones, dominado por errores de deletreo, puntuación, uso de mayúscula/minúscula, uso de párrafos, se pierde el significado o insuficiente para evaluar

Appendix E

- Cine español/sociedad española (Fall 2008)
- Hispanic Theatre (Spring 2009)
- Latin American Prose – Boom (Fall 2009)
- 20th Century Latin American prose (Spring 2010)
- Hispanic Poetry (Spring 2011)
- Myth of Don Juan (Fall 2011)
- Nuevos cosmopolites de latinoamérica (Fall 2012)
- Latin American Cinemas (Spring 2013)
- Imagining the Conquest (Fall 2013)
- Hispanic Studies Beyond Graduation (Fall 2014)
- Asia in the Americas (Spring 2015)

Appendix F

	Capstone 4	Milestone 3	Milestone 2	Milestone 1
Knowledge	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.) Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.) Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.) Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s) (e.g. uncomfortable with identifying possible cultural differences with others.) Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills	Interprets intercultural experience from the perspectives of won and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group. Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g. demonstrates understanding of degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies components of other cultural perspectives but responds in all situations with own worldview. Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	View the experience of others but does so through own cultural worldview. Has minimal level of understanding of cultural differences in verbal and nonverbal communication: is unable to negotiate a shared understanding.
Attitudes	Asks complex questions about cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Asks deeper questions about other cultures and seeks out answers to these questions. Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Asks simple or surface questions about other cultures. Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	States minimal interest in learning more about other cultures. Receptive to interacting with culturally different other. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

Appendix G

Hispanic Studies Reading PLO#1 Rubric:

	4	3	2	1
Comprehension	Recognizes possible implications of the text for cultural contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message.	Uses the text, cultural knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic cultural inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates but does not register cultural differences.
Analysis	Critically evaluates ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines	Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.
Interpretation	Provides evidence not only that s/he can read critically by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of intercultural readers.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.

Appendix H



March 22, 2012

MEAGAN MCCARTY / PHOTO EDITOR

This old thing?: The Seaver Academic Complex takes you back in time to the 1990s.

Please help the SAC

Editor's Note: This is a day in the life of the Seaver Academic Complex. A sad trailer.

By EDGAR HERNANDEZ
LIFE & ARTS EDITOR

I pray it's Wednesday, since that's the day I have the easiest load and deal with the least amount of students. They don't understand that their criticisms hurt and that I want to leave as much as they want me to leave ...

Sadly, I realize it's Monday. It's 7:30 a.m. and time to get started. The first wave of students will hit around 8 a.m., then I'll endure the language chapels that I know students only attend because they are shorter than Convo and require no effort. I dislike them.

It all begins with the hollow creaking sound the carpeted wooded floor makes when those huffing and puffing people walk through the door. They don't understand that I simply was not built for this.

The main hallways make a rectangle, with a few offshoots, creating quite a few windowless classrooms inside. The worst one is classroom 124. It lies right at my core. With no windows close by and so deep inside, I can feel how I suffocate the students. At first I feel sorry, but then the apathy grows in me. What do I care about them for?

The first classes settle in as the last doors slam closed, rattling me completely. I don't

even understand why those doors are there; all they do is slam and creak, and might actually amplify the noise throughout the hallways.

As the classes begin, the cacophony of students trying to pronounce foreign languages in beginner classes overwhelms me. Is that Italian? No, it's Spanish. Wait, maybe French? I used to care in the beginning, just like I cared about those silly pictures of cell phones hanging around the hallway. Oh, how the times change.

Now it's nearing noon, another problem becomes evident — my bowel movement. I've tried to explain that I can't help it. I wasn't made to last this long under these awful conditions. However, the notoriously bad smell that clouds your hallways is only too conspicuous, and unpleasant for everyone involved.

Finally, around 6 p.m., my day begins to wind down. I just sit there. I try to make conversation with the law school and the CCB, both so shiny and odor-free, but they are both busy at work and don't have time.

As unfortunate as my existence is, there's one thing I can't complain about: the beautiful Malibu sunsets. For the rest of the evening, all I do is sit there, admire the sunset, and look longingly at the sea.

"Help," I whisper. But no one is around to hear. ■ edgar.hernandez@pepperdine.edu

Appendix I

Alignment of PLOs with Core Competencies

	PLO#1	PLO#2	PLO#3	PLO#4
Critical Thinking	X	X	X	X
Information Literacy	X	X		X
Oral Communication			X	
Written Communication		X		X
Quantitative Skills				

Because the PLO assessment rubric already deals with the core competency of critical thinking, we are not doing a separate assessment of critical thinking but rather extrapolating how critical thinking is demonstrated through the Reading PLO assessment. Critical thinking is an implicit part of all of our courses, especially in how we teach the Learning Outcome of reading; in particular Spanish 300 and Spanish 461 require students to write original research papers. Spanish 300, for example, is designed to provide students with skills to conduct library investigation into academic sources and write a paper in academic (MLA) format. Then students are allowed to choose a topic that interests them that relates in some way to course content and develop a thesis statement that they can then prove using original arguments. In order to complete the paper they develop an outline, a rough draft and a presentation to their peers before they turn in a polished final paper. In class, students were provided with a copy of a grading rubric for the final essays for Spanish 300 that corresponds to the expectations in PLO#1 and the Critical Thinking Core Competency so they knew in advance what the expectations would be for their work. Students have further elaborated several of these papers and faculty mentors for presentation at the Academic Year Undergraduate Research Initiative Banquet or for publication in student research journals such as Global Tides. Students in 346 Translation are required to make critical choices about how to recreate the tone and significance of Spanish language texts that they translate into English.

External Reviewer Report

HISPANIC STUDIES

Division of International
Studies and Languages

Program Review

Pepperdine University

External Reviewer:

Lee Skinner

Associate Dean of the Faculty

Associate Professor of Spanish, Department
of Modern Languages and Literatures

Claremont McKenna College

March 2015

PROGRAM SUMMARY

The Hispanic Studies program (formerly the Spanish program) at Pepperdine University is housed within the International Studies and Languages Division at Seaver College. The major in Spanish has been offered since 1972, when the Malibu campus opened, and possibly before. The program now confers both a major and a minor in Hispanic Studies. In 2013-14 16 students graduated with the degree in Hispanic Studies, and there were 44 majors and 84 minors. There are four full-time tenured or tenure-track faculty and three full-time visiting assistant professors, as well as adjuncts; non-tenure track faculty are also referred to as “contingent faculty” in this report. A fifth tenure-track faculty member has been hired and will begin in Fall 2015. Faculty in Hispanic Studies are collegial, professional, and collaborate effectively within the Hispanic Studies program and with the rest of their colleagues in International Studies and Languages.

The Hispanic Studies program is appropriately housed with other languages and with International Studies; students often double major in Hispanic Studies and International Studies, or major in International Studies and minor in Hispanic Studies. As the programs are in the same building and under the same metaphorical organizational roof, this lends itself to easy coordination between the majors.

As part of the Hispanic Studies program review, this external report is based on the program’s self-report and on interviews and observations gathered during a site visit conducted March 11-13, 2015. It accompanies the External Reviewer Summary Sheet completed and handed in to Dean Constance Fulmer at the wrap-up interview on March 13, 2015.

PROGRAM STRUCTURE AND CURRICULUM

Following a program retreat in 2008, the Hispanic Studies faculty made certain key changes to the major and the curriculum. The required number of units was raised from 28 (7 courses) to 32 (8 courses). SPAN 341: Advanced Grammar, Composition and Creative Writing became SPAN 341: Advanced Grammar and Composition and a standardized grading rubric based on the American Council on the Teaching of Foreign Languages (ACTFL) was implemented. SPAN 300: Introduction to Hispanic Studies was added to serve as a “bridge” or transition course and to expand the program’s thematic offerings. SPAN 461: Seminar in Hispanic Studies was added, also to expand the program’s thematic offerings. Finally, the program changed its name from Spanish to Hispanic Studies.

As this shows, the Hispanic Studies program has a history of rigorous self-examination and evolution to meet changing student needs and profiles as well as changes in the profession generally. The number and level of requirements for the major are appropriate and in line with peer institutions.

Currently, Hispanic Studies majors must fulfill the following requirements:

- 1) Complete eight upper-division courses (32 units), four of which must be taken in residence on the Malibu campus. These courses are distributed as follows:
SPAN 300 (Introduction to Hispanic Studies); SPAN 341 (Advanced Grammar and Composition); SPAN 345 (Spanish Phonetics and Conversation); SPAN 347 (A Survey of Spanish Culture and Civilization) OR SPAN 348 A Survey of Spanish American Culture and Civilization; and four other upper-division courses, two of which must be Hispanic literature courses.
- 2) Participate in the Summer Language Program in Madrid or Buenos Aires, or have an equivalent intensive experience in a Spanish-speaking culture.

Currently, the Hispanic Studies minors must fulfill the following requirements:
SPAN 252 plus four upper division courses. No courses are specified.

Majors are required to study abroad in either the Madrid Upper Division Program (summer), the Buenos Aires Upper Division Program (summer), or spend the entire academic school year of two semesters at the Buenos Aires campus. The summer programs alternate years.

The requirement that majors study abroad is a crucial component to the Hispanic Studies major and is an excellent practice. The institution also seems to provide sufficient financial aid to lower-income students to enable them to study abroad, although care should be taken to ensure that students do not select out of majors that require study abroad due to financial pressures. Even when the university covers the cost of a summer program, for example, students may feel the need to earn money during the summer so that they can contribute to the cost of their education during the rest of the academic year. Study abroad can prevent a student from earning money from summer employment. Stipends or supplements to the regular financial aid package can serve to encourage lower-income students to study abroad and thus to major in Hispanic Studies.

The Hispanic Studies program has taken some preliminary steps to address the renovation of its curriculum. Traditionally, Spanish undergraduate major programs have centered on the surveys of Spanish (Peninsular) and Latin American literature, courses that cover the canonical works of Spain and Latin America. More recently, departments of Spanish throughout the United States have reconfigured major requirements in response to changes in theoretical and critical approaches, especially the advent of cultural studies as a critical mode of analysis. At Bucknell University, for example, Spanish majors take a literature survey and a culture survey course, then choose from a variety of topics courses including U.S. Latino literature, Hispanic linguistics, and others. At Wake Forest University, students choose one of several genre studies courses, one of several region-focused courses, and then select the rest of their coursework from topics that may include (depending on what is offered each semester) rock *en español*, fiction of the Mexican Revolution, translation studies, and so on.

At Pepperdine, the upper-division courses in Hispanic Studies still focus primarily on the

literature surveys, although the creation of SPAN 461 as a seminar-style course with changing topics helps broaden the curriculum. The program should ensure that this course is taught in a rotation that offers ample variety and topics of interest to students. Courses with interdisciplinary approaches to the Spanish-speaking world will continue to be of great appeal to students and will help prepare students to put their Spanish into action as they begin their careers after graduation. As students frequently double major with business, international studies, or a pre-med track, for example, partnering with those divisions to offer a course such as Spanish for the Professions with modules on different areas could have significant benefits for students and more broadly for the Hispanic Studies major.

Finally, the development and systematic offering of a capstone course or experience will help students integrate their experiences and learning outcomes within the major. An effort has been made to create and teach a capstone course, but students in the course were not always aware that it was meant to serve as the capstone experience, so Hispanic Studies can and should foreground that aspect of the capstone course more strongly.

PROGRAM RESOURCES

Hispanic Studies consists of four tenured and tenure-track faculty with a fifth tenure-track professor to begin in Fall 2015 and three full-time visiting assistant professors. Adjuncts teach additional courses as necessary. Two of the tenured faculty are involved in administration and their teaching load is reduced; it is uncertain whether and how long their administrative roles will continue. If April Marshall's appointment as Interim Associate Dean becomes permanent, the division will need to reassess staffing needs. At the current time the tenured/tenure-track faculty work closely with contingent faculty to ensure coverage of all course offerings at the lower- and upper-division levels. Contingent faculty have been teaching upper-division courses. This is a stop-gap measure. The Seaver College administration will need to commit to an additional tenure-track position in Hispanic Studies should April Marshall move into college administration on a permanent basis.

Currently two Informational Technology staff are each assigned part-time to the division, and neither staff member gives priority to division needs. The current arrangement does not allow for IT programming that would aid in the development of new pedagogies, updating current teaching techniques, etc. Faculty are responsible to developing those capacities on their own. If a full-time IT staff member cannot be assigned to the division, the job description of at least one of the part-time staff should be crafted to prioritize INTS/Languages and to embed in that description the desirability of developing IT-focused workshops for faculty.

The administrative staff assigned to Languages earned well-deserved high praise from faculty and students alike; they are performing very well in all regards. They carry out their many duties effectively and partner with faculty to ensure program success.

The Pepperdine University Library similarly won praise from faculty, who enjoy working

with the librarians to further student research abilities, to develop students' information literacy skills, and to conduct their own research. The Library provides excellent support to the Hispanic Studies faculty.

Students have access to tutoring in Spanish through the division at no additional cost.

Currently the division is housed in an inadequate building, the Seaver Academic Complex. This "temporary" building with a life span of ten years has been in place for more than 30 years. The physical facility presents enormous challenges to students and faculty and actually impedes successful learning. When classrooms are so noisy or uncomfortable that students cannot concentrate or hear each other or the professor, that is a serious problem. A new building with adequate, well-equipped, functional classrooms is highly recommended. This building should be situated on Main Campus rather than isolated. That would serve the practical purpose of allowing students to reach class and office hours on time; it would also serve the even more important, intangible goal of demonstrating that international studies and languages are a vital component of the Pepperdine education and that the University prizes global competence.

The International Programs Office is under-staffed and communication with and support of the Hispanic Studies faculty have been poor. There needs to be significantly better integration with and support from the International Programs Office. The programs in Buenos Aires and Madrid are vital components of the Hispanic Studies major and International Programs should be more responsive to Hispanic Studies faculty in Malibu and their efforts to coordinate with faculty in Madrid and Buenos Aires to ensure curricular and co-curricular consistency. Faculty directing the summer program in Madrid report lengthy waits for replies to queries and inactivity by the OIP on reasonable requests for support and assistance. There is no longer a co-director for the Madrid program, meaning that the program director does twice as much work as previously, but the program budget and director stipend have not increased. Administrative and financial support from OIP is imperative.

There are some resources for faculty professional development. The division has funds for faculty to travel to conferences such as the American Council on the Teaching of Foreign Languages (ACTFL) and the American Association of Teachers of Spanish and Portuguese (AATSP). There are also resources to help faculty develop assessment plans and methodologies (See "Recommendations" for suggestions in the area of faculty professional development).

STUDENT EXPERIENCES

The Hispanic Studies major and minor offer students the opportunity to develop their linguistic competencies in speaking, listening, reading and writing. The major and minor also provide students with a strong grounding in Spanish and/or Latin American literary traditions. Required study abroad is a valuable component of the Hispanic Studies major and the Pepperdine faculty do an excellent job of helping students integrate their study abroad experiences into their academic course of study and their lives upon return to

Malibu. The homestay experience, for those students who had it, was especially important to fostering linguistic and cultural proficiency.

The focus group of students with whom I met (Hispanic Studies majors and minors) praised the course offerings in Hispanic Studies and singled out the capstone course for particular praise as a course that helped them see how they could continue using their Spanish skills after graduation. I encourage the Hispanic Studies program to continue offering a capstone course and to require it of majors.

Students especially appreciate courses that allow them to put their Spanish skills into practice and that enable them to continue developing cultural and linguistic competence. The cultural studies approach in some of the courses is very helpful and important in this regard.

The many service opportunities offered to Hispanic Studies students are impressive and meaningful. Service is embedded in curricular offerings and also available to individual students. Students are enthusiastic about the transformative power of their service experiences and they see these experiences as integral to their academic and personal development. The Hispanic Studies program does an excellent job of promoting and integrating service into the curriculum and into co-curricular programming.

While students praised informal events such as dinner at professors' homes, they also see the need for more formal event planning through Sigma Delta Pi, the National Spanish Honor Society.

PROGRAM OUTCOMES

The Hispanic Studies program has identified the following as their program learning outcomes:

1. Read, comprehend, and evaluate content with a difficulty level from simple conversational text to technical, theoretical and literary passages.
2. Compose written documents that express, explain and analyze culture and literature.
3. Understand aurally and respond orally to basic conversation, as well as more complex, scholarly discussion situations in a variety of regional and social dialects.
4. Describe and critique in written and verbal form cultural manifestations and social institutions of the Hispanic World, as well as current issues related to belief systems, politics and social justice issues.

These PLOs are highly appropriate, particularly because they track students' developing proficiency in the different areas rather than asking students to reach a level of "mastery" which is an often arbitrary goal. The curriculum serves to prepare students to attain competence in these four areas, as does the study abroad experience.

The Hispanic Studies program has consistently undertaken rigorous and thoughtful program assessment on a yearly basis, as mandated by the University. Faculty noted that

while the assessment process provides useful information about the Hispanic Studies program, the process itself is time consuming to the point that the faculty have little time to give the data gathered careful consideration and to make thoughtful decisions based on that data. Moreover, with the relatively few faculty in Hispanic Studies (four full-time tenured/tenure track faculty, two of whom have significant administrative commitments), the same people conduct assessment every year. While it makes sense for larger programs and majors to conduct assessment yearly, for smaller programs like Hispanic Studies it may be more logical to conduct assessment biannually and to rotate the duties of assessment to different faculty.

PROGRAM PLANNING AND GOALS

The Hispanic Studies self-study identifies the following goals:

1. Create mandatory senior capstone course.
2. Revamp the course sequence to offer more variety.
3. Develop a plan to coordinate and assess service components in Hispanic Studies.
4. Stabilize and improve the Madrid Upper Division Language program
5. Develop an exit interview for graduating seniors.
6. Change the name of the major from Hispanic Studies back to Spanish.
7. Find a more suitable building or construct on the current space.

With the exception of #6, I find these to be important objectives whose achievement would help the Hispanic Studies program continue to develop and grow. A name change will not have significant impact on attracting or deterring majors. If the program believes that its identity is best reflected by “Spanish”, then a name change is certainly in order.

SUMMARY EVALUATION AND RECOMMENDATIONS

1. Continue to review and re-think the curriculum to integrate interdisciplinary approaches and inculcate cultural competence as well as linguistic proficiency in students; investigate comparable curricula in Hispanic Studies at peer and aspirational institutions
2. Hire one of the visiting professors to coordinate the lower-level language program. This would provide important continuity in the language program, support the valuable work of the visiting faculty, and ultimately benefit the student learning experience.
3. Have visiting faculty participate in the placement exam process to continue integrating visiting faculty and lower-division language courses with Hispanic Studies program. A visiting professor could administer the placement exam for a small additional stipend; visiting professors could also take part in the interview process that is an integral element of the placement exam.
4. Partner with Alumni Relations to identify and survey alumni about their experiences with the Hispanic Studies major
5. The University needs to staff the Office of International Programs adequately to provide good communication with the Hispanic Studies faculty and to support

- Hispanic Studies faculty who direct the Madrid program in particular. OIP staff also need to coordinate communication between the Buenos Aires program and the Malibu campus.
6. Once the Office of International Programs is fully staffed, the IP staff should meet with languages faculty to discuss the integration of language instruction with study abroad programs and to establish explicit criteria for the support of language faculty involved in study abroad programs. The OIP staff must also provide that material support.
 7. Conduct assessment of students returning from Buenos Aires and Madrid to further assure the integration of their study abroad experiences with their course of study in Malibu.
 8. Seek additional funding for professional development. Faculty development currently is the responsibility of the individual faculty member and depends upon individual initiative. Holding foreign language pedagogy workshops within the language programs is recommended. ACTFL-certified trainers could be invited to give a workshop, as could second-language acquisition specialists from neighboring universities. Both tenured/tenure-track and visiting faculty should be invited to participate in these workshops.
 9. Like other language programs in the division, and following national trends, the Hispanic Studies program depends on a stalwart corps of visiting professors to staff lower-level language courses. The professional and financial realities are such that these visitors will never be replaced fully by tenure-track lines. The University should empower the Hispanic Studies program to create non-tenured, permanent, full-time positions and to offer visitors multi-year contracts whose renewal depends on the results of regular evaluation of teaching and service. Tying multi-year contracts (perhaps three years) to a systematic evaluation process assures that visiting faculty will continue to perform well and also provides them with valuable feedback; offering multi-year contracts will boost morale and create an esprit de corps among the visitors. As the Modern Languages Association Committee on Contingent Labor in the Profession notes, job security for contingent faculty serves to “encourage and support continuing involvement with colleagues and students”; the committee further recommends three-year contracts with full benefits, to be extended to six-year contracts after review. See “Professional Employment Practices for Non-Tenure-Track Faculty Members: Recommendations and Evaluative Questions” (http://www.mla.org/pdf/clip_stmt_final_may11.pdf).

QUALITY IMPROVEMENT PLAN

Below are quality improvement action items that the Hispanic Studies faculty plan to take in the 2015-16 academic year based on the Self Study and the External Review.

1. Develop and implement a senior capstone course. In the 2015-16 academic year we will offer the senior capstone as a 492 course for a second trial. Student evaluations indicate that the first offering of this course (as SPAN 461: Hispanic Studies Beyond Graduation) was positive in terms of integrating academic outcomes and co-curricular outcomes and helping students think about how our program will serve them beyond college. Students greatly appreciated the opportunity to put their cumulative work in context and work on a project that would further their academic career. The course as it was taught also provided a continuous loop between current students, faculty, and alums. (Spring semester 2016)
2. Develop and implement a Senior Exit Survey. This will be given during the Senior Capstone course. Among its various benefits are those of learning more about our own program, student progress, student goals (achieved and unachieved), the benefits of study abroad. It is hoped that this will also help track graduates. (by April 2016)
3. Re-evaluate and revise course offerings vis-à-vis other peer and aspiration institutions. In particular, we will move away from a literature heavy upper division line up. All but one of the Hispanic Studies 400-level courses are literature based. We plan to reduce this number to half next year and submit paperwork to change two existing courses to be more interdisciplinary or topical. Revising our course offerings was strongly emphasized by the external reviewer. (Proposals to SAC by May 2016)
4. Lower division language coordinator: Work with Dean's Office to create a coordinator position for lower division Spanish. One alternative is to consider a lower division language coordinator for all programs – French, German, Spanish, and Italian. This would help to create common learning outcomes across lower division languages. In the short term, we should utilize one of our Visiting Assistant Professors to coordinate syllabi, midterm and final exams, language placement exams, and g.e. requirement issues. This is not a cost neutral change; however, it is not an exorbitant request either. We feel that the cost is minimal compared to with benefits that a more organized and cohesive lower division program will bring. This is standard practice at many universities, including peer and aspirational universities. (Time frame is dependent upon institutional support.)
5. Develop a plan to coordinate and assess service components in Hispanic Studies. Continue to work with Regan Schaffer to establish criteria and rubrics as well as pursue funding to support a faculty member or staff who can help implement service projects within our program. (August 2016)
6. Create Visiting Faculty contracts for 3-5 years, based on performance, and offer opportunities for professional development. (Time frame is dependent upon institutional support.)

7. Collaborate more closely with International Programs on the following fronts:
 - i. Align courses in terms of learning outcomes among both lower division and upper division Spanish and Hispanic Studies courses. All Spanish course syllabi need to pass through ISL;
 - ii. Develop a method to assess students returning from Madrid and, especially, Buenos Aires so that we can better assess learning outcomes that are achieved in these international programs and work to better integrate their experience with their course study in Malibu;
 - iii. Develop a better support system for the Madrid summer program that takes place every other year and increase communication with International Programs with regard to that program;
 - iv. Seek funding opportunities to offset additional costs associated with the program;
 - v. Seek ways to collaborate with staff and faculty in Buenos Aires so as to create coordinate courses between both locations so that everyone meets learning outcomes and maintains consistency.
(May 2017)

8. Find a more suitable building or replace the existing one with permanent structure. We recognize that this is not a cost neutral improvement plan. We further recognize that the Seaver Dean's Office is well aware of our sub-standard working conditions in the SAC and is working to alleviate the situation.

International Studies Program Five Year Review, 2000-2015

Seaver College, Pepperdine University

Prepared by Robert Lloyd and Carolyn James
24 April 2015

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Introduction

The Internal Context

Pepperdine University has had an International Studies Program since 1986. This program grants a Bachelor of Arts degree in International Studies. In just under the three decades the program has both expanded and matured. Currently, there are three full-time tenured or tenure-track faculty members who have their primary/majority appointment in the International Studies program, and five faculty members who have their primary appointments in a different academic division of Seaver College but who consistently teach classes for the International Studies program. These faculty members will be discussed in greater detail later in this report.

The curriculum has undergone two significant revisions in the past four decades. In 2004 faculty within the International Studies major adopted requirements set forth by Seaver College as part of WASC assessment. These changes were made in an effort to increase the emphasis on critical thinking and research methodology and writing related to revisions to the General Education program in 2001. The INTS/COM 514 course, *International Communication and Negotiation*, a required course for all majors, was designated as both the required Presentation Skills (PS) and Research Methodology (RM), and Writing Intensive (WI). The second revision occurred in 2008 with the creation of the Middle East/North Africa specialization with the major. The overall substance, structure, and philosophy of the major, however, has not changed since its inception. There have, nonetheless, been changes to the courses offered in the curriculum, reflecting the expertise of new faculty hires, renumbering of several courses, and the elimination of courses that are no longer offered. The current degree requirements are presented in Appendix A. For the remainder of this report, classes will be referred to by course number, as listed in this appendix.

A major organizational change to the program occurred in 1999 when the International Studies Program was moved administratively from a stand-alone unit with the college to being housed within a

new Center for International Studies and Languages (CISL). The International Studies Program, since 2003, has been located within CISL's successor, the newly-created International Studies and Languages Division at Seaver College. The program and division are both housed in a portable structure located on the Malibu campus of Pepperdine University.

The External Context

In developing the curriculum and overall program, Seaver College faculty who crafted the major sought to internationalize the curriculum and provide an opportunity for further study in international studies. Many, if not most, of the graduates upon graduation would enter the workforce. For a significant subset further graduate study would be planned at some future date.

Mission

The mission of the multidisciplinary International Studies major is "to inculcate students with an appreciation for and competency in a variety of cultures, languages, and worldviews." As majors progress through the Seaver College General Education curriculum they attain the knowledge, skills, and experiences of liberally-educated persons. As they progress through the International Studies major they learn the theories, methods, approaches, and applications of understanding the international system.

The foundation of the International Studies major is the Seaver College General Education requirements. Several courses are of particular importance: lower division language courses, economics, and nonwestern. Both the experience and courses associated with the study abroad (International Programs) are critical in the development of the major. This is essentially the lab experience for the major. The core classes in Global Economics, International Relations, and International Communication and Negotiation (Culture) provide the student with varying perspectives of the world. The specialization allows a student to develop expertise a particular field. The capstone

course is the opportunity to master their field. The language requirement runs throughout the four-year experience. The sequences of courses introduce, develop, and permit mastery of this important means of cross-cultural communication.

This program mission statement is well-aligned with the university's mission statement: "Pepperdine University is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership." Both statements emphasize the importance of service, and the leadership emphasis in the university's mission is promoted through both the curricular and co-curricular offerings of International Studies. A fully formed student would form a foundation for students who wish to attain leadership positions of in the various areas of international affairs. Finally, alignment is seen between the university's emphasis on purpose, which is promoted through the emphasis on student development by International Studies Program faculty.

Goals

The International Studies faculty derived the following goals from the general mission statement:

- Provide undergraduates with the technical skills and conceptual ability to understand, appreciate, and interact profitably with communities outside American society.
- Demonstrate an understanding of the ethical implications of cross-cultural and global issues, including Christian perspectives.
- Prepare students for careers in international affairs with government, private sector, and not-for-profit organizations either upon graduation or through further study at graduate school.

Program Learning Outcomes (PLOs)

In the Fall of 2010 a university-wide initiative began, in which each program identified a small number of Program Learning Outcomes (PLOs), and examined the degree to which they aligned upward with Institutional Educational Objectives (IEOs) of Pepperdine University and downward with the Student Learning Outcomes (SLOs) of each course. The multidisciplinary aspect of the major required greater complexity in crafting PLOs that reflected both the overall goals desired for every International Studies graduate as well as the specific expectations for a student within one of the eight specializations of the major. In writing the PLOs for the International Studies program, the faculty agreed that students who successfully complete the major are expected to be able to:

PLO #1. International Relations

- a. Students must recognize the international system's major political and economic features and trends, and demonstrate how complex international problems may be analyzed through a multidisciplinary approach.
- b. Students must identify the major theories of how state and nonstate actors in the international system relate and the evolution of the international system;
- c. Students must describe basic economic concepts and demonstrate how economic reasoning may be applied to pressing international issues.

PLO #2. Cross Cultural Competency

- a. Students must describe key conceptual differences among cultures, and explain their impact on the international media and negotiations;
- b. Students must express competency at an elementary level in at least two languages other than native, or at an intermediate level in one language;

- c. Students must explain how a Christian worldview affects culture and public policies formulated by state and nonstate actors in response to international problems;
- d. Students must complete a study abroad through International Programs.

PLO #3. Functional/Regional Competency in Major

- a. Political Studies Specialization: Students must recognize the central theories of international relations, key concepts of comparative politics, and be able to apply these theories in evaluating new cases dealing with international political issues.
- b. Economic Studies Specialization: Students must recognize basic economic concepts, perform quantitative analysis, interpret economic data, and apply economic reasoning to international issues.
- c. International/Intercultural Communication Studies Specialization: Students must describe key cross-cultural concepts, describe the impact of culture on global and mass media issues, and use exercises to demonstrate how cultural differences are manifested.
- d. International Management Specialization: Students must recognize the basic concepts of management, the psychological and sociological aspects of human behavior as they relate to management, and be able to employ these concepts to management in an international context.
- e. Asian Studies Specialization: Students must be able to recognize the major geographical features of India, China, and Japan, identify the historical periods of Asia's major civilizations, describe the major philosophical traditions of Asia, and effectively apply the basic grammar and vocabulary of one Asian language.

- f. European Studies Specialization: Students must be able to describe the impact of the Renaissance, Reformation, Enlightenment, French Revolution, Treaty of Versailles, World War II, and European integration on the development of European international relations.
- g. Latin American Studies Specialization: Students must be able to describe the impact of Iberian exploration and colonization on Indian society, know the major economic, political, and cultural features of the colonial era, describe the modern dilemmas of economic and political liberalization, and master the basic grammar and vocabulary of Spanish.
- h. Middle East/North Africa Specialization: Students must be able to describe the geographical features of the Middle East and North Africa, identify the major historical periods, explain the region's cultural and religious traditions, and effectively use the basic grammar and vocabulary of Arabic.

PLO #4. Research Competency

- a. Students must be able to demonstrate competency in data analysis and presentation;
- b. Students must be able to conduct academic research, write reports, and give presentations.

These PLOs are related to each of the courses taught in the International Studies program; a detailed Program Alignment Map is provided as Appendix B, identifying the specific course in which each PLO is Introduced, Developed, and Mastered.

The IEOs for Pepperdine University are formed by two components: our Core Commitments (i.e., Knowledge and Scholarship, Faith and Heritage, and Global Understanding) and our Institutional Values (i.e., Purpose, Service, and Leadership). The intersections of these three Core Commitments

and these three Institutional Values were the basis of the development of the nine IEOs, which are provided in Appendix C. The alignment between the International Studies program's PLOs and Pepperdine's IEOs are also provided in this appendix.

Purposes of Five Year Review

Pepperdine University is currently following a Five Year Review process for all of its programs and majors. This process involves annual reviews in which specific PLOs are empirically assessed, culminating in a fifth year review that assesses the whole program more comprehensively; this comprehensive review involves a self-study written by the faculty which provides the basis for an external program review and a program review by a group of Seaver International Studies majors. The International Studies program had not received a comprehensive Five Year Review prior to the current one. There are a number of reasons for this. First, the Five Year Review program was in its infancy at that time; indeed, the current list of PLOs had not yet been articulated, and there was little institutional standardization of expectations regarding the nature or content of Five Year Reviews. Second, standardization of the nature of the Annual Reviews was not achieved until the 2010/11 academic year. The first general purpose of this present Five Year Review, therefore, was to set a foundation upon which annual reviews of the individual PLOs were to be conducted over the next four years. The second general purpose of this review, as stated above, was to provide a basis for an external program review as well as a program review by a group of International Studies majors.

In addition to these general purposes, there are several specific purposes of the review:

1. Analyze the student composition of the International Studies major;
2. Assess the curriculum offered in the International Studies major in the context of the curricula offered by our peer and aspirational institutions;

3. Assemble the data that has accumulated over the past four years to evaluate the degree to which the PLOs are being achieved;
4. Examine the qualifications of the current faculty affiliated with the International Studies major;
5. Assess the demand for the program; and
6. Appraise the sustainability of the program in light of the demand for the program and the allocation of resources.

Analysis of Evidence

Evidence of Program Quality

Students

In the past years, the number of students in the International Studies major has stabilized at around 165-175 students. The breakdown by specialization as of January 2015 is as follows:

Functional Specializations			Regional Specializations		
Political Studies	INTP	54	Latin American Studies	INLS	9
International Management	INTM	47	European Studies	INTE	9
International/Intercultural	INTC	25	Asian Studies	INTA	6
International Economics	IECO	11	Middle East/North Africa	MENA	4
Total=165		137			28

The functional specializations, since the inception of the major, have remained the largest in terms of student enrolment. Three specializations, Political Studies, International Management, and International/Intercultural, comprise 76% of the major in terms of student enrolment. The international

economics specialization has for some fifteen years has had by far the fewest number of majors within that category. In the past year the numbers of majors has soared due to increased interest in economics and a revamping of the specialization that went into effect this past year. More recently, Political Studies and International/Intercultural have shown average drops of about ten students for each specialization.

The regional specializations collectively comprise about one-quarter of the total number of majors. Of these Latin American Studies are about two-thirds of the numbers. Historically, Asian Studies has been the largest, but the approval of the Asian Studies minor cut the Asia Studies major numbers in half from around twelve to six. The new Middle East/North Africa specialization has added four new majors, but anecdotal evidence points to cannibalizing the Political Studies specialization for these numbers.

The Curriculum and Learning Environment.

[Comparison of Curriculum with Peer and Aspirational Institutions.](#)

One of the most informative methods of evaluating the current curriculum is by comparing it with the curricula offered by other institutions. The institutions included Baylor University, Middlebury College, University of California, Santa Barbara, and California State University, Long Beach. The course offerings in Seaver's International Studies program are listed in Appendix A. It was difficult to determine a peer or aspirational school for International Studies at Pepperdine. These institutions thus represent a range of universities that provide a useful point of comparison.

In general, our curriculum aligns relatively well with the curricula offered by these institutions, with most of the classes offered in our program matching those offered in our peer and aspirational schools. In other ways, our curriculum varies from comparison institutions. First, there are a few classes offered in our International Studies program that are not typical. While some of these reflect

the research interests or professional expertise of our current faculty members others were developed by faculty members who are no longer teaching for Seaver.

Involvement in High Impact Practices.

Several High Impact Practices (HIPs) have been identified as important in the personal, educational, and professional development of undergraduate students. Many of these HIPs are broadly relevant to an institution as a whole, such as participation in an international program or a first-year seminar. Several, however, are directly relevant to individual programs and majors. Many of these major-related HIPs are built into the International Studies curriculum in such a way that all students will experience them. For example, Writing Intensive classes and Senior Capstone/Culminating classes are both considered HIPs, and every student in the International Studies major must complete at least one capstone class and the writing-intensive *Research Methods* course before graduation.

For some of these HIPs, however, although opportunity is available, students are not required to participate. The major strongly supports students participating in a number of co-curricular initiatives that greatly enhance their training. These include the National Model United Nations program, the annual Military Academy conferences, Sigma Iota Rho honor society, and the *Global Tides* student-led journal of international affairs. In addition, both Internships and Independent Research Projects are recognized as valuable experiential learning opportunities; notably, independent research is a valuable component of applications for graduate school, and an internship can be a valuable component of applications to professional positions, as well as many graduate programs. Because of the value of these experiences in professional and personal development, one could argue that a greater percentage of students should be encouraged to participate in one or both of these experiences.

Evaluation of Program Learning Outcomes

The faculty of the International Studies program embarked on a systematic evaluation of the four learning outcomes during the 2010-15 study period. Below are the evaluations of each of these PLOs.

PLO #1

As described earlier, Pepperdine's Five Year Review process is a relatively new one. The process involves four annual evaluations, each one empirically assessing a specific PLO, followed by a Five Year Review that summarizes the data and sets the foundation for the four subsequent Annual Reviews. Because this is the first Five Year Review that has been conducted since the standardization of this process, and because the PLOs were not articulated until 2010, the present review must serve as a foundation for future reviews. Not all of the PLOs have been sufficiently assessed in the past four years, and this is clearly an area where future assessments of PLOs will be targeted.

The following assessment information was gathered for INTS/POSC344.02, "International Relations", taught in the Fall 2014 semester by Dr. Carolyn James. This is one of the three core courses to the INTS major, intended to introduce students to the basics of the study of International Relations, ensure the ability to research and write an upper-division social science paper, and lay the foundation for successful completion of upper-division and specialization courses in the major.

A total of 16 students were present the first day of class to take the pretest as well as completing the course through the final exam. The pretest questions reflect the course's student learning outcomes (SLO). The figures often do not total 16, as some students gave multiple answers. These were filled out prior to seeing the syllabus and the SLO rubric.

Throughout the pretest, students universally approached the study of International Relations according to what Waltz referred to as the second level of analysis, referring to state level and domestic phenomena. International Relations was considered virtually synonymous with a state's foreign

policy. Only two students mentioned the first level of analysis, the individual, and only in a general manner. None approached their answer from a systemic point of view. In fact, systemic factors such as anarchy (not chaos, rather the absence of an overarching authority above the nation-state and the resultant effects on international actors) or TANs (transnational advocacy networks) were not mentioned in any manner. Also missing were references to the various International Relations paradigms, in particular ontological and epistemological assumptions.

Student Learning Outcomes A successful INTS/POSC 344 student will....	What Students Do to Master the Outcome	Evident to Grade and Assess Student Learning
Explain the relevance of International Relations to each one of us and our immediate communities	Critically engage the readings, lectures, and news presentations, considering their political contexts	Classroom discussions, final paper, examinations
Identify and illustrate basic principles and concepts in the study of International Relations	Illustrate International Relations terms and concepts in their written work, group discussions, and other assignments	Classroom discussions, news presentations, final paper, examinations
Distinguish how the study of historical events can inform our ability to understand global issues today	Critically engage the readings, lectures, and news presentations, considering their historical contexts	Classroom discussions, examinations
Demonstrate your ability to engage in critical analysis	Explain and debate the causes and consequences of international events and individual points of view	Classroom discussions, news presentation, literature review, final paper
Demonstrate techniques to improve your research, writing and discussion skills.	Illustrate the material gained through assigned readings, classroom discussions and research for the paper to classroom discussions and thesis defense in the final paper	World map quiz, geography exercises, classroom discussions, news presentation, examinations, final paper

1(a) *Explain how International Relations are relevant to each of you and the Pepperdine community.*

Many students recognized the diverse character of the Seaver College student body as well as the college, International Studies and Languages Division and the INTS major emphasis on International Programs, or study abroad. The second most common answer to this question was that we live in a globalized world so it is necessary to study other countries and cultures. Some students were interested in their personal futures in finance or business. Only one student referred to peace, and none to conflict.

2(a) List and explain a basic principle or concept in the study of International Relations.

Most students could not provide a basic principle or concept in the study of International Relations. Instead, students listed issue areas, such as communication, types of domestic governance, cultural sensitivity and history. Many students gave vague and/or inapplicable answers, such as “connection” or “culture”. Only one student used the term globalization. In sum, students did not give evidence of a theoretic knowledge of the study of International Relations.

3(a) Distinguish how the study of historical events can inform our ability to understand global issues today.

The choice of this question reflects the instructor’s recognition of students’ interest in historical events, particularly how they apply to the understanding of current International Relations. Specifically, students enjoy the John Stoessinger book, *Why Nations Go to War*. In addition, as Seaver College does enjoy a diverse student body from around the United States and the world, historical case studies provide a common ground for the application of the material presented in the course. The pretest indicated, however, that most students could not express specific reasons why history is important, many making general statements such as “history repeats itself” or concentrating on types of foreign governments. Answers also indicated students do not know the difference between the fields of Comparative Politics and International Relations. During the course, each student

presented a current event to the class. Over the fourteen week semester, these presentations exhibited increasingly sophisticated use of International Relations terms, principles, concepts and historical relevance.

4(a) *What does it mean to "engage in critical analysis"? Provide an example.*

All but two students gave an answer that indicated they did not know what is entailed in critical analysis. Most, eleven, simply reworded the question. For example, many wrote "think critically". Two referenced methodology but not scientific method or a falsifiable thesis statement. No specific examples were given.

5(a) *Give an example of a critical component of scholarly, academic research. Explain.*

Most students did not know what is meant by scholarly, academic research. Four approached the topic, recognizing that these resources would be more "trustworthy" or "credible". One put down that the sources would include citations. No students referred to specific search engines, such as JSTOR or Project Muse, or addressed potential problems with Internet sources.

1(b) *Explain how International Relations are relevant to each of you and the Pepperdine community.*

Relevance of International Relations to individual students as well as the Pepperdine community was a significant thread throughout the course, and exhibited in classroom discussions, student news presentations and examinations. Student news presentations were one of the most popular components of the course, representing 5% of the final grade. The oral rubric assessed organization, content and delivery. After the presentation, the class engaged in questions and debate. Consistently the presentations and debates were excellent. In addition, the topics students chose for their research papers exhibited a solid breadth of interest. These topics, each couched in the International Relations literature, included:

- Otto von Bismarck and the outbreak of the Franco-Prussian War
- drug wars in Latin America
- role of feminism in the Syrian civil war
- vaccine research and production in developing states
- prostitution laws in Nordic states
- chemical weapons in the Syrian civil war
- PRC-Taiwan relations
- human rights in North Korea
- NATO's role in the Middle East
- nuclear proliferation
- decline of US hegemony
- women's rights in Islamic states
- role of sports in ending South African apartheid
- human rights in China (PRC)
- decline of free media in Russia
- US open border policies
- Diaoyu Islands dispute

2(b) *List and explain a basic principle or concept in the study of International Relations.*

The primary textbook for this course is IR (Scott, Carter and Drury), in addition to the atlas (see 3b below) and the Stoessinger book (see 3a above). Eighteen of 20 students who completed the course evaluation gave the textbooks an above average rating. The standard principle and concepts in an introductory International Relations course were presented and assessed in the midterm and final exams. Many of the questions were taken from the IR exam data base.

Ten percent of the final grade (40% of the final exam) was a comprehensive essay. Please note that the 1959 Cold War satire, "The Mouse that Roared", was included to allow students to stretch their analytical abilities. Students were given the following instructions:

Comprehensive Essay Question - Answer one of the following two questions in a long essay (40 points). Your goal is to exhibit knowledge from the full semester. The best essays will

provide good examples and will not repeat material from other questions or answers in the exam. Put your answers in your blue book.

1 - Why do nations go to war? Begin your answer by briefly explaining the levels of analysis approach to studying International Relations. Then answer the question by applying first level of analysis, providing illustrations from the following case studies: Saddam Hussein's wars and the Grand Duchy of Fenwick-US war.

2 - Why do nations go to war? Begin your answer by briefly explaining the levels of analysis approach to studying International Relations. Then answer the question by applying the third level of analysis, providing illustrations from the following case studies: World War I and Arab-Israeli conflict.

There was a direct correlation between students who have difficulty in written and oral English skills and those who did poorly on the exams.

3(b) *Distinguish how the study of historical events can inform our ability to understand global issues today.*

The course regularly used historical events to illuminate the understanding and relevance of International Relations, both past and current (see 1b above). In addition, another popular activity in the class were a series of maps exercises taken over the course of the semester from the atlas, *Student Atlas of World Politics* by John Allen. The atlas contains 142 maps covering background and current situations on diverse topics such as land use patterns, world religions, the rise of democracy, human rights abuses, life expectancy, income inequality, caloric intake, soil degradation and biodiversity. Students had the option to “compete,” with the first student completing a given exercise with all correct answers earning an additional point on their final grade (up to two points).

4(b) *What does it mean to "engage in critical analysis"? Provide an example.*

As part of Paper Part I, students produced a falsifiable thesis statement to guide their final paper (see 5b below). Paper Part II is a conventional, semester research paper. The rubric used is Pepperdine's Junior Writing Portfolio Rubric assessing clarity/style, organization/fluidity, explanation evidence, critical thinking, research techniques, and mechanics/usage.

A third of the students in the class took advantage of the instructor's offer to review drafts of Paper Part II in order to catch any potential weaknesses. Final Paper Part II grades of 'C' reflects two students with late papers and resulting grade reduction, and one student who used a textbook to provide most of the additional "research". The instructor spent one-on-one time with the latter student to explain and clarify for future work. None of these three students submitted rough drafts.

Finally, students learned to assess their research accurately, even if the result was a negative finding. In other words, students were not allowed to rewrite their initial thesis statements.

5(b) *Give an example of a critical component of scholarly, academic research. Explain.*

The paper for this class was split into two parts. For the Paper Part I, students learned what academic, peer-review means. They were tasked with choosing a topic and then selecting four relevant academic, peer-review journal articles. Students often had to revise their choices, learning how to assess relevance, such as the date of the article, as well as quality. The class went over the best search tools available through Pepperdine's Payson Library, both human and electronic. The students then produced a 400-500 word summary of each article without the use of quotations. This taught students to read and condense the article's scholarly contribution, put their findings in their own words, and provide complete citations. Three students found the exercise challenging, receiving weaker grades (75, 60 and 65 on Paper Part I). All revised their work for the final paper (85, 94 and 94 respectively on Paper Part II).

Program Learning Outcome 1 also includes understanding the economic underpinnings of the International Studies major at the “Demonstrate” level. The goals are to understand the international system’s basic economic concepts, perform quantitative analysis, interpret economic data, and apply economic reasoning to international issues.

The class used to evaluate this PLO was INTS 351, Global Economics. This is a core course in the International Studies major and required for all majors, excepting those of the international economics specialization who take more targeted economics courses. A targeted economic problem set sample was selected from the Spring 2013 semester so as to provide a more in-depth analysis for assessment purposes.

This class is one of the required upper division core courses for International Studies majors, with the exception of the International Economics Specialization students. Students in this specialization are required to take more advanced and specialized economic courses.

Typically, three sections of this course are offered each academic year through the Economics Department. It is the only course in the International Studies major that is dedicated solely to International Studies majors and is not cross listed with other majors or General Education (GE) requirements. ECON 200, a Seaver GE requirement, is a prerequisite for this course.

Initial discussions among International Studies faculty in the Fall 2012 semester centered on the most appropriate rubric to assess directly student competency on the learning outcome. The course covers three main areas:

1. Introduction. Reviews supply/demand, equilibrium prices, and the impact of taxes

2. Heckscher-Ohlin An international trade model that predicts production and trade between countries are based on comparative advantage from their endowments of scarce and abundant factors of production.
3. Exchange Rate. This shows the impact of exchange rates of international trade and finance. Examines fixed and floating regimes.

After some discussion faculty agreed to assess basic introductory material for two reasons. First, this material should have been introduced in the ECON 200 course. Second, the introductory material could be assessed at the beginning and end of the course more readily than the newly introduced and more difficult to assess due to its complexity, Heckscher-Ohlin and Exchange Rate material.

As a rubric, the assessment used a problem set presented in an exam early in the semester in Spring 2013 semester. The initial test covered basic economic principles of supply and demand using showing the impact of a government tax on equilibrium prices, demand, and government revenue.

The key concepts covered include:

1. Supply and demand
2. Equilibrium prices and quantity
3. Impact of taxes on price and government revenue

The results indicated that students indeed had some familiarity with basic economic principles that had been introduced in the ECON 200 course. They were able to draw a basic supply and demand graph and demonstrated familiarity with the idea of an equilibrium price and quantity demanded. Nonetheless, the results of the analysis indicate students were often unable to analyze the problem conceptually for the perspective of economic reasoning. It was also clear that students were rusty on basic algebra. That impeded their ability to solve the problem set.

The same problem was later placed on the final cumulative exam for the class to assess progress toward achieving student learning outcomes to assess competency. The results indicated that by the end of the semester the problem was understood conceptually and algebra was employed correctly.

Performance-based, direct evidence gathered for the assessment included initial and end of semester ability to identify, and solve a basic economics problem using economic reasoning, concepts, and tools. This approach was used as a proxy to demonstrate a broad understanding of global economics. The rubric used was evaluating correct and incorrect answers and observing patterns of student responses. Details are attached in a separate report.

Referencing course evaluations, as provided by Pepperdine University, indicates a number of student responses that provide perceptions for evidence that can be applied to student indirect assessment. Specifically, students respond to the following statement: The course has increased my knowledge of understanding of the subject.” In the Spring 2013 semester the statistical mean was 4.23 with a standard deviation of 0.73. In the scale 5 is “strongly agree.” Of the students responding eight “strongly agreed” (5), twelve “agreed” (4), one was “neutral” (3), and one “disagreed” (2).

All the students, without exception, improved their knowledge and analytical skills with respect to Global Economics. Furthermore, the number of student concerns and complaints lodged has fallen precipitously in the two years since Dr. Olson has taught the class.

PLO #2

PLO #2 addresses cross cultural competency. There are four requirements within this PLO.

- a. Students must describe key conceptual differences among cultures, and explain their impact on the international media and negotiations;
- b. Students must express competency at an elementary level in at least two languages other than

- native, or at an intermediate level in one language;
- c. Students must explain how a Christian worldview affects culture and public policies formulated by state and nonstate actors in response to international problems;
- d. Students must complete a study abroad through International Programs.

The primary course that Introduces (I) these concepts as a PLO is INTS 514 International Communication and Negotiation. The course is oriented toward introducing these requirements PLO#2(a) and PLO#2(c):

1. Students must identify key conceptual differences among cultures, and their impact on the international media and negotiations;
2. Students must discuss how a Christian worldview affects culture and public policies formulated by state and nonstate actors in response to international problems.

The class used to analyze this PLO was the INTS 514 Section 2 course taught in the Spring 2014. The course comprised mostly International Studies majors, all juniors or seniors, and had thirteen students. The course has a Writing Intensive requirement where students write and submit a paper. This paper is graded and handed back to the student for corrections. The student then revises and resubmits the paper, receiving another grade on the revised paper. The “revise and resubmit model” permits the assessment to evaluate fairly easily an improvement in student outcomes by the careful design of a rubric. The paper is a policy briefing assignment where students are expected to analyze a complex international issue by introducing the topic, presenting various options to resolve the issue, and lastly presenting their solution. The assignment is a real world application to a theoretical concept presented

earlier in class. The rubric evaluated student performance on a scale of 1 to 5, with 3 being considered satisfactory mastery of that aspect of the assignment.

Indirect Evidence

A survey and focus group was employed to gather additional understanding on the effectiveness of the PLOs being reviewed in this year’s assessment for the major. In March 2014 a small focus group of seven majors was convened to review the PLOs and discuss student perceptions of how well these were being achieved. Below is a table summarizing their responses to an assessment survey.

**Student Assessment of Major
International Studies Focus Group**

PLO #1 International Relations								Average
A	4	4	4	3	3	4	3	3.57
B	4	4	4	4	3	4	3	3.71
C	4	4	4	4	3	4	2	3.57
PLO #2 Cross Cultural Competency								
A	4	4	3	4	3	4	3	3.57
B	4	4	4	4	4	4	4	4
C	2	3	3	3	4	4	3	3.14
D	2	4	4	4	4	4	4	3.71
PLO #3 Functional/Regional Competency								

A	3	4	4	4	3	4	3	3.57
PLO #4 Research Competency								
A	4	4	3	4	4	3	4	3.71
B	4	4	4	4	4	4	4	4

n=7

Date of focus group, 21 March 2014

Overall the focus was fairly satisfied with the major in achieving its objectives. The focus group was most satisfied with the development of their cross-cultural skills (PLO #2B) and their ability to write analytical reports (PLO #4 B). This was important in that these two PLOs are core objectives of the major. The area of least satisfaction was found in the functional/regional specialization PLO. A score of 3.14 meant general satisfaction, but does indicate a need to investigate this further. It is not surprising that this was an area of concern. It is one shared by the faculty of the International Studies Council. The students have relatively few classes in their specialization, and as they progress they realize how much more there is to learn to gain some degree of competency in the field. One student in the new Middle East/North Africa specialization, the very first graduate, was one of those scoring a 3. The student in this specialization was closely observed to see how effective our new specialization is proving.

The survey included three open-ended questions regarding satisfaction with the major. Below is a summary of their responses.

Question 1. *What are you most satisfied with the major?*

Class simulations, current events, emphasis on writing, new perspectives on the world, the degree of difficulty, quality of professors, multidisciplinary approach

Question 2. *What are you least satisfied with the major?*

Advising on sequence of classes, gain experience in other specializations, not enough classes, too many GEs reduce ability to take more classes in major, lack of internationally oriented classes,

Question 3. *Would you declare this major again if you were a freshman? Why or why not?*

Every student gave an emphatic yes to the question of whether or not they would declare the major again as a freshman. The responses were consistent that the major met their desire for an international perspective and the material was intrinsically interesting.

The indirect evidence tends to support the results of the direct assessment methods both for the PLO #2 (Cross Cultural Competency) and the PLO #4 (Research Competency).

Authentic Evidence

There is no direct data at this time for authentic evidence. It is important to note, however, that all of the majors participate in a study abroad experience through Pepperdine's International Programs. This affords the opportunity to participate in internships, service learning, and practical interactions with people in their host country.

PLO #3

For this academic year, International Studies faculty assessed Program Learning Outcome 3, a Political Studies specialization requirement related to the major. We selected a Political Studies class entitled INTS 445, Contemporary African Politics. This course was selected for several reasons. First, the course is embedded in the Political Studies Specialization, which comprises nearly half the International Studies majors. Second, the class is typical of a functional/regional class of six of the eight specializations. Finally, the course counts as non-Western for the Seaver General Education requirement, and thus is typical of classes that all Seaver students might take.

We collected direct and indirect data for the class for the assessment process. The data for this class were collaboratively analyzed by multiple faculty (who did and did not teach the course), and the results stored on Sakai with Pepperdine University. The results showed clear improvement on the part of the students in meeting the goals set out for PLO 3. There is no specific national benchmarking available, but International Studies faculty established major benchmark (70% average of above—see later case) for this particular objective. In addition, the results from this academic year were compared to previous years to update and refine course requirements to best meet student objectives as listed in the PLO. Details of this assessment are covered more thoroughly in Section VI.

Program Learning Outcome 3, sections a) and b), focus on the political and economic underpinnings of the International Studies major. These are PLOs:

- a. Students must recognize the central theories of international relations, key concepts of comparative politics, and be able to apply these theories in evaluating new cases dealing with international political issues.
- b. Students must recognize basic economic concepts, perform quantitative analysis, interpret economic data, and apply economic reasoning to international issues.

The goals are to understand the international system's major political and economic features and trends, and articulate how complex international problems may be analyzed through a multidisciplinary approach. Students must develop competency in two areas. The first is to define the major theories of how state and nonstate actors in the international system relate and the evolution of the international system. The second area is to demonstrate an understanding of basic economic concepts and how economic reasoning may be applied to pressing international issues

The class used to evaluate this PLO was INTS 445, Contemporary African Politics. This is a specialization course in the International Studies major and is specifically a Political Studies specialization course. It is used as a proxy for similar courses in the major. A longitudinal study was performed in the class regarding acquisition of geographical knowledge. This occurred over four academic cycles. The results showed an increase in the acquisition of targeted material over the course of the semester. A targeted sample was selected from the Spring 2012 semester so as to provide a more in-depth analysis for assessment purposes.

Performance-based, direct evidence gathered for the assessment included initial and end of semester ability to locate countries on an outline map of Africa. This survey was used as a proxy for a more general understanding of the major geographical and political features of the African continent. The rubric used was evaluating correct and incorrect answers and observing patterns of student responses. Details are attached in the appendices.

A second case of direct evidence of student perceptions was survey instrument used to assess how students viewed Africa both at the beginning and end of the semester. The assessment used a rubric distributed on the first day of class in the Spring 2012 semester. This initial survey consisted of a three-page paper written on an article on Africa. The survey was designed to assess student attitudes on African underdevelopment at the beginning of the semester. Students then were asked to assess their own views based on their earlier assessment. The results showed significant self-assessment and changes in perception on Africa. Details are attached as appendices.

Referencing course evaluations, as provided by Pepperdine University, indicate a number of student responses that provide perceptions for evidence that can be applied to student indirect assessment. Specifically, students respond to the following statement: The course has increased my knowledge of understanding of the subject.” The statistical mean was 4.625, with 5 being “strongly agree.” (Fall 2010).

Other indirect (authentic) evidence, students in this class participate in many of the opportunities outside the classroom provided and promoted by the International Studies major. These include the National Model United Nations, *Global Tides* (on-line student edited journal of International Affairs), U.S. Military Academies Conferences, Washington, DC and Lausanne internships, and International Programs. One student, for just one example, was an editor for *Global Tides* and also applied for a Fulbright scholarship to Nigeria. Several students participated in service learning internships with nongovernmental organizations in Africa both before and after attending the class.

All the students, without exception, improved their knowledge and analytical skills with respect to Contemporary African Politics. The direct survey also indicated that a third of the class achieved exceptional level of mastery of the assignment. At the other end of the spectrum, relatively few

students achieved Fair on the assignment. The majority scored in the Good or above range according to the rubric. Of note, students increased their knowledge of Africa from the edges of the continent into those regions much less known by the general public. Details are attached in the appendices.

Direct Assessment of International Studies Major (Program Learning Outcome #4)

Class Assessed: INTS 445, Contemporary African Politics, Spring 2012 Semester

This class is one of the upper division specialization courses for the International Studies major. It is a relatively popular elective, and is used as representative of similar elective courses for the major.

The assessment used a rubric distributed on the first day of class on January 10, 2012. This initial survey consisted of a three-page paper written on an article on Africa. The survey was designed to assess student attitudes on African underdevelopment at the beginning of the semester. Students then were asked to assess their own views based on their earlier assessment. The results are presented below:

In *Why Geography Matters: Three Challenges Facing America: Climate Changes, The Rise of China, and Global Terrorism*, Harm de Blij, presents eight formative disasters that Africa has confronted that help explains in relative lack of underdevelopment. These include the following:

1. Climate Change
2. Ecological Impact
3. Divisive Islam
4. Slave Trade
5. Colonialism
6. Cold War
7. Globalization
8. Failure of Leadership

Question 1. *What did you think in the beginning of course, according to the Why Geography Matters: Three Challenges Facing America: Climate Changes, The Rise of China, and Global Terrorism, by Harm de Blij, reading was the primary cause of Africa’s relative underdevelopment?*

Analysis of Student Responses:

De Blij’s disasters may be usefully grouped into three categories. The author himself did not do this, but it is a natural division in terms of “finger pointing” for the lack of development relative to other regions of the world.

de Blij Factors in Africa’s Underdevelopment

External (Physical)	External (Human)	Internal
Climate Change	Slave Trade	Failure of Leadership
Ecological Impact	Colonialism	
	Cold War	
	Globalization	
	Divisive Islam	

The students were asked at on the second class period in the semester to have read the article, submitted it, and determined which of the eight disasters best explained Africa’s relative lack of underdevelopment. This was designed to assess their initial assessment of the relative importance of the cause. Unknown to the students the question was also asking them to assess whether the primary cause was external or internal.

Student Ranking of de Blij Factors

Student	Beginning of Semester		End of Semester	
1	Colonialism	External	Colonialism	External
2	Colonialism	External	Failure of Leadership	Internal
3	Colonialism	External	Cold War	External
4	Colonialism	External	Colonialism	External
5	Colonialism	External	Colonialism	External
6	Colonialism	External	Failure of Leadership	Internal
7	Failure of Leadership	External	Failure of Leadership	Internal
8	Divisive Islam	External/Internal	Failure of Leadership	Internal

The results of this question indicated that at the initial stages of class 75% of the class indicated European colonialism was the primary disaster that explained Africa's lack of relative development. If Divisive Islam is concluded (the author explicitly categorizes that as an external factor) then the percent increases to 87.5%.

At the end of the semester (April 13, 2012) the question was asked again. Student responses were then tabulated. The responses are listed in the table above. Attention was paid to use only student responses that had completed the survey at both the beginning and end of the semester. Most of the students were International Studies majors and all of the students were either juniors or seniors.

This time the class split evenly on internal versus external factors that explain the region's relative lack of development. European colonialism, as before, remained the primary external factor listed. Students had clearly shifted toward the internal factor of "Failure of Leadership" as the major factor.

If one evaluates the shift, then students went from nearly ninety external to fifty percent, a decline of 44%.

Question 2. Student Self-Evaluation on Attitudes

Subsequent question asked students to justify their response at the end of the semester, why or why not it had changed, and finally how their views of Africa had changed as a result of the course.

a) The reasons the students gave for the external factor of colonialism related to the continued impact of the political, social, and economic disruption of colonialism on Africa. The students who indicated poor leadership focused on corruption, which had not shown up on the initial assessment.

b) The next question asked students why or why not they had changed their assessment. Those who had changed their assessment from the beginning to the end of the semester indicated that they had not fully appreciated the impact of corruption and poor leadership on a society.

c) The final question asked how has your understanding of Africa changed and not changed as a result of this course. The response of students to this question was generally consistent. Nearly all of the students stated that the causes for Africa's relative lack of development were far more complex than initially thought. General comments included that Africa not a country but a continent, many external and internal obstacles to change, the continuing impact of history on the current conditions of Africa. On the topic of political and economic liberalization, the students noted the challenge of

democratization for the many countries in Africa. There was also some indication of greater skepticism expressed of aid being the major solution to the growth and development than first thought.

International Studies Major: WASC Assessment

April 2012

Direct Assessment of International Studies Major: Program Learning Outcome #4

Class Assessed: INTS 445, Contemporary African Politics, Spring 2012 Semester

(Assess Knowledge)

This class is one of the upper division specialization courses for the International Studies major. It is a relatively popular elective, and is used as representative of similar elective courses for the major.

Beginning of Semester:

The assessment used a map distributed on the first day of class on January 10, 2012. This initial exercised consisted of an outline map of Africa, with no country names indicated. Students were asked to identify as many countries that they could. The map was designed to assess student familiarity with the names of African countries as well as their locations. The results are presented in Tables 1 and 2. The assessment was based on the following out of 49 African countries possible:

0 - 10 - poor

10 - 20 - fair

20 - 30 - average

30 - 40 - good

40 and above - excellent

Analysis of Student Responses:

Overwhelmingly, students could identify only a few countries, and in most cases were unable to accurately place them on the map. The class average was 12 countries identified, ranging from zero to 27, within the 'fair' range.

Table 1 indicates correct answers in over 50% of the respondents, according to a primary identifying factor. Specifically, whether the country has a large land mass and/or population, a location on the edges (periphery) of the continent, and countries that have been featured recently in popular and social medias.

Table 1. Correct Identifications Beginning of Semester

Large land or population	Peripheral Location	Recently in the News
Egypt	South Africa	Egypt
	Madagascar	Sudan
	Morocco	
	Libya	

Table 2 considers the names of the top ten countries students included, whether or not they could be accurately identified.

Table 2. Countries Attempted

Country Mentioned	Percentage	Proper/Close Location	Improper Location
Egypt	100%	78%	22%
South Africa	89%	100%	0%
Madagascar	67%	100%	0%
Morocco	89%	100%	0%
Sudan	67%	100%	0%
Somalia	44%	100%	0%
Nigeria	56%	40%	60%
DRC	56%	80%	20%
Rwanda	44%	75%	25%
Kenya	67%	67%	33%

End of Semester:

At the end of the semester (April 13, 2012) the outline map was given again, with students asked to identify as many countries as possible. Student responses were then tabulated. The responses are listed in the table below. Most of the students were International Studies majors and all of the students were either juniors or seniors.

Analysis of Student Responses:

This time the students were able to identify 24 countries, within the 'average' range. When considering individual students, the outcomes are more positive. Knowledge of the countries no longer fit into the initial three categories of prevalent responses, but related directly to the countries covered in readings, lectures, presentations and classroom discussions and debates. Table 3 places student respondents according to the initial assessment ranges.

Correct Identifications Beginning of Semester

Assessment Range	Beginning of Semester	End of Semester
Poor	67%	
Fair	11%	17%
Average	22%	50%
Good		
Excellent		33%

PLO #4

PLO #4, Research Competency, was also evaluated through the same class. INTS 514 embeds the Seaver College Research Methods (RM) requirement within this particular class. The way this is achieved both through a module on research methods and an actual written assignment based on World Bank data that presents education and income for countries in the world. Like the earlier writing assignment, this particular project is structured as a real-life policy question regarding the relationship of national income and primary and secondary enrollment rates. Since the paper is structured similarly to the written assignment it provides a final opportunity for students to develop skills in writing executive briefings.

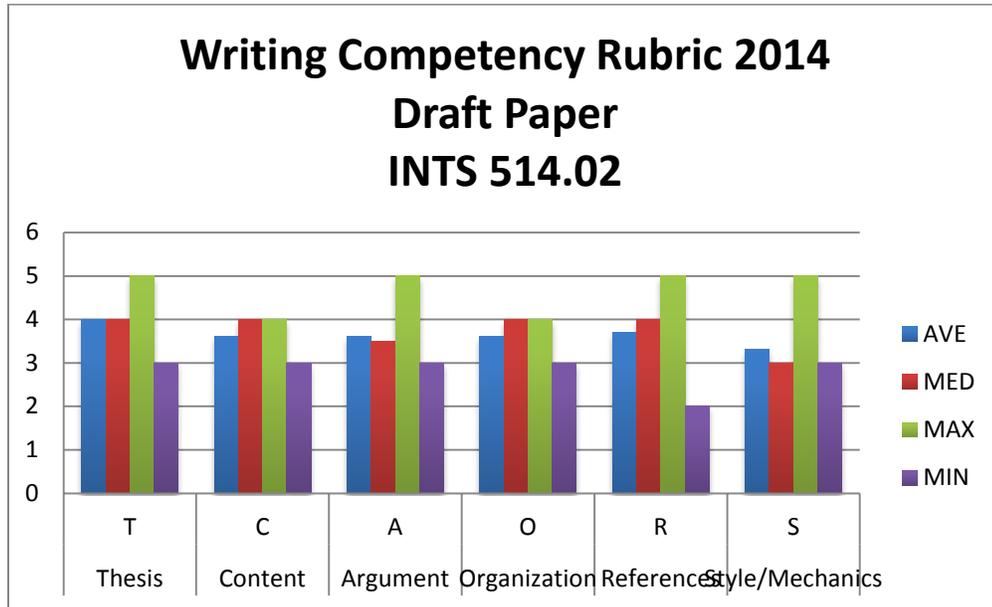
Direct Evidence.

The Writing Intensive (WI) rubric examined in depth nine sample papers. Both the initial and revised submissions were evaluated, providing nine responses. As mentioned earlier, the method used to evaluate learning outcomes was policy papers or briefs written on various foreign policy topics. Students were required to write one draft and submit it for a grade. This paper was graded and returned to the student. The student then submitted the final paper at the time of the class debate on that topic. The rubric was broken down into six areas of evaluation:

1. Thesis. Thesis or focus
2. Content. Content accuracy
3. Argument. Evidence to support conclusions
4. Organization. Organization of paper
5. References. References or unevaluated sources like Wikipedia
6. Style/Mechanics. Punctuation, spelling, grammar and sentence structure

Figure 1 below shows the results from the writing rubric for the first draft of the paper. Note that the average and median scores for the students were in the satisfactory range. Thus, while most students satisfactorily met the learning outcomes for the research objective there was room for improvement, especially in the areas of content, argument, and general organization areas.

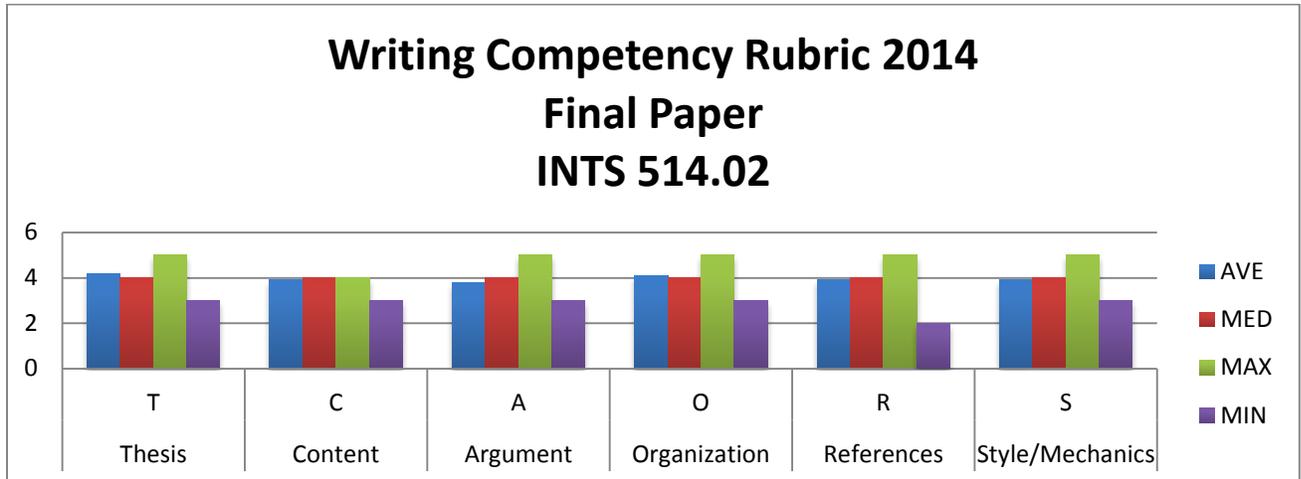
Figure 1



Note on scale: 5 is Exemplary, 3 is Satisfactory, and 1 is Below Expectation
n=9

Figure 2 below shows the results from the writing rubric for the second draft of the paper. Note that the average and median scores for the students were in the good range, but students showing exemplary scores had increased. Some students were clearly improving in achieving learning outcomes. Thus, while most students satisfactorily met the learning outcomes for the research objective there was room for improvement, especially in the areas of content, argument, and general organization areas.

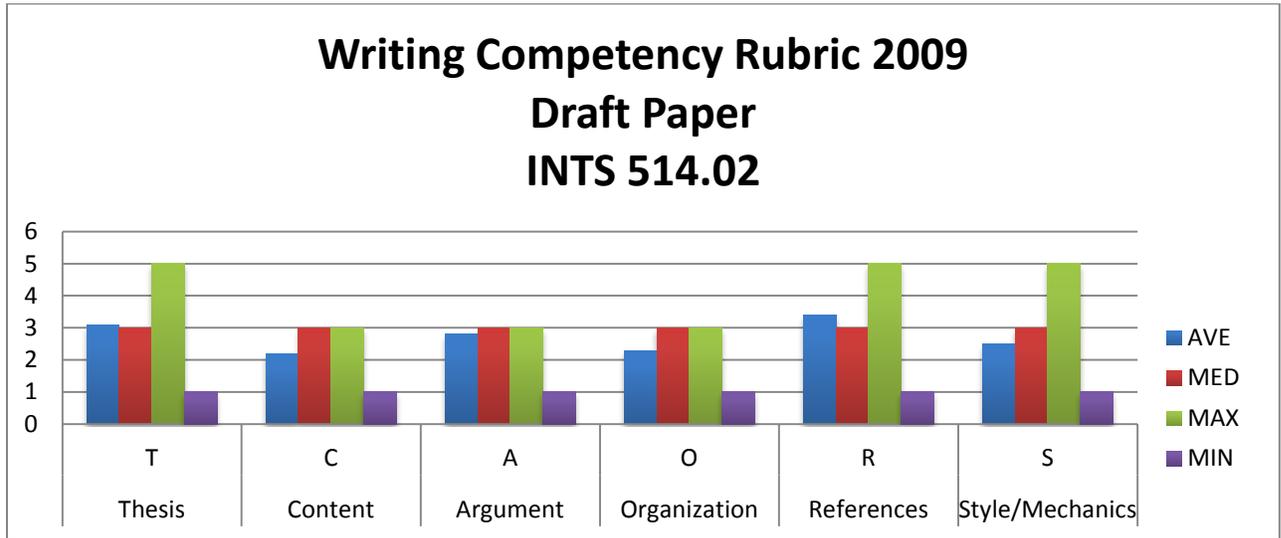
Figure 2



Note on scale: 5 is Exemplary, 3 is Satisfactory, and 1 is Below Expectation
n=9

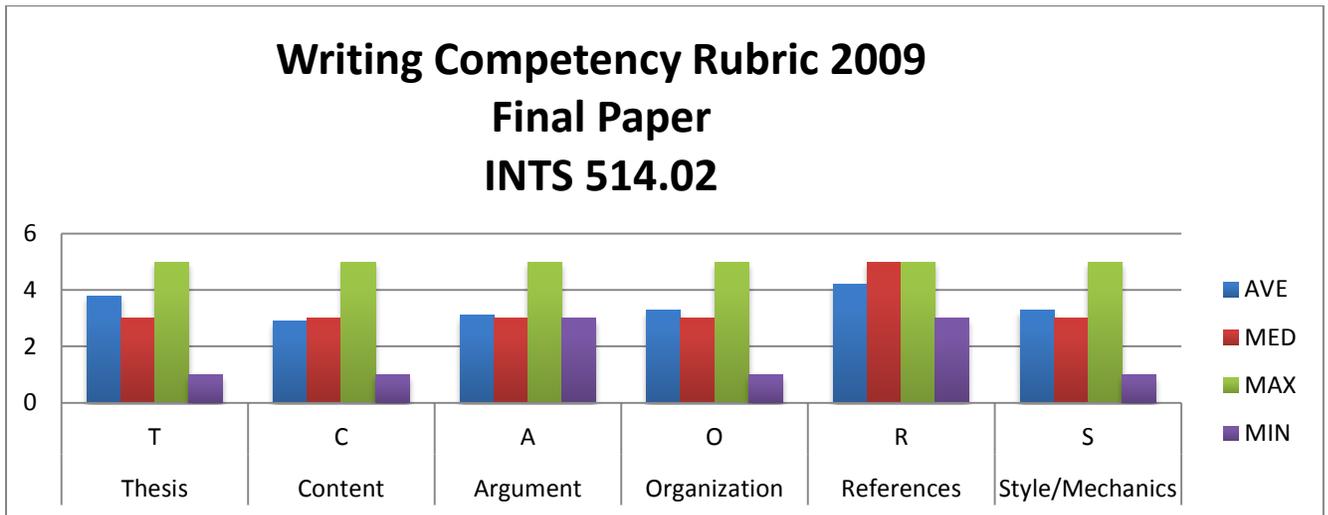
These results were compared to a similar assessment performed in 2009, five years earlier. On the following two pages are the results for 2009 for both draft and final papers in Figures 3 and 4.

Figure 3



Note on scale: 5 is Exemplary, 3 is Satisfactory, and 1 is Below Expectation
n=25

Figure 4



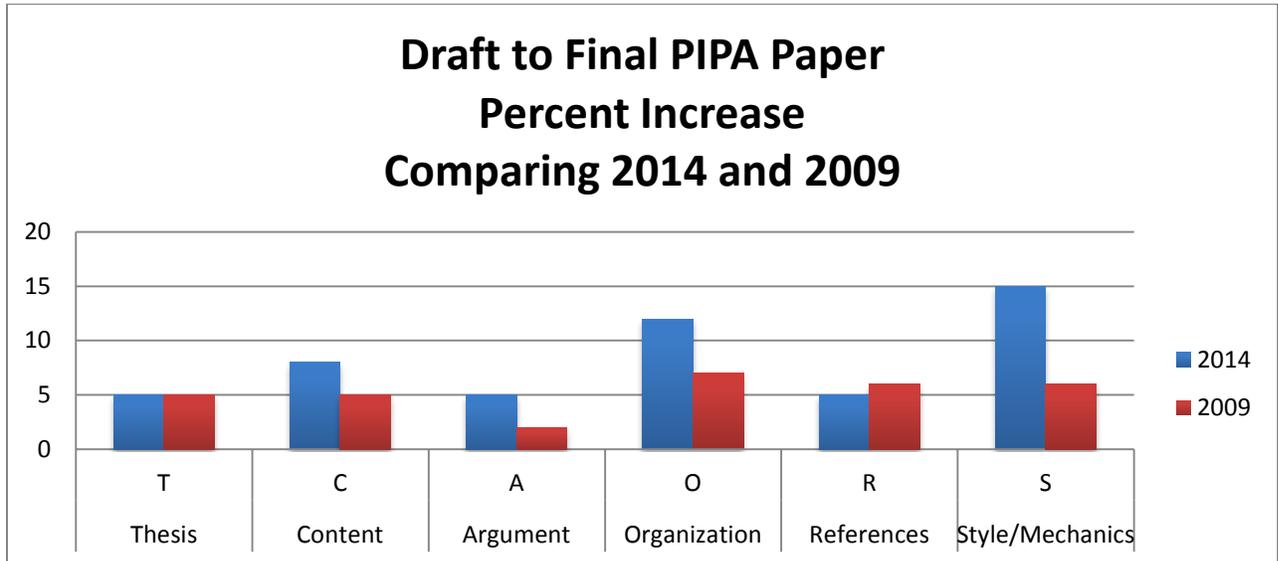
Note on scale: 5 is Exemplary, 3 is Satisfactory, and 1 is Below Expectation
n=25

Figure 5 graphs the increase in the writing rubric between the first and the second draft of the paper. In all areas the students demonstrated significant increases in meeting learning objectives. The area that showed the greatest percentage increase was in argument. The students had clearly improved in their ability to make and support an argument on a complicated policy issue. The increase in 2014 was especially notable and related to greater attention in preparation of students for the assignment.

Figure 5

Writing Competency Rubric

Percent Increase in Score between First and Final Draft for 2014 and 2009



n=9 (2014) and 25 (2009)

The third area of evaluation relates to oral competency. The method used to evaluate learning outcomes was the public, in class presentation of policy papers or briefs written on various foreign policy topics. Students were required to present a three-minute summary of their recommendations and then defend their position in front of class for an hour of public questioning. They were evaluated on the following criteria:

1. Organization. Organization of public presentation
2. Content. Content accuracy
3. Delivery. Anxiety and discomfort level of presenter

The results from the evaluation showed that the average and median scores for the students were 4. The maximum score was 5 and the minimum was 2. Thus, most students satisfactorily met the learning outcomes for the objective, and most exceeded expectations.

Another area of evaluation related to competency in research methods. This corresponds to PLO # 4 for the International Studies major. A rubric was also employed to evaluate the effectiveness of the assignment and lessons in achieving stated objectives. This was deployed on the evaluation of a student methodology assignment. This particular assignment involved gathering World Bank Development Indicators data on education and per capita income from all the countries in the world, developing a hypothesis on the relationship of the two, sorting the data, developing graphs on the data, and writing up the results, and proposing policy prescriptions based on the analysis. The complete assignment is included in the appendix. The rubric evaluated the following items:

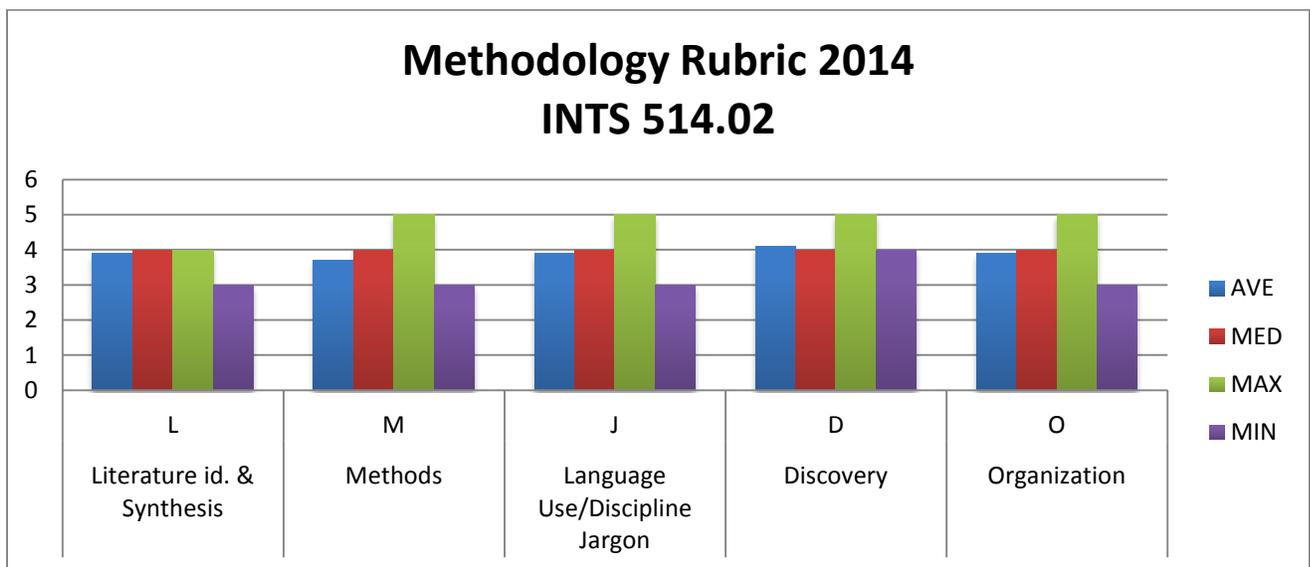
1. Literature identification and Synthesis. Understanding of relevant literature and ability to place research into literature
2. Methods. Understanding of methods and procedures to conduct and record research
3. Use of Language/Discipline Jargon. Use of research language
4. Discovery. Research or discovery methods
5. Organization. Overall structure, punctuation, spelling, grammar
6. Presentation. Presenter interaction with listeners

For all the rubrics, a five-point scale was used to evaluate the outcomes for each of these learning outcome areas. In the scale, a 5 is Exemplary, a 3 is Satisfactory, and a 1 is Below Expectation. The scores on all the rubrics include the average, median, highest, and lowest scores. Figure 6 below shows the results from the research rubric. Note that the average and median scores for the students were in

the good range. While most students satisfactorily met the learning outcomes for the research objective there was still room for improvement, especially in the areas of research methods and general organization.

Figure 6

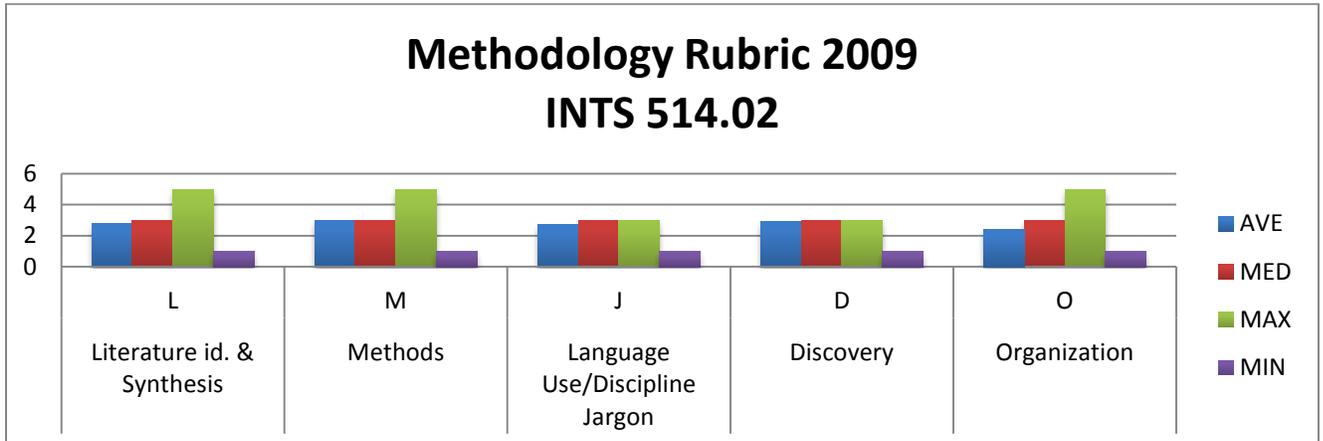
**Research Competency Rubric
INTS 514, International Communication and Negotiation**



Note on scale: 5 is Exemplary, 3 is Satisfactory, and 1 is Below Expectation
n=13

Just for fun, and related directly to the enthusiasm of the researcher for assessment, the results for 2014 were compared with a similar study performed in 2009. The results are presented below in Figure 7.

Figure 7
Research Competency Rubric
INTS 514, International Communication and Negotiation



Note on scale: 5 is Exemplary, 3 is Satisfactory, and 1 is Below Expectation

n=25

The 2009 results showed that the average and median score was 3, which is satisfactory. The 2014 results showed an average and media score of 4, a full point above the score of five years ago. This is a positive development in that the 2014 students performed much better overall on the assignment. There are a number of possible explanations for this improvement. There may be normal variations in class ability or in grading the rubric. After the 2009 assessment, the teacher revised the assignment guidelines and spent additional effort in assisting the student in understanding the expectations for what constituted a solid research project.

This improvement between the 2009 and 2014 rubric scores is reflected is slightly higher grades as seen in following table. In 2014 the average assignment grade was 88, a B+, compared to 85 in 2009, a B. The median 2014 score was 88 and 2009 score was 84. The maximum and minimum scores—the

range—were similar. This suggests that while student performance for the methodology, while clearly improving, did not lead to a large jump in the grade. The reason for this is due to the Seaver College concern for grade inflation. It does, nonetheless, raise the interesting point that effective learning and the resultant better performance can be penalized through an effort to reduce grade inflation.

Research Competency Rubric and Assignment Grades
INTS 514, International Communication and Negotiation

Year	Average	Median	Maximum	Minimum
2014	88	88	95	75
2009	85	84	94	72

Source: INTS/COM 514.02 class

Faculty

The International Studies faculty, reflecting its multidisciplinary nature, are situated across five academic divisions at Seaver College. Five core faculty are housed in the ISL Division, two are located in the Humanities Division, and one each in Business, Communication, and Social Science divisions. All of the professors listed in Appendix D hold a terminal degree and are full appointments within Seaver College. One faculty member, Robert Lloyd, holds an appointment that is split between Seaver College (five-sixths) and graduate School of Public Policy.

The faculty evaluation policy is described in detail in the Seaver College Rank, Tenure, and Promotion (RTP) Handbook. In short, the formal evaluation system includes a third-year pre-tenure review and a tenure review. In each of these cases, five designated peers evaluate the candidate on the basis of a review of a submitted portfolio and observation of the candidate’s classes; the Chair of the

International Studies and Languages Division makes an independent review, based on the materials available to the designated peers and the course evaluations' written by the candidate's students. The RTP Committee (which is comprised of one member from each of the eight divisions of Seaver College and one pre-tenured at-large member) examines the submitted materials, the five peer reviews, and the chair review, before making a recommendation to the Seaver College Dean, who independently examines the same materials. Although the pre-tenure reviews are not directed beyond the college to the university level, the tenure recommendation of the RTP committee and the recommendation of the Dean are ultimately directed to the University Tenure Committee, the Provost, the President, and eventually the Board of Regents. Faculty members receive a similar review when applying for promotion to Full Professor, and a similar review every five years thereafter. Finally, faculty members are evaluated on a periodic basis by the Chair of the International Studies and Languages Division, who is responsible for recommending step increases to the Dean, whereby a person progresses through nine different ranked steps (i.e., Levels I, II, and III for Assistant professor, Associate Professor, and Professor). Faculty are also evaluated on an annual basis by the Chair of the International Studies and Languages Division.

Evidence of Program Viability and Sustainability

Demand for the Program.

International Studies major has increased in the past decade. With 164 majors in the 2014-15 academic year, it is by far the largest multi-disciplinary major, and overall, one the largest majors in Seaver College. In the past five year period the size of the major has stabilized. The number of students in the International Studies program has largely kept pace with the size of the faculty.

International Studies program is part of the International Studies and Languages Division, which also includes the Asian Studies, French, German, Hispanic Studies, and Italian

programs. As a result, it receives full-time division staff support: an Office Manager and an Administrative Assistant. A Technology Liaison is shared with the Business Division. A number of part-time student employees supplement the administrative load. No concerns have been voiced to suggest that this staff is insufficient for the needs of the program.

The International Studies and Languages Division is housed in an aged, relatively well-maintained, and portable structure (Seaver Academic Complex or SAC) some distance up the hill from Seaver College main campus. It is across the street and up the hill from the Communication and Business divisions building (CCB), but access to that building is somewhat limited due to geography and building design constraints. The Seaver Academic Complex is just down the hill from the Law School, which allows primary access to the Law School cafeteria. The division has priority use of fourteen classrooms, ranging in seating from 8 to 32. This physical space is insufficient for the needs of the program and division. The structure, being temporary and old, is also inferior in quality to every other academic building on the Malibu campus.

The salary structure for faculty in the International Studies program follows the general guidelines that are fully described in the Seaver College Faculty Handbook. In short, Seaver uses a fixed salary structure; although stipends may be awarded for specific duties, the base salary of all faculty at the same rank (e.g., Assistant Professor II or Associate Professor III) is standardized.

The International Studies and Languages Division funds each faculty member's professional travel to one conference per year. Internal support for research is available through several programs. First, the Summer Undergraduate Research Program provides a \$1,000 stipend for faculty members supervising a student's summer independent research project, and provides the student with a scholarship to cover the cost of 4 units of credit. Second, the Dean's Research Grant provides awards up to \$1,500 for faculty research projects. Third, the Seaver Research Council awards grants ranging from \$1,000 to \$4,500 for research purposes, especially those for which the awarded funds could be used as a foundation for applications for external grants. Fourth, endowed Chairs, Professorships, and Fellowships provide funding for research purposes. The endowed Chair positions are available to faculty members who have reached a rank of Professor. These positions have \$6,000 annual stipends for research/professional support, and a person who holds this chair is eligible to retain the position until retirement (assuming continued positive Five Year evaluations). Additionally, two At-Large chairs are available to faculty members from any of the eight divisions of Seaver College. The endowed Professorships are available to faculty members who have reached a rank of Associate Professor or Professor. These positions have \$4,000 annual stipends for research/professional support, and the position is held for five years. Additionally, five At-Large professorships are available to faculty members from any of the eight divisions. Finally, Fellowships are available those faculty members at the Assistant Professor rank. These annual Fellowships have \$1,000 stipends for research/professional support. Additionally, some options exist for internal funding for specific purposes, such as the Cross-Disciplinary/Interdisciplinary Undergraduate Research program for faculty working with undergraduate students whose research interests transcend individual disciplines, and the

Harris Manchester College Summer Research Institute for faculty members seeking to pursue research interests at Oxford University. For expenses beyond these funding options, faculty members are expected to apply for external grant support.

Summary and Reflections

As described above the two general purposes of this review were to summarize results from the Annual Program Reviews conducted over the past four years, to provide a foundation for the Annual Program Reviews over the next four years, and to provide a basis for an external program review. In addition, several specific purposes were articulated, as described below.

Student Composition. The number of declared majors in the International Studies program has grown substantially in the past ten years, but in the past five years has plateaued. The major attracts high ability students, as demonstrated by mean SAT scores and High School GPAs and the disproportionate number of majors who are awarded Fulbright scholarships relative to Seaver College as a whole. Although there is a substantially larger proportion of female to male students, the major includes a racially diverse and religiously diverse group of students.

Comparison of Curriculum with Peer and Aspirational Institutions. In general, the curriculum offered in the International Studies program is comparable to those offered by our peer and aspirational schools.

Participation in High Impact Practices. International Program participation by International Studies majors is nearly one hundred percent. In addition, such programs as Global Tides, the National Model United Nations, Sigma Iota Rho, the US Military Academies, and the Washington, DC program offer students opportunities for further professional development.

Achievement of Program Learning Outcomes. Through an iterative process, data has accumulated and will continue to accumulate to measure the degree to which the four PLOs are being

met. Both direct and indirect evidence has started to accumulate concerning the ability to evaluate understanding of international relations (PLO 1), cross-cultural competency (PLO 2), and to describe contributions of the main specializations of International Studies (PLO 3), and facility with research methods (PLO 4).

Qualifications of Faculty. The primary faculty members in the International Studies program have appropriate educational and training backgrounds for their positions and their expertise broadly covers the main domains of the field. This is a highly productive group of professors, who have been honored for high quality teaching and research, and who are active in their service to relevant professional organizations.

Demand for Program. As mentioned above, the size of the International Studies major has substantially increased in the past decade years and is one of the larger majors in Seaver College.

Sustainability of Program. Recent faculty retirements require replacement to sustain the International/Intercultural specialization and the International Management specialization. As a result, some International Studies faculty members are serving a substantially higher number of students than counterparts Seaver-wide in advising. The support staff is sufficient to serve the needs of the program, but physical space quality and quantity are constraints.

Goals, Action, and Quality Improvement Plans

2014-2015 Academic Year

International Studies is scheduled during the 2014-15 academic year for its five-year review. At this point all four PLOs have been assessed. Some changes have been made to the curriculum in response. More classes have been added and a new specialization in the Middle East/North Africa became officially operational this year. These have been positive developments. Three areas remain of

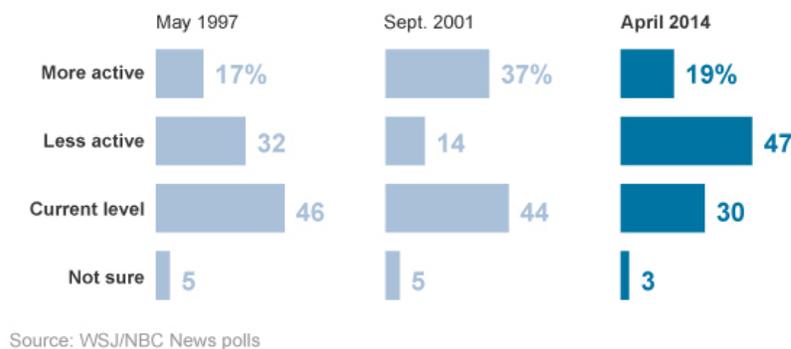
continuing attention. The first two relate to the Global Economics course. The second is International Relations.

The third area is one that has become increasingly noticeable to faculty. Seaver student interest in International Studies is declining. While the major remains robust and sizeable, the number of majors has declined. The Political Studies specialization (International Relations) has experienced the greatest relative drop, falling from the most popular specialization, to the third most popular behind International Management and International/Intercultural. Discussions with the Political Science faculty indicate that the number of majors has likewise dropped. They attributed this to a decline in law school admissions. Both Political Science and International Relations are logical pre-professional” majors for law school.

An article on April 30, 2014 in the *Wall Street Journal* points out a broader American trend that may also explain the drop in student interest in International Studies. A recent *Wall Street Journal/NBC News* poll indicated a growing isolationism in American society. The poll question asked:

United States Role and the World

Question: *In your view, should the United States become more active in world affairs, less active in world affairs, or continue its current level of activity in world affairs?*



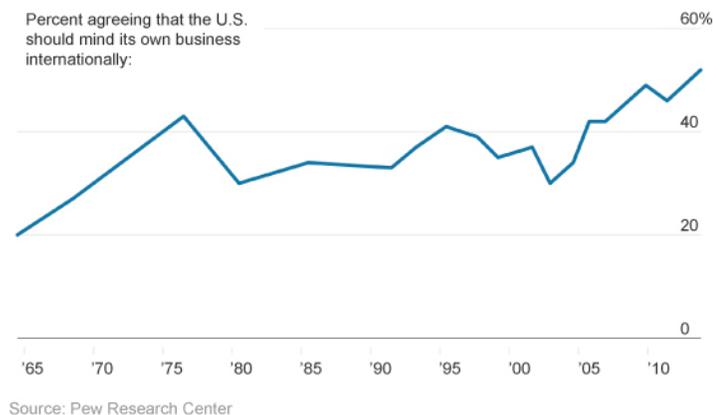
Source:<http://online.wsj.com/news/articles/SB10001424052702304163604579532050055966782?mg=reno64wsj&url=http%3A%2F%2Fonline.wsj.com%2Farticle%2FSB10001424052702304163604579532050055966782.html>

The poll recorded a huge increase in the number of respondents who stated that the United States should be less active in world affairs. At the very least one can state that International Studies majors, who are very interested in international affairs, finds themselves increasingly as a minority in their views compared to their student and American peers.

A recent poll by Pew, cited in the *Wall Street Journal* article, suggests a similar sentiment

United States Engagement in the World

Question: *The U.S. should mind its own business internationally and let other countries get along the best they can on their own. Agree or disagree?*



Source:

<http://online.wsj.com/news/articles/SB10001424052702304163604579532050055966782?mg=reno64wsj&url=http%3A%2F%2Fonline.wsj.com%2Farticle%2FSB10001424052702304163604579532050055966782.html>

The assessment of the International Relations PLO in the Fall 2014 semester assessed these changing American sentiment on student interest in the major.

2013-2014 Academic Year

Earlier assessments had pointed out that the major need for revision relates to PLO #1 (c), which concerns economic competency. This was especially true due to turnover of economics faculty. A second area identified in earlier assessments is PLO #1 (a, b). This PLO concerns understanding international relations. It has not been clear, due to the number and variety of faculty, that these objectives are being met satisfactorily. This PLO was later assessed in the 2014-15 academic year.

2012-2013 Academic Year

From ongoing discussions, numerous meetings, and collective reflections over the course of the 2012-2013 academic year we made a number of observations, challenges and questions:

1. Continued weaknesses in introductory economics knowledge of our majors. This weakness is despite the ECON 200 prerequisite for the class.
2. Some weakness in our students' intuitive grasp of the coordinating role of prices in the economy. This topic, however, is addressed explicitly in introductory and upper division courses. Why have students not fully learned these concepts in earlier introductory courses?
3. Faculty are continuing to explore concrete ways to improve the quantitative skills of our majors. Given the quantitative nature of economics the recommendation of the instructor of Global Economics is for students to take at least a Business Calculus course as a prerequisite. Realistically, however, this would be difficult to add due to course and student interest constraints.

4. It is also recommended that the course not permit any other major into the class except International Studies majors due to the non-quantitative aspect of the course. This pertains primarily to International Business majors who are allowed to take the course for credit. These majors have a more substantial quantitative background. They should be encouraged to take International Finance.
5. A better introductory course for INTS 351 may be ECON 211, Macroeconomics, instead of ECON 200.
6. Dr. Olson is leaving Pepperdine for another institution at the end of this academic year. At this point the major has not received permission for another tenure track replacement. Therefore, an adjunct has been hired for the Fall 2013 semester. This means a return to the previous ten-year situation of no dedicated professor to this critical course.

2011-2012 Academic Year

The university approved this academic year the creation of the Middle East/North Africa (MENA) specialization, which is now beginning the implementation phase.

The assessment indicated that the Contemporary African Politics class is meeting the SLOs for the course and the PLO 3 of the major. The addition of the MENA will nonetheless require that the course be broadened to include North Africa more in course content.

The expected outcome of the change is more complete coverage of the continent with its concomitant issues, goals, and challenges. In addition, increased knowledge of the continent and related language skills prepare students for active service and better align the PLOs with the ILOs of the university.

The revisions to the Africa course began implementation this academic year, but additional revision is required to better align the SLOs with the PLOs for the major. The MENA specialization becomes operational in the 2013-14 academic year. Students who are enrolling as freshman in 2012-13 academic year may become eligible for the specialization if they formally request a change in their catalog year. There has been some student interest already expressed in this, so these revisions to the course need to be completed within the next academic year.

2010-2011 Academic Year

In order to reach the learning outcomes of the major a number of steps remain for the future:

The Major

1. Increase the number of International Studies majors to 225 students, focusing primarily on the smaller specializations of Asian Studies, Latin American Studies, European Studies, and International Economic Studies.
2. Support better the specializations of International Management, Political Studies, and International/Intercultural due to their relative large size and rapid growth.
3. Revamp the International Economics specialization in order to better align curriculum and learning outcomes.
4. Revamp the INTS 344 International Relations requirement to better align the goals of that class with those of the major.
5. Continue to develop the proposed five-year joint degree program with the School of Public Policy. This has been approved by the School of Public Policy, the ISL Division, and the International Studies Council, but waits college approval.

Students

1. Grow student activities. One possibility might be an international film series. This could be organized by student leaders in Sigma Iota Rho, the International Studies honor society.
2. Provide additional scholarship money for International Studies majors.

Faculty

1. Redefine joint arrangement/joint appointment. Need to formalize the exact relation of faculty members serving in International Studies and other divisions.
2. Hire one additional faculty, preferably in the International Management area.
3. Convert the visiting position in Middle East Studies to a tenure-track position.
4. Convert the visiting Political Studies position from a one-year to a three-year renewable position.
5. Clarify the Jewish Studies position with other parts of Seaver College.

University

1. Coordinate more internationally related activities with Pepperdine University's graduate School of Public Policy. This may take the form of joint sponsorship for speakers and programs. It may also include having a faculty representative on the council who is from Public Policy.

Broader Community

1. Strengthen International Studies outreach to the broader community, particularly through the media, in order to make it a well-known international center.

Response to External Review Report

After we prepared the preceding material, this self-study report was delivered to Dr. James Scott, the Herman Brown Chair and Professor of Political Science at Texas Christian University. His primary research and teaching interests are in international relations and foreign policy analysis. Because his

background matched closely many aspects of the International Studies major we considered Dr. Scott to be an ideal external reviewer. Dr. Scott conducted the site visit on February 1-3, 2015. Following the visit, he submitted an External Review Report along with recommendations. This is discussed in greater detail below.

Closing the Loop: Goals, Plans, and Needs for the Future

External Assessment

The external assessment overall was quite positive regarding the International Studies program:

INTS is a well-established program with relatively high levels of student enrollment, success and satisfaction. It blends core requirements and foundations with a broad set of electives for student specialization. It generally manages the challenges of interdisciplinary programs effectively. There is an admirably high degree of cohesiveness and collegiality in the program (and across ISL more generally), an esprit de corps among qualified faculty that is obvious, and a sense of community and place for INTS students that is, in my experience, relatively rare. Its commitment is to the achievement of the most effective set of experiences for student learning and development possible. Its track record to date is very good and it is clearly a well-performing and well-situated program at Pepperdine.

The external reviewer noted in the report that International Studies faculty had made a number of recommendations as well. These include:

- 1) Attention to the need for global economics faculty
- 2) Replacement of departing faculty in International Management and International/Intercultural Communication
- 3) Consistency and control of essential required capstone courses
- 4) Consistency and control of essential required foundational courses
- 5) Enhancement to faculty professional development/research/travel support and facilities
- 6) Addressing status of long-term visiting professor.

The external report also made a number of additional recommendations. These include the following:

- 1) Streamlining/strengthening program curriculum and coordination;
- 2) Enhancing the three core faculty (all of whom should be permanent line commitments with a specialist in international management, international economics and/or political economy and a guest faculty position;
- 3) Improving program resources for faculty development and research;
- 4) Sustaining and expanding faculty research productivity, including collaborative research with students and faculty travel/professional development
- 5) Revising and honing assessment policies/practices, making more use of capstone course requirement
- 6) Improving program facilities

Sustaining program success and continued progress will involve additional resources, including budget enhancements. (noted in the summary evaluation):

- 1) Addressing the core faculty stability and expansion will necessitate work with the division, school and university leadership.
- 2) Program faculty can review and revise program requirements; support from division, school and university leadership will be needed for improved coordination.
- 3) Program faculty can review and revise assessment policies in line with university processes and best practices
- 4) The remaining goals will require cooperation and support from program faculty and university administration

The external assessment, when combined with the self-study pointed out a number of areas needing some work to achieve the goals of the major. After receiving the report the faculty of the International Studies Council met on two separate occasions to discuss the assessment process in general and the report's findings in particular. Overall, the faculty concurred with the evaluation and recommendation of the report. As a result, the International Studies Council voted to revise the major to delete the "outside specialization" class requirement and add one additional required course within each specialization. The faculty also agreed to consolidate the various "regional studies" specialization

capstones classes into one capstone class that would include the Middle East/North Africa, Europe, Latin America, and Asian Studies specializations. The functional specializations would, however, retain their own separate capstone class. Finally, the faculty supported a new tenure-track faculty line for a combined global economics/international management housed within the International Studies and Languages Division.

Reconsideration and Revision of PLOs

The evaluation of the four PLOs confirmed informal faculty assessments of the major. It did, nonetheless, bring to faculty attention a number of areas that require further and future evaluation and deliberation. One of these, integration of faith and learning, is harder to evaluate, but is important to understand given the mission of the university and the international focus of the major. The PLOs that were evaluated made clearer some concerns of faculty regarding the major.

First, as mentioned earlier, the Global Economics course needs to have a faculty member who champions the class and relates the material to the International Studies majors. This is a critical course and it has been an orphan for over a decade. The departure of Dr. Olson, who had addressed these issues, made this all the clearer. This is especially true given the evaluation of that PLO just prior to his departure.

Second, the International Management and International/Intercultural Communication specializations, which were not evaluated directly in the PLOs needs to have a replacement due to the recent retirement of Dr. Seshan and Dr. Shatzer. Both rather sudden retirements did not allow for a full assessment of this PLO, but given the size of the two specializations in terms of the number of majors, this a critical hole in the quality deliverables of the major.

Third, the Senior Seminar for Political Studies (INTP) has been taught for years by Dr. Dan Caldwell, a distinguished professor of the college located in the Political Science Department. However, the 2003 creation of the ISL as an independent division with INTS imbedded within it has meant that INTP's capstone course is taught outside the control or input of the INTS faculty. Division and increased faculty hiring requires a closer examination of the possibilities of teaching this course within ISL.

Fourth, one of INTS's core course, International Relations (INTS/POSC 344) is also an elective course within the Political Science major. The purpose of the course increasingly has diverged from INTS and Political Science. In addition, the course is offered taught in Seaver College's study abroad programs. In both cases, INTS has little to no input into faculty or curriculum. Specifically, INTS 344 is meant to provide INTS majors with its primary writing preparation and as a foundation for upper division classes. When the course is taught outside INTS, it cannot guarantee providing basic requirements for students to be successful in their International Studies major.

Fifth, faculty resources available have eroded over time. Discretionary income to support student enrichment programs and faculty research have declined. Facilities are adequate to meet the demands of the major, but have become similarly constrained over time.

Sixth, Dr. Carolyn James, a Visiting Assistant Professor of International Relations, is completing her seventh full time year at Seaver College. Her vitae and evaluations indicate exemplary performance in

all areas normally considered for tenure-track faculty. Her status should be formalized given her long-term contributions and qualifications.

Finally, the faculty need consider additional ways to prepare majors in research methods earlier in their career for their capstone course.

Appendix A. Requirements for the Bachelor of Arts in International Studies Degree

Required Courses for the Major

The total number of units required for the major varies by specialization, but most require 32 units. See each specialization for exact course requirements.

Four courses comprise the core of the international studies major. INTS 344, INTS 351, and INTS 514 provide students with an understanding of the economic, cultural, and political factors that comprise the international environment. (Students specializing in economic studies will take ECON 310 rather than INTS 351.) The Senior Seminar (INTS 497) is the major capstone course that integrates the student's studies in these areas in general and the specialization in particular.

INTS 344 International Relations (WI)..... (4)

INTS 351 Global Economics..... (4)

INTS 497 Senior Seminar (PS, RM, WI)..... (4)

INTS 514 International Communication and Negotiation (PS, RM, WI)..... (4)

Foreign Language Requirement

International studies majors must establish competency in two languages through the 252 level; or, for those languages which offer upper-division courses, students may complete two upper-division courses in one language (with prerequisite competencies). The third-year option cannot be met with a directed studies course (599). Students desiring to concentrate on one language may wish to consider a double-major with the language and international studies. Students specializing in European studies, for example, might double major in German or French.

Internship

Students are encouraged to gain practical experience in some area of international studies through an internship. Pepperdine's Washington, D.C. program offers study and internship opportunities in the

nation's capital. In addition to the federal government, a number of international organizations are based or have major branches in the city.

INTS 595 International Studies Internship..... (1-4)

Asian Studies Specialization

The political decolonization and rapid economic growth of Asia has been one of the most remarkable developments of the past century. As the influence of Asia on the world grows, an understanding of that complex and fascinating region of the world becomes even more necessary.

This specialization requires completion of 32 units plus a minimum of eight units of foreign language.

Core Content Courses: 16 units

INTS 344 International Relations (WI)..... (4)

INTS 351 Global Economics..... (4)

INTS 514 International Communication and Negotiation (PS, RM, WI)..... (4)

In addition, the student must choose one four-unit course from the international/intercultural communication, economics, European, international management, Latin American, or political studies tracks within the international studies major. See the other tracks for course options. A complete list of approved courses can be obtained from the student's advisor.

Asian Track Specialization Courses: 12 units

Students specializing in Asian studies must choose any three courses from the following list. Students in this specialization wishing to satisfy the general education requirement in non-Western cultures must also take an additional course from the list below or from the list of approved non-Western courses, such as ASIA 301 or 305.

ASIA/HIST 310 History of Modern Japan (GE)..... (4)

ASIA 325 Pre-Modern Japanese Literature (GE)..... (4)

ASIA/HIST 330 History of Traditional Chinese Civilization (GE)..... (4)

ASIA/HIST 331 History of Modern China (GE)..... (4)

ASIA 340 Traditional Chinese Thought and Society (GE)..... (4)

ASIA 345 Modern Chinese Literature (GE)..... (4)

International Studies and Languages Division 287

ASIA 350 Buddhist Texts, Images, and Practices (GE)..... (4)

ASIA 370 Modern Japanese Literature (GE)..... (4)

POSC 456 East Asian Politics (GE)..... (4)

Senior Seminar: 4 units

International studies majors with an Asian studies emphasis will take a senior seminar as a capstone class.

INTS 497 Senior Seminar (PS, RM, WI)..... (4)

Foreign Language Requirement: Minimum of 8 units

The student must establish competency in two languages through the 252 level. For students in the Asian Studies track, one of these languages must be an Asian language through the 252 level. In addition, the division offers courses in the history, literature, and traditions of Asian civilizations. A complete listing of these course offerings can be found in the course description at the end of this chapter.

The total number of units required for the major will vary by specialization.

Economic Studies Specialization

The past century has been a time of phenomenal world economic growth. International trade and finance play a crucial role in the global metropolis. Increasingly, international political and cultural disputes are closely related to this tighter economic integration of the world's countries. The economics studies specialization provides students with a foundation and understanding of the production, distribution, and consumption of resources within both domestic and international political systems. It also provides the background for further study of international economics or entry into a public or private organization concerned with economic issues.

This specialization requires the completion of 36 units plus a minimum of eight units of foreign language. ECON 210, ECON 211, and MATH 140 should be taken as prerequisites. ECON 211 partially fulfills the general education requirement in human institutions and behavior, and MATH 140 satisfies the general education requirement in mathematics.

Core Content Courses: 16 units

- ECON 310 Introduction to Statistics and Econometrics (PS, RM, WI).. (4)
- INTS 344 International Relations (WI).. (4)
- INTS 514 International Communication and Negotiation (PS, RM, WI).. (4)

In addition, the student must choose one 4-unit course from the Asian studies, European studies, international/intercultural communication, international management, Latin American studies, or political studies tracks within the international studies major. See the other tracks for course options. A complete list of approved courses can be obtained from the student's advisor.

Economic Studies Specialization Courses: 16 units

- ECON 320 Intermediate Microeconomic Theory.. (4)
- ECON 321 Intermediate Macroeconomic Theory.. (4)
- ECON 412 Money and Banking.. (4)
- ECON 442 Comparative Economic Systems.. (4)

Senior Seminar: 4 units

- International Studies majors with an economic studies emphasis will take ECON 429, International Trade and Finance, as the capstone course.
- ECON 429 International Trade and Finance. (4)

Foreign Language Requirement: Minimum of 8 units

International studies majors must establish competency in two languages through the 252 level, or complete two upper-division courses in one language (with prerequisite competencies). (GE)

European Studies Specialization

The impact of Europe on the course of world history is without equal. The European Studies specialization provides students with a dynamic learning approach to the complex problems of modern society in an increasingly integrated world. Specifically, by emphasizing European history, language, and culture, the specialization allows students to acquire not only global awareness with appreciation of other peoples' strivings, trials, and accomplishments, but also a unique and beneficial perspective on their own American way of life. Clearly, by opening a "window on the world" and broadening cultural horizons, the European specialization enhances the student's ability to live and to function in the international sphere.

This specialization requires the completion of 32 units in addition to a minimum of eight units of foreign language. ECON 200 and either PSYC 200 or SOC 200 should be taken to satisfy the GE requirement in human institutions and behavior.

Core Content Courses: 16 units

- INTS 344 International Relations (WI).. (4)
- INTS 351 Global Economics.. . . . (4)
- INTS 514 International Communication and Negotiation (PS, RM, WI).. (4)

In addition, the student must choose one four-unit course from the Asian, international/intercultural communications, economics, international management, Latin American studies, or political studies tracks, within the international studies major. See the other tracks for course options. A list of approved courses can be obtained from the student's advisor.

European Studies Specialization Courses: 12 units

Students specializing in European studies must choose any three courses from the following list. Two of these courses must be in history. HIST 405 and International Studies and Languages Division 289 406 must address European topics if they are to count toward the European specialization. Consult with your advisor for specific information.

- FRE 380 French Civilization.. (4)
- FRE 390 Contemporary French Culture.. (4)
- GER 441 Seminar in Contemporary German Culture.. (4)
- GER 442 Survey of German Culture and Civilization I.. (4)
- GER 443 Survey of German Culture and Civilization II.. (4)
- HIST 405 Topics in Global History*. (4)
- HIST 406 Topics in National History**.. (4)
- HIST 411 The Middle Ages. (4)
- HIST 412 Renaissance and Reformation.. (4)
- HIST 413 Early Modern Europe.. (4)
- HIST 415 Europe in the 19th Century. (4)

- HIST 416 Europe in the 20th Century. (4)
- HIST 418 Modern History of Eastern Europe. (4)
- ITAL 380 Italian Civilization.. . . . (4)
- POSC 353 Comparative European Politics. (4)
- SPAN 347 A Survey of Spanish Culture and Civilization.. . . . (4)
- SPAN 390 History and Culture of Spain.. . . . (4)
- * *When topic contains significant European content.*
- ** *When topic focus is upon a European nation.*

Senior Seminar: 4 units

International Studies majors with a European studies emphasis will take a senior seminar as a capstone class.

- INTS 497 Senior Seminar (PS, RM, WI). (4)

Foreign Language Requirement: Minimum of 8 units

International studies majors must establish competency in two languages through the 252 level, or complete two upper-division courses in one language (with prerequisite competencies). (GE)

International/Intercultural Communication Studies Specialization

Cultural diversity is a fact of the global metropolis. Human societies have developed a myriad number of ways to cope with and surviving the physical and social environment. Therefore, people have very different ways of making sense of the world, acceptable rules for behavior, and deeply felt values. Increasing globalization brings many of these cultures in increasing contact -- and conflict -- with one another. The International Studies major offers an International/ Intercultural Communication Studies track for students desiring to explore more deeply the cultural dimensions of international communication.

This specialization has been developed especially for those who see their future work with individuals within international and intercultural institutions. Such work could relate to the mass media, but is not limited to such efforts. Anyone working with educational, religious, or political institutions and any other group in which human interaction is of major significance could choose this particular specialization. In combination with Business Administration offerings or courses in political science, this emphasis also provides an opportunity for a broad-based preparation leading to enrollment in graduate programs or specific service career.

Core Content Courses: 16 units

- INTS 344 International Relations (WI).. (4)
- INTS 351 Global Economics.. . . . (4)
- INTS 514 International Communication and Negotiation (PS, RM, WI).. (4)

In addition, the student must choose one four-unit course from the Asian, international/intercultural communications, economics, international management, Latin American studies, or political studies tracks, within the international studies major. See the other tracks for course options. A list of approved courses can be obtained from the student’s advisor.

International/Intercultural Studies Specialization Courses: 12 units

Students specializing in international/intercultural communication studies must take the 4-unit COM 506, and two additional courses from the following list.

- COM 507 Public Opinion, Propaganda, and Attitude Change.. (4)
- COM 512 Media Impact and U.S. Minorities. (4)
- COM 513 Advanced Intercultural Communication.. (4)
- COM 515 Intercultural Communication: Case Studies*.. (3)

**COM 513 and COM 515 must be taken in sequence.*

Senior Seminar: 4 units

International Studies majors with an international/intercultural communication studies emphasis will take a senior seminar as a capstone class.

- INTS 497 Senior Seminar (PS, RM, WI). (4)

Foreign Language Requirement: Minimum of 8 units

International studies majors must establish competency in two languages through the 252 level, or complete two upper-division courses in one language (with prerequisite competencies). (GE)

International Management Studies Specialization

Today's international organizations are comprised of people from a number of different backgrounds. In these types of organizations, the manager's traditional tasks must be achieved in a work environment with people from a variety of cultural and language backgrounds. The International Studies major offers an International Management specialization for students anticipating service in a variety of internationally-based organizations as managers. The specialization differs from the International Business major by its emphasis on languages, international politics and economics, and cross-cultural issues.

Core Content Courses: 16 units

- INTS 344 International Relations (WI).. (4)
- INTS 351 Global Economics.. (4)
- INTS 514 International Communication and Negotiation (PS, RM, WI).. (4)

In addition, the student must choose one four-unit course from the Asian, international/intercultural communications, economics, international management, Latin American studies, or political studies tracks, within the international studies major. See the other tracks for course options. A list of approved courses can be obtained from the student's advisor.

International Studies Specialization Courses: 14 units

- BA 352 Management Theory and Practice (WI). (3)
- or**
- BA 366 Organizational Behavior (WI).. (3)

- BA 354 Human Resources Management. (4)
- BA 492 Current Issues in Management.. . . . (4)
- BA 494 International Management.. . . . (3)

Senior Seminar: 4 units

International Studies majors with an international management studies emphasis will take a senior seminar as a capstone class.

- INTS 497 Senior Seminar (PS, RM, WI). (4)

Foreign Language Requirement: Minimum of 8 units

International studies majors must establish competency in two languages through the 252 level, or complete two upper-division courses in one language (with prerequisite competencies).

Latin American Studies Specialization

The Latin American Studies specialization offers students opportunities to gain an appreciation for the dynamic and diverse region with which the United States shares a hemisphere. Students will develop an understanding or common patterns in the social, cultural, political, and economic development of these nations, as well as distinct characteristics of the nations of this large and increasingly important region. Students in this specialization would continue their studies in graduate programs in Latin American studies or work with international organizations with ties to Latin America.

This specialization requires the completion of 32 units in addition to a minimum of eight units of foreign language. ECON 200 and either PSYC 200 or SOC 200 should be taken to satisfy the GE requirement in human institutions and behavior.

Core Content Courses: 16 units

- INTS 344 International Relations (WI).. (4)
- INTS 351 Global Economics.. . . . (4)
- INTS 514 International Communication and Negotiation (PS, RM, WI).. (4)

In addition, the student must choose one four-unit course from the Asian, international/intercultural communications, economics, international management, Latin American studies, or political studies tracks, within the international studies major. See the other tracks for course options. A list of approved courses can be obtained from the student’s advisor.

Latin American Studies Specialization Courses: 12 units

Students specializing in Latin American studies must choose three courses from the following list.

- HIST 335 Latin American History: The Colonial Period to 1800.. . . . (4)
- HIST 336 Latin American History: The National Period Since (4)
- HIST 533 History of Mexico and the Borderlands.. . . . (4)
- POSC 454 Government and Politics of Latin America.. . . . (4)
- POSC 458 Government and Politics of Developing Areas.. . . . (4)
- SPAN 348 A Survey of Spanish-American Culture and Civilization.. . . . (4)

SPAN 380 History & Culture of Latin America (taught only in Latin America)(4)

Choose no more than one of the following:

SPAN 449 Literature of Spanish America I (GE).. (4)

SPAN 451 Literature of Spanish America II (GE).. (4)

Senior Seminar: 4 units

International Studies majors with a Latin American studies emphasis will take a senior seminar as a capstone class.

INTS 497 Senior Seminar (PS, RM, WI). (4)

Foreign Language Requirement: Minimum of 8 units

International studies majors must establish competency in two languages through the 252 level, or complete two upper-division courses in one language (with prerequisite competencies). (GE) International Studies and Languages Division.

Middle East/North Africa Studies Specialization

The Middle East/North Africa (MENA) is an area of great historical, cultural, religious, and strategic importance. It is an area that witnessed the first stirrings of civilization, the birth of the three great monotheistic religions, and a succession of empires. More recently, the area has experienced rapid economic development, fueled in part by its strategic location and vast reserves of oil and natural gas. Stretching from Morocco in northwestern Africa to Iran in southwestern Asia is a vast territory of great religious, ethnic, and linguistic diversity. Rapid economic, political, and social changes and the divisions have at times sparked violent disputes, most notably the Arab-Israeli conflict and religious-based militancy. This specialization is intended for students interested in understanding in greater depth this area and for those interested in continuing their studies in graduate programs.

This specialization requires the completion of 32 units in addition to at least eight units of foreign language. ECON 200 and either PSYC 200 or SOC 200 should be taken to satisfy the GE requirement in human institutions and behavior.

Core Content Courses: 16 units

INTS 344 International Relations (WI).. (4)

INTS 351 Global Economics.. (4)

INTS 514 International Communication and Negotiation (PS, RM, WI).. (4)

In addition, the student must choose one four-unit course from the Asian, international/intercultural communications, economics, international management, Latin American studies, or political studies tracks, within the international studies major. See the other tracks for course options. A list of approved courses can be obtained from the student's advisor.

Middle East/North African Studies Specialization Courses: 12 units

Students specializing in Middle East/North Africa studies must choose three courses from the following:

- ARTH442 Islamic Art and Architecture. (4)
- HIST 390 Modern History of the Middle East (GE).. (4)
- INTS 445 Contemporary African Politics.. (4)
- INTS 451 Government and Politics of Israel.. (4)
- INTS 455 Middle East Security.. (4)
- INTS 459 Islam, Politics, and Gender.. (4)

Senior Seminar: 4 units

International Studies majors with a Middle East/North Africa emphasis will take a senior seminar as a capstone class.

- INTS 497 Senior Seminar (PS, RM, WI). (4)

Foreign Language Requirement: Minimum 8 units

International Studies majors with a Middle East/North Africa emphasis must establish competency in two languages: French and Arabic. The French requirement is through the 252 level and one upper division course (with requisite competencies). The level of Arabic language competency is through 251. (GE)

Political Studies Specialization

How does one deal with such difficult issues as ethnonationalism, terrorism, the proliferation of weapons of mass destruction, human rights, and the role of the United Nations? The Political Studies specialization is designed for students who are interested in the study of government and governing procedures, whether these "governments" are sovereign states, international organizations, multinational corporations, or sub-units of political systems. Students who complete this specialization will be prepared for further graduate study in international studies or entry-level positions in the public or private sectors, such as the Foreign Service, management, or banking.

Core Content Courses: 16 units

- INTS 344 International Relations (WI).. (4)
- INTS 351 Global Economics.. (4)
- INTS 514 International Communication and Negotiation (PS, RM, WI).. (4)

In addition, the student must choose one four-unit course from the Asian, international/intercultural communications, economics, international management, Latin American studies, or political studies tracks, within the international studies major. See the other tracks for course options. A list of approved courses can be obtained from the student's advisor.

Political Studies Specialization Courses: 12 units

Students must choose three courses from the following:

- INTS 445 Contemporary African Politics (GE).. (4)
- INTS 451 Government and Politics of Israel.. (4)
- INTS 453 Theories of International Relations:

From Middle Earth to World War.....	(4)
INTS 455 Middle East Security..	(4)
INTS 459 Islam, Politics, and Gender..	(4)
INTS 555 International Conflict Management.....	(4)
POSC 353 Comparative European Politics (WI)..	(4)
POSC 446 International Organizations and Law.....	(4)
POSC 449 Ethics and International Politics.....	(4)
POSC 458 Government and Politics of Developing Areas.....	(4)
International Studies and Languages Division 295	
POSC 459 Religion and Politics in Comparative Perspectives.....	(4)
POSC 542 American Foreign Policy.....	(4)
POSC 548 Arms Control and International Security.....	(4)
<i>*Taught only in international programs.</i>	

Senior Seminar: 4 units

International Studies majors with a political studies emphasis will take a senior seminar as a capstone class.

INTS 497 Senior Seminar (PS, RM, WI).....	(4)
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Foreign Language Requirement: Minimum of 8 units

International studies majors must establish competency in two languages through the 252 level, or complete two upper-division courses in one language (with prerequisite competencies). (GE)

In addition to a set of core required courses, International Studies (INTS) majors may select a focus for their study. Each focus area is known as a specialization.

Appendix B. Program Alignment Map for the International Studies Program

Summary of Specific PLOs: A student who graduates with a major in ---- should be able to:

PLO #1	<i>Explain the major political and economic features and concepts of the international system.</i>
PLO #2	<i>Demonstrate cross-cultural competency</i>
PLO #3	<i>Identify and explain key concepts in the regional/functional specialization</i>
PLO #4	<i>Conduct data analysis and presentation</i>

I = Introduce; D = Develop; M = Master

Course Number	PLO#1	PLO#2	PLO#3	PLO#4
POSC 104	I			
ECON 200	I			
INTS 351	D			
INTS 344	D			D
INTS 451	D	D	M	D
INTS 453	M	M	M	D
INTS 455	I	I	M	M
INTS 459	D	D	M	D
INTS 514		I		I
INTS 555	D		D	D
INTS 592.01 (Asia Phil)			D	D
INTS 592.02 (Arab Lit)		D	D	D
Lang 151		I		
Lang 152		I		
Lang 251		D		
Lang 252		D		
Lang Upper Division		M		
Overseas Experience		D, M	D	D
Internship (Optional)			D	
Specialization Electives*	D, M	D, M	I, D, M	D
INTS Senior Seminar		D	M	M

Appendix C. Alignment of International Studies PLOs with Institutional Learning Outcomes

The International Studies major furthers the university’s institutional Learning Outcome to “Develop and enact a compelling personal and professional vision that values diversity.” (ILO #3). The major’s PLOs foster an international perspective, cross-cultural training, and language and technical skills to prepare students for engagement at the international level.

Institutional Learning Outcomes	PLO #1	PLO #2	PLO #3	PLO #4
ILO #1 Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.	X	X	X	X
ILO #2 Appreciate the complex relationship between faith, learning, and practice.		X	X	
ILO #3 Develop and enact a compelling personal and professional vision that values diversity.		X	X	
ILO #4 Apply knowledge to real-world challenges.		X	X	X
ILO #5 Respond to the call to serve others.	X	X	X	
ILO #6 Demonstrate commitment to service and civic engagement.		X	X	
ILO #7 Think critically and creatively, communicate clearly, and act with integrity.	X	X	X	X
ILO #8 Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.		X	X	
ILO #9 Use global and local leadership opportunities in pursuit of justice.		X		

Appendix D. Faculty in the International Studies Program

Faculty and Staff

International Studies Council

The International Studies Council oversees the International Studies Program. The faculty on this council is drawn from each of the relevant academic divisions of Seaver College. Current Council members include:

Robert B. Lloyd

Professor of International Relations
Coordinator, International Studies Program
Coordinator, Political Studies Specialization

Division: International Studies and Languages Division

Office: Seaver Academic Complex (SAC) 108

Phone: (310) 506-7652

E-mail: robert.lloyd@pepperdine.edu

- Ph.D., Paul H. Nitze School of Advanced International Studies, The Johns Hopkins University
- M.R.P., Cornell University
- B.A., University of Arizona

Courses:

- MPP 665 Region Specific Studies: Africa
- MPP 672 International Conflict Management
- Government and Politics of Developing Areas
- International Relations of Africa
- International Conflict Resolution
- Urban Development and Problems
- International Communication and Negotiation

Key Awards/Affiliations:

- 2014 Fulbright scholar to India
- Senior Fellow, Africa Center, Atlantic Council
- Academic Fellow, Schusterman Center, Summer Institute for Israel Studies
- Academic Fellow, Foundation for the Defense of Democracies
- Association for the Study of the Middle East and Africa
- Howard A. White Teaching Award

Academic Interests:

- Africa
- American Foreign Policy
- Democratization
- International Conflict Resolution and Negotiation
- International Development
- International Relations
- Political Economy of the Developing World

Selected Works:

- "On the Fence: Negotiating Israel's Security Barrier, *The Journal of the Middle East and Africa*, Philadelphia: Taylor and Francis, Fall 2012, 2012
- "Mozambique," *Countries at the Crossroads 2011: An Analysis of Democratic Governance*, Lanham, MD: Rowman and Littlefield Publishers, 2012, pp. 445-462, 2012
- "Christian Mediation in International Conflicts," in *Religion, Identity, and Global Governance: Ideas, Evidence, and Practice*, Toronto: University of Toronto Press, 2010, pp. 220-243, 2010
- "Conflict in Africa," *The Journal of the Middle East and Africa*, Vol. 1, Issue 1, 2010, Philadelphia: Taylor and Francis, pp. 171-186, 2010
- "The Caprivi Strip of Namibia: Shifting Sovereignty and the Negotiation of Boundaries," part of an edited volume on *Borderline and Borderlands: Political Oddities at the Edge of the Nation-State*, Lanham, MD: Rowman and Littlefield, 2010, pp. 69-86, 2010
- "Zimbabwe," *Countries at the Crossroads, 2010: A Survey of Democratic Governance*, Freedom House, Lanham, MD: Rowman & Littlefield Publishers, April 2010, pp. 669-685, 2010
- "Foreign Fields: International Aid and Faith-Based Organizations," *Faith & International Affairs*, Vol. 5., Number 1, Spring 2007, pp. 29-38, 2007
- "Conflict Resolution or Transformation? An Analysis of the South African and Mozambican Political Settlements," *International Negotiation: A Journal of Theory and Practice*, Cambridge, MA: Kluwer Law International, 2001, 6: 303-329, 2001

Ronald W. Batchelder

Professor of Economics

Coordinator, International Economics Specialization

Division: Social Science Division

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Fax: (310) 506-7271

E-mail: ron.batchelder@pepperdine.edu

- Ph.D., Economics, University of California, Los Angeles
- BA, Economics, University of California, Berkeley

Courses:

- Intermediate Microeconomic Theory
- Comparative Economic Systems
- Money and Banking
- International Trade and Finance
- Economic Analysis of Legal Institutions

Key Awards/Affiliations:

- Duncan Black Prize for Best Paper of the Year by a Senior Scholar in *Public Choice*, 2013.
- Howard White Memorial Teaching Award, (Seaver College, Pepperdine University), 1995.

Academic Interests:

- Economic theory of legal institutions
- Efficient government policy
- International financial institutions

Selected Works:

- On Taxation and the Control of Externalities -- A Comment, with Earl A. Thompson, *American Economic Review*, June 1974.
- On the Rational Origins of the Modern Centralized State, with Herman Freudenberger, *Explorations in Economic History*, January 1983.
- Debt, Deflation, the Great Depression, and the Gold Standard, with David Glasner, in *Money and Banking: The American Experience*, George Edward Durrell Foundation, Fairfax, Va.: George Mason University Press, 1995.
- The *Encomienda* and the Optimizing Imperialist: An Interpretation of Spanish Imperialism in the Americas, with Nicolas Sanchez, *Public Choice*, (156: 45-60), July 2013.
- Pre-Keynesian Monetary Theories of the Great Depression: What Ever Happened To Hawtrey and Cassel?, with David Glasner. *Social Science Research Network*, Revised, May 2013.
- Parallels with the 1930's: Little Cause for Alarm, *The Money Rate Report* (March 1988), Vol. 9, No. 3; pp. 1-7.
- Three Potential Depressions Since World War II: How We Avoided Disaster, *The Money Rate Report* (September 1988), Vol. 9, No. 9; pp. 1-10.
- An Interpretation of the Growth in International Banking Indebtedness to Developing Countries: 1974-81, July 1995.
- Eminent Domain as an Efficient Bilateral Monopoly Contracting Policy, March 1984.

Sharyl Corrado

Assistant Professor of History
European Studies Coordinator

Division: Humanities/Teacher Education Division

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- Ph.D., History, University of Illinois at Urbana-Champaign, 2010
- M.A., Educational Ministries, Wheaton College, 2000
- B.A., Linguistics, Northwestern University, 1993, with departmental honors

Courses:

- Nineteenth-Century Europe
- Twentieth-Century Europe
- Western Culture III
- Topics in Global History: Imperialism

Key Awards/Affiliations:

- Postdoctoral Research Fellowship Japan Society for the Promotion of Science. In residence at the Slavic Research Center of Hokkaido University, Sapporo, Japan. June-Dec. 2012
- Fulbright-Hays Doctoral Dissertation Research Abroad Award (DDRA), 2004-2005
- Sakhalin Department of Culture award for contributions to the study of Sakhalin Island, Yuzhno-Sakhalinsk, Russia, 2005
- Title VI Foreign Language and Area Studies (FLAS) Fellowship in Russian and East European Studies, 2000-2001, 2001-2002, 2003-2004
- American Historical Association
- Association for Slavic, East European, and Eurasian Studies
- Conference on Faith and History

Academic Interests:

- Cross-cultural encounters
- Modern European History
- Popular Religion
- Russian History

Selected Works:

- "A Land Divided: Sakhalin and the Amur Expedition of G.I. Nevel'skoi, 1848-1855," *Journal of Historical Geography* 45 (July 2014), 70-81.
- "Sakhalinskaia katorga i mezhdunarodnaia tiuremnaia reforma" [Sakhalin Penal Servitude and International Prison Reform]. In *A.P. Chekhov i Sakhalin--vzgliad iz XXI-go stoletia* [A.P. Chekhov and Sakhalin--A View from the 21st Century], ed. M.S. Vysokov, 35-42. Yuzhno-Sakhalinsk, Russia, 2011.
- Review of *Russian America: An Overseas Colony of a Continental Empire, 1804-1867*, by Ilya Vinkovetsky. *Ab Imperio* (August 2012)
- Co-edited with Toivo Pilli. *Eastern European Baptist History: New Perspectives*. Prague: International Baptist Theological Seminary, 2007

- "The Gospel in Society: Pashkovite Social Outreach in Late Imperial Russia." In *Eastern European Baptist History: New Perspectives*, ed. by Sharyl Corrado and Toivo Pilli, 52-70. Prague: IBTS, 2007
- *Filosofiiia sluzheniia polkovnika V.A. Pashkova* [*The Philosophy of Ministry of Colonel V.A. Pashkov*]. Translated by M.S. Karetnikova. St. Petersburg: Bibliia dlia vsekh, 2005
- "Ritual, Power, and Reality in Early Russian Culture: A Critical Look at Recent Historiography," *Fides et Historia* 37 (Spring 2005): 1-16.
- Review of *California Through Russian Eyes, 1806-1848*, comp., trans., and ed. by James R. Gibson. *Historical Geography: An Annual Journal of Research, Commentary, and Reviews* 42 (2014).
- Review of *Communities of the Converted: Ukrainians and Global Evangelism*, by Catherine Wanner. *Religion, State, and Society* 37 (August 2009).
- Review of *Sacred Stories: Religion and Spirituality in Modern Russia*, ed. by Mark D. Steinberg and Heather J. Coleman. *Religion in Eastern Europe* 27 (February 2007).
- Review of *Gubernatory Sakhalina* [Governors of Sakhalin], ed. by A.I. Kostanov. *Sibirica: the Journal of Siberian Studies* 4 (October 2004).
- Review of *Through Orthodox Eyes: Russian Missionary Narratives of Travels to the Dena'ina and Ahtna, 1850s-1930s*, trans. and ed. by Andrei A. Znamenski. *Fides et Historia* 37 (Spring 2005).

Michele K. Langford

Professor of French Language and Literature

Modern Languages Representative, International Studies Council

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E-mail: michele.langford@pepperdine.edu

- Ph.D., French, University of California Irvine, 1973
- M.A., French, University of California Irvine, 1970
- B.A., French, University of California Irvine, 1969, Summa Cum Laude

Courses:

- French Cinema
- French Communication
- French Culture and Civilization
- Contemporary French Culture
- French Literature: Middle Ages to 18th Century
- Francophone Studies
- French Literature: 18th Century to Present
- Contemporary French Literature

- French Literature: Major Authors
- French Stylistics
- Directed Studies: Various Topics

Key Awards/Affiliations:

- Who's Who Among America's Teachers, multiple years
- Who's Who Among College and University Professors, 1998, 1988
- Honorary Member, Accademia Siculo-Normanna, Monreale, Italy
- Diploma Honoris Causa, Monreale, Italy, 1997, 1997
- Research Grant, Patent Research Fund, Bibliothèque Nationale, Paris, 1973, 1973
- Regents Fellowship (4-Year), University of California, Irvine, 1969, 1969
- American Association of Teachers of French
- The Southern California Consortium on International Studies
- Phi Delta Phi (National French Honorary)
- Conseil international d' études francophones
- The Modern Language Association

Academic Interests:

- Belgian Literature
- Foreign Language Acquisition
- French and Belgian Cinema
- Literature of the Fantastic
- XVII Century French Literature

Selected Works:

- Participated on a 3 member panel for the 2nd International Research Conference, Cal Poly Pomona: Global Citizenship for the 21st Century, 2009
- Presented a paper at the 21e Congrès Mondial of the Conseil International d'Etudes Francophones in Cayenne, French Guiana: *Immigration maghrébine et dilemmes culturels.*, 2007
- Compte rendu: *Colloque sur le roman noir*, Lecce, Italy, Studi Francesi, mai-aout., 1992
- Compte rendu: *Colloque Marguerite Yourcenar*, Antwerpen, Belgique, Textyle n.8, Novembre, 1991
- *Countours of the Fantastics*, Greenwood Press, Westport, CT, 1990
- *L 'Univers fantastique dans les contes de Jean Ray,* " Réalités Magiques, Le ragioni Critiche Annata XVII nn 63-66 gennaio-diciembre, 1998
- *La letteratura di Scienze Fiction* Libera Università Trapani Anno VI-n.17 Novembre, 1 Semestre '88., 1987
- *Felix Labisse: 'A Fantastic Bestiary,'* published in Reflections on the Fantastic, edited by Michael R. Collings, Greenwood Press, Westport, CT., 1986
- *The Concept of Freedom in Surrealism, Existentialism, and Science Fiction*, Extrapolation, Fall, 1985

Thomas H. Reilly
Professor of Asian Studies
Coordinator, Asian Studies Specialization

Division: International Studies and Languages Division

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- Ph.D., Chinese History, University of Washington, 1997
- M.A., Chinese History, University of Washington, 1991
- Certificate in Chinese Language Study, Beijing Foreign Languages Institute, 1986
- B.A., Portland State University, 1977

Courses:

- Sources of Asian Tradition
- Traditional and Modern Chinese History
- Traditional and Modern Chinese Thought

Academic Interests:

- Chinese Religion and Culture, Popular Sectarian Movements, Confucianism and Modernity

Darlene S. Rivas

Professor of History and Latin American Studies
Coordinator, Latin American Studies Specialization

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- Ph.D., United States and Latin American History, Vanderbilt University, 1996
- M.A., History, Sam Houston University, 1990
- B.S., American Studies, Harding University, 1982

Courses:

- History of the American Peoples
- Foreign Relations of the United States in the Twentieth Century
- United States, 1920-1952
- United States Since 1952
- Mexico and the Borderlands
- Colonial Latin America
- Modern Latin America

- Historiography

Key Awards/Affiliations:

- Fulbright Senior Specialist, 2007
- Seaver Research Council Grant, 2004-2005
- Seaver Fellow, 1999-2000, 2000-2001
- W. Stull Holt Dissertation Fellowship, Society for Historians of American Foreign Relations (SHAFR), 1993
- Society of Historians of American Foreign Relations, (SHAFR)
- Latin American Studies Association
- American Historical Association

Academic Interests:

- Latin American history
- United States foreign relations
- United States in the twentieth century

Selected Works:

- "Patriotism and Petroleum: Anti-Americanism in Venezuela from Gomez to Chavez." In Alan McPherson, Ed., *Anti-Americanism in Latin America and the Caribbean: Politics and Culture, Past and Present*. Berghahn Books, March, 2005
- U.S. Relations with Latin America, 1942-1960. In Robert Schulzinger, Ed. *A Companion to American Foreign Relations*. Blackwell Publishers, 2003.
- *Missionary Capitalist: Nelson Rockefeller in Venezuela*. University of North Carolina Press, 2002.
- Humanitarian Intervention and Relief. In Alexander DeConde, Richard Dean Burns, and Fredrick Logevall, Eds. *Encyclopedia of American Foreign Policy*. 2nd Edition. Charles Scribner's Sons, 2002.
- Boxing with Joe Louis: Nelson Rockefeller in Venezuela. In Peter L. Hahn and Ann Heiss, Eds. *Empire and Revolution: The United States and the Third World Since 1945*. Ohio State University Press, 2001.

Venkatachalam "V" Seshan

Professor of Management

Coordinator, International Management Studies

Division: Business Administration Division

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E-mail: v.seshan@pepperdine.edu

- Ph.D., Lehigh University, Bethlehem, Pa.
- M.S., University of Louisville, Louisville, Ky.

- B.S., University of Bombay, Bombay
- I.Sc., University of Bombay, Bombay

Courses:

- Current Issues in Management
- Business Accounting
- International Business
- Business Policy, Strategy and Ethics
- Management Theory and Practice
- Asian Seminars & Eurasian Interactions
- European Seminars
- Business Statistics & Research Methods

Key Awards/Affiliations:

- Harriet and Charles Luckman Distinguished Teaching Fellow Award, 1990-1996., 1996
- Sears-Roebuck Grant, 1990-1991., 1991
- National Academy of Management
- Western Casewriters Association
- Western Academy of Management
- Sigma XI National Scientific Research Honor Society
- World Future Society
- 1998, Presented a paper on: "An Interdisciplinary Global Approach," Western Academy of Management 5th International Conference in Istanbul, Turkey., 1998
- 1998, Pepperdine Student Asia Business Tour Program, in Hong Kong, Japan, and China, 1998

Academic Interests:

- Strategic Planning, Futures Research, Multi-dimensional Scenario Development, Environmental Analysis, Ecological Sustainability, Strategic Portfolio Choice, International/Global Management, Technology and Innovation Management

Milton J. Shatzer

Professor of Communication

Coordinator, International/Intercultural Specialization

Division: Communication Division

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E-mail: milt.shatzer@pepperdine.edu

- Ph.D., Communication, Michigan State University, 1987
- M.Miss., Missiology, Abilene Christian University, TX, 1976

- B.S., Biology, University of Toledo, OH, 1970

Courses:

- First-year Seminar: The Israeli-Palestinian Conflict: Prospects for Peace Through Better Communication
- Media Worldwide
- Intercultural Communication
- International Communication and Negotiation
- Media Impact and U.S. Minorities
- International Studies Senior Seminar (International / Intercultural Specialization)

Key Awards/Affiliations:

- Golden Key
- Phi Kappa Phi National Honor Societies
- International Communication Association
- National Communication Association (formerly Speech Communication Association)

Academic Interests:

- Intercultural/international communications, the influence of college study abroad programs on U.S. undergraduates.

Selected Works:

- Lindlof, T.R., & Shatzer, M. J. (1998). Media ethnography in virtual space: Strategies, limits, and possibilities. *Journal of Broadcasting & Electronic Media*, 42(2), 170-189., 1998
- Boyd, D. A., & Shatzer, M. J. (1993). Television viewing habits of Saudi Arabian young adults. *Gazette*, 51, 137-148., 1993
- Shatzer, M. J. (1989). Listening and the mass media. In R. N. Bostrom (Ed.), *Listening behavior: Measurement and applications* (pp. 177-193). New York: Guilford., 1991
- Shatzer, M. J., & Lindlof, T. R. (1989). Subjective differences in the use and evaluation of the VCR. In M. R. Levy (Ed.), *The VCR age: Home video recorders and the mass communication process* (pp. 112-131). Beverly Hills, CA: Sage., 1990
- Lindlof, T. R., & Shatzer, M. J. (1990). VCR usage in the American family. In Bryant, J. (Ed.), *Television and the American family* (pp. 88-109). Hillsdale, NJ: Lawrence Erlbaum, 1990

David Simonowitz, Ph.D.

Assistant Professor of Middle East Studies

Coordinator, Middle East/North Africa Specialization

Division: International Studies and Languages Division

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- Ph.D., Islamic Studies, University of California, Los Angeles, 2004
- M.A., Islamic Studies, University of California, Los Angeles, 1996
- B.A., Spanish Literature, University of California, San Diego, 1987, Magna Cum Laude

Courses:

- Visual Culture of Modern Middle East
- History of Islamic Art and Architecture
- Arabic 151, 152, 251
- History of the Modern Middle East
- History of the Middle East and Islam, 500-1500

Key Awards/Affiliations:

- American Academy of Religion (AAR)
- Middle East Studies Association (MESA)

Academic Interests:

- Architecture, Urbanism and Spatial Theory
- Diaspora Communities
- Gender Studies
- History and Religious Traditions of the Middle East and the Islamic World
- Textual Studies
- Visual Culture and Rhetoric
- Writing Systems

The following faculty are not formally members of the International studies Council but offer courses directly related to the International Studies major.

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- Ph.D., and M.A, Stanford University, 1978
- M.A., Fletcher School of Law and Diplomacy, Tufts University, 1971
- A.B., History, Stanford University, 1970

Courses:

- American Foreign Policy
- International Relations
- Arms Control and International Security
- Senior Seminar in International Studies

Key Awards/Affiliations:

- Listed in Contemporary Authors, Who's Who in American Education and Who's Who in the West.
- Member of the Clinton-Gore Transition Team for the U.S. Arms Control and Disarmament Agency, Washington, D.C., December 1992; Gore-Lieberman Arms Control Task Force, 2000; Kerry-Edwards Working Group on Weapons of Mass Destruction, 2004.
- Professor of the Year, Student Alumni Association, Seaver College, Pepperdine University, 1992
- Charles and Harriet Luckman Distinguished Teaching Award, 1991, 1996.
- Center for Teaching Excellence Award for Teaching, 2003.
- Pew Faculty Fellowship in International Affairs, John F. Kennedy School of Government, Harvard University, 1990-91.
- Malone Fellow, National Council on U.S.-Arab Relations, 1990.
- United States Institute of Peace Fellowship, 1987-88.
- American Political Science Association
- Arms Control Association
- Council on Foreign Relations
- Pacific Council on International Policy

Academic Interests:

- International Relations
- National Security and Arms Control
- Russian-American Relations

Selected Works:

- *World Politics and You*, Upper Saddle River, New Jersey: Prentice-Hall Publishers, Inc., 2000.
- *The Dynamics of Domestic Politics and Arms Control: The SALT II Treaty Ratification Debate*. Columbia, South Carolina: The University of South Carolina Press, 1991.
- *American-Soviet Relations: From 1947 to the Nixon-Kissinger Grand Design*. Westport, Connecticut: Greenwood Press, 1981.
- Co-editor with Timothy J. McKeown. *Diplomacy, Force and Leadership: Essays in Honor of Alexander L. George*. Boulder, Colorado: Westview Press, 1993.
- Co-editor with Michael Krepon. *The Politics of Arms Control Treaty Ratification*. New York: St. Martin's Press, 1991.
- Editor. *Soviet International Behavior and U.S. Policy Options*. Lexington, Massachusetts: Lexington Books, 1985.
- Editor. *Henry Kissinger: His Personality and Policies*. Durham, North Carolina: Duke University Press, 1983.

- *Co-authored with Robert E. Williams, Jr. Seeking Security in an Insecure World. Lanham, Maryland: Rowman and Littlefield, 2006.*

Joel S. Fetzer
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- Ph.D., Political Science, Yale University, 1996
- M.Phil., Political Science, Yale University, 1993
- M.A., Political Science, Yale University, 1991
- A.B., Government and English, Cornell University, 1988, Summa Cum Laude

Courses:

- American People and Politics
- Urban Development
- Immigration Politics and Ethnic Relations
- Public Opinion and Voting
- Comparative European Politics
- East Asian politics
- Modern Asian Political Philosophy

Key Awards/Affiliations:

- Program Organizer, Religion and Politics Section of American Political Science Association, 2008
- Research Fellowship, Gilder Lehrman Institute of American History/Columbia University Library, 2006
- Executive Board, Religion and Politics Section of American Political Science Association, 1999-2001
- Research Award, Society for the Scientific Study of Religion, 2001
- Small Research Grant, American Political Science Association, 2001
- Research Fellowship, German Marshall Fund of the United States, 2001
- Provost's Award for Outstanding Research and Creative Endeavors, Central Michigan University, 2000
- Peace Scholar Fellowship, United States Institute of Peace, 1995-1996
- Ebert Dissertation Fellowship, Friedrich Ebert Foundation (Bonn, Germany), 1994

Academic Interests:

- American Politics

- Comparative Politics (Western Europe, East Asia)
- Ethnic Relations
- Immigration Politics
- Political Behavior
- Political Methodology
- Religion and Politics
- Urban Politics

Selected Works:

- 2012. Confucianism, Democratization, and Human Rights in Taiwan (with J. Christopher Soper). Lanham, MD: Lexington Books.
- 2011. Luxembourg as an Immigration Success Story: The Grand Duchy in Pan-European Perspective. Lanham, MD: Lexington Books.
- 2011. "The Determinants of Public Attitudes Toward the Rights of Indigenous Peoples in Taiwan" (with J. Christopher Soper). *Taiwan Journal of Democracy* 7(1):95-114.
- 2011. "The Evolution of Public Attitudes toward Immigration in Europe and the United States, 2000-2010." Report to the European Commission as part of the Directorate-General for External Relations' project "Improving EU and US Immigration Systems' Capacity for Responding to Global Challenges: Learning from Experiences."
- 2010. "The Causes of Pro-Immigration Voting in the United States Supreme Court" (with Melissa G. Ocepek). *International Migration Review* 44(3):659-696.
- 2010. "Confucian Values and Elite Support for Liberal Democracy in Taiwan: The Perils of Priestly Religion" (with J. Christopher Soper). *Politics and Religion* 3(3).
- 2008. "Public Support for the 1990 Student Democracy Movement and Emigration from Taiwan: Exit and Voice or Exit or Voice?" (with Brandon Alexander Millan). *American Journal of Chinese Studies* 15(2):501-511.
- 2008. "Election Strategy and Ethnic Politics in Singapore." *Taiwan Journal of Democracy* 4(1):135-153.

Carolyn James

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Ph.D., Political Science, University of Cincinnati, 1997

M.A., University of Cincinnati, 1993

M.S., International Relations, Troy State University-European Region, 1989

B.A., Texas Christian University, 1978

Courses:

- International Relations

- Government and Politics of Israel
- International Relations of Middle Earth
- Islam, Politics and Gender

Key Awards/Affiliations:

- 2015, President, International Studies Association-West
- 2014 Diane and Guilford Glazer Institute for Jewish Studies Faculty Teaching Grant.
- 2011-2012 Canadian Studies Faculty Research Grant, Embassy of Canada, Washington, D.C.
- Honor Wall, depicting Pepperdine student recipients of international awards and their named
- Faculty mentor, student Zachary Delap, Rotary International Scholarship, 2011.
- 2006, President, International Studies Association-Midwest

Academic Interests:

- International Relations
- Security Studies
- Middle East

Selected Works:

- “Canada, the United States and Arctic Sovereignty: Architecture Without Building?”, *American Review of Canadian Studies* 44/2:187-204 (with Patrick James).
- “Poliheuristic Theory and Crisis Decision-Making: A Comparative Analysis of Turkey with China,” with Nuhket Sandal, Enyu Zhang and Patrick James, *Canadian Journal of Political Science* March 2011, 44/1:27-57 (with Nuhket A. Sandal, Enyu Zhang and Patrick James).
- “Modeling Foreign Policy and Ethnic Conflict: Turkey’s Policies Toward Syria”, *Foreign Policy Analysis* January 2009,5/1: 17-36 (with Ozgur Ozdamar).
- “Religion as a Factor in Ethnic Conflict: Kashmir and Indian Foreign Policy”, *Terrorism and Political Violence*, 17/3, Autumn 2005: 447-467 (with Ozgur Ozdamar).
- “Civil-Military Relations and Canadian Foreign Policy: The Case of Gender Integration and the Canadian Navy,” in Patrick James and Mark O’Reilly, eds., *Handbook of Canadian Foreign Policy*, (Lanham, MD: Lexington Books, 2005).

Robert E. Williams

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- Ph.D., Foreign Affairs, University of Virginia, 1987

- M.A., International Relations, Johns Hopkins University, School of Advanced International Studies, 1982
- B.A., History, Abilene Christian University, 1980, Summa Cum Laude

Courses:

- International Relations
- International Organizations and Law
- Ethics and International Politics
- Social Action and Justice Colloquium

Key Awards/Affiliations:

- Board of Directors, El Rescate Legal Services, 1998-2003, 2005-2008
- Board of Directors, International Monitor Institute, 2000-2002
- Hubert H. Humphrey Fellowship in Arms Control and Disarmament, U.S. Arms Control and Disarmament Agency, 1986-1987
- Governing Council, International Studies Association, 2011-2012.

Academic Interests:

- Human Rights
- Normative Theory in International Relations
- Security Studies

Selected Works:

- "*Jus post Bellum: Justice in the Aftermath of War*," in *The Future of Just War: New Critical Essays*, ed. Caron E. Gentry and Amy E. Eckert (Athens: University of Georgia Press, 2014), 167-79.
- *Seeking Security in an Insecure World*, 2nd ed. (Lanham, Md.: Rowman & Littlefield, 2012), with Dan Caldwell.
- *Arms Control: History, Theory, Policy* (Santa Barbara, Calif.: ABC-Clio, 2012), general editor (with Paul R. Viotti).
- "From Malabo to Malibu: The Consequences of Corruption in an African Petrostate," *Human Rights Quarterly*, 33 (August 2011): 620-48.
- "*Jus Post Bellum: Just War Theory and the Principles of Just Peace*," *International Studies Perspectives* 7 (November 2006): 309-320, with Dan Caldwell.
- "The Impact of Feminist Thought on Human Rights," *Global Society* 11 (January 1997): 111-28.
- "Arms Control and Disarmament in the Nuclear Age." in *Community, Diversity, and a New World Order: Essays in Honor of Inis L. Claude, Jr.*, ed. Kenneth W. Thompson (Lanham, Md.: University Press of America for The Miller Center, 1994), 145-66.
- "Christian Realism and 'The Bomb': Reinhold Niebuhr on the Dilemmas of the Nuclear Age," *Journal of Church and State*, 28 (Spring 1986): 289-304.

Mike Sugimoto
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- Ph.D., Modern Japanese Literature and Aesthetic Philosophy, Cornell University, 1999
- M.A., Premodern Japanese Literature, Cornell University, 1989
- B.A., East Asian Social Science, Japanese Literature, University of Minnesota, 1987

Courses:

- Modern Japanese Literature
- Japanese Society
- Japanese and Asian Film
- Film and Memory; the Imagination of Disaster
- Asia in Motion
- Postmodernism and Japan
- Nationalism and Japanese Literature

Key Awards/Affiliations:

- James Dolliver Seminar on Nationalism (University of Puget Sound), 2003
- Martin Nelson Summer Research/Study Grant (University of Puget Sound) 2002
- Burlington Northern Curriculum Grant (University of Puget Sound) 2001
- Northwest language Consortium Mellon Project Fellowship (University of Puget Sound), 2000
- Faculty Research Grant (University of Puget Sound), 2000
- Martin Nelson Summer Research/Study Grant (University of Puget Sound), 1999
- Burlington Northern Curriculum Grant (University of Puget Sound), 1998
- Foreign Language and Area Studies Fellowship (Cornell University), 1992
- Robert J. Smith Fellowship (Cornell University), 1990
- Foreign Language and Area Studies Fellowship (Cornell University), 1989
- Foreign Language and Area Studies Fellowship (Cornell University), 1988
- C.V. Starr Fellowship (Cornell University), 1987
- Phi Beta Kappa (University of Minnesota), 1987
- Mellon Fellowship for Minority Scholars, 1987
- Birkelo Fellowship (University of Minnesota), 1986
- Association for Asian Studies
- Association of Teachers of Japanese
- Association for Japanese Literary Studies
- ASIANetwork (a consortium of 120 liberal arts colleges)
- Japan Policy Research Institute
- Association of the Interdisciplinary Study of the Arts
- Film and History League

- Society for Cinema Studies

Selected Works:

- The Fifty-Year War: *Rashomon*, *After Life*, and Japanese Film Narratives of Remembering. *Japan Studies review*, Vol VII, 2003.
- Translating Literature and Japant, *Inventio: Creative Thinking About Learning and Teaching*, Spring 2003 Vol 5, Issue 1
- Nation as Artwork: The Modernist Aesthetics/Poetics of Hagiwara Sautaro, *National Identities* (forthcoming)

Appendix E. Comparison to Other International Studies Programs

Comparison institutions included Baylor University, Middlebury College, University of California, Santa Barbara, and California State University, Long Beach. Below are brief descriptions of their International Studies programs.

Baylor University

Website: <http://www.baylor.edu/artsandsciences/index.php?id=62189>

International Studies is an interdisciplinary major administered by the Department of Political Science. Students have the opportunity to learn about regions of the world as well as social, political and economic issues confronting actors in the international environment. The interdisciplinary curriculum, combined with foreign language study, offer students flexibility in planning their course of study in consultation with a faculty advisor.

Students in the International Studies major will take required core courses in the fundamental principles of international politics and comparative study of world political systems. Two specialized tracks, one focused on global regions and the other focused on global issues and institutions, as well as electives complete the basic requirements for the major.

Middlebury College

Website: <http://www.middlebury.edu/academics/igs>

Middlebury's International and Global Studies Program prepares students for a world requiring a global perspective.

International and global education encourages students to transcend the confines of their own backgrounds and upbringing, apprehend the world through others' eyes, and in the process become more informed global citizens.

The program draws faculty from departments and programs across the College and offers seven areas of specialization: African Studies, East Asian Studies, European Studies, Latin American Studies, Middle East Studies, Russian and East European Studies, South Asian Studies.

Launched in 1996, this major is today one of the most popular majors at Middlebury College.

International and Global Studies takes advantage of the College's historic and renowned strengths in foreign language education and area studies coverage. Contributing faculty are active, well-known scholars and dedicated, experienced teachers.

Students majoring in International and Global Studies attain:

- advanced competency in one of the non-English languages taught at Middlebury, sufficient to read scholarly materials and engage in complex interactions with native-speaking professionals;
- broad exposure to the chosen region from multiple perspectives and disciplines;
- study abroad for at least one semester, normally at one of the Middlebury schools abroad;
- deep engagement in critical thinking about global questions.

The results are cosmopolitan and informed graduates who are well prepared for the business world, the nonprofit sector, and graduate school.

University of California, Santa Barbara

Website: <http://www.global.ucsb.edu/about>

January 2014 marked the fourteenth anniversary of the establishment of UCSB's pioneering Global & International Studies Program. When it was established in early 1999, it was widely recognized as one of the first interdisciplinary undergraduate majors in international studies in the country to focus on globalization. Former Secretary of State Warren Christopher presided over the inaugural occasion. Today, the Program has a highly successful Masters Program in Global Studies, a PhD emphasis in Global Studies, and will begin accepting applications for its first cohort in fall of 2014 for the newly approved PhD in Global Studies.

Global Studies is an emergent field concerned with understanding the historical and contemporary phenomenon of globalization in all its aspects. Although global phenomena have been studied for many decades, global studies as a field developed largely after the turn of the 21st century and has expanded exponentially since the first programs were founded in Asian, European, and American universities in the 1990s. Moving away from conventional state-based notions of international order, the field of global studies seeks to promote critical reflection on how the world works as an interlinked, interactive set of processes and relationships that operate across broad spheres of experience, from the social to the political, the economic to the cultural, the religious to the environmental, the legal to the technological, the scientific to the subjective.

Faculty related to the Global Studies program are engaged in a wide range of interdisciplinary research agendas which utilize approaches from the humanities and social sciences to provide perspectives that are historical, critical, and engaged. These faculty teach and conduct research in the department's three thematic concentrations: (i) global culture, ideology, and religion; (ii) global political economy, development, and environment; and (iii) global governance, civil society, and human rights. Core

faculty are augmented by affiliate faculty who teach undergraduate and graduate courses and by distinguished visiting faculty. A total of over thirty-five faculty participate directly in the program.

Within the first five years, the numbers of Global Studies majors grew to over 900 per year—60% focusing on the socioeconomic and political aspects of globalization, and 40% emphasizing the cultural and ideological side. More majors from Global Studies participate in Education Abroad experiences than from any other department or program on campus.

In Fall 2003 a graduate-level PhD Emphasis in Global Studies was created, supported by the departments of Anthropology, English, History, Political Science, Religious Studies, and Sociology departments, and coordinated by Global Studies.

California State University, Long Beach

Website: <http://www.cla.csulb.edu/departments/ist/>

The Bachelor of Arts in International Studies is an interdisciplinary degree program designed to provide a rigorous introduction to the complex interrelationships that exist among societies in the modern world. It combines the study of international relations, global and development issues and contemporary belief systems with a concentration on a major world area. In addition, the degree aims to equip students with the skills in language, analytical thinking, research, and economic literacy that are necessary for graduate study and careers in international fields. Further, students in the International Studies program receive direct exposure to an international environment by participating in a foreign study program or an internationally-oriented internship in the United States. Because of its interdisciplinary nature, this program emphasizes the ways in which the expertise and methodologies of various disciplines contribute to the understanding and resolution of international issues.

The program provides a broad understanding of international issues and world cultures through exposure to the various methodologies of the social sciences and liberal arts. It offers pre-professional study for careers in government, communications, business, law, journalism, and international non-profit organizations. Students are encouraged to combine a major in International Studies with a second major or minor in a field appropriate to their career plans.

All International Studies majors are required to develop a program of study in consultation with the program advisor. This program should be balanced among the participating disciplines in order to help the student develop a coherent emphasis in a world region and/or a topical area. Majors should choose their foreign language, foreign study or internship experience, and senior seminar research project to reflect this emphasis. The program director also advises students about graduate study opportunities.

Italian Program
Five Year Review
2014-2015

*Prepared by Fiona M. Stewart, Paul Begin (Patrizia Lissoni
and Brittany Corbucci)*

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Part I. Introduction

The Internal Context

The Italian program is part of the International Studies and Languages Division at Seaver College, located on the Malibu campus of Pepperdine University. This program grants a Bachelor of Arts degree in Italian. Pepperdine has offered a bachelor's degree in Italian since Fall 2009, although Italian has been taught at the university for some twenty-five years. The Italian program offers courses not only in Italian language, but also in Italian culture, literature, film, and theatre. Two full time faculty and two or three adjunct professors teach these courses. There is one tenure-track faculty member, Dr. Fiona Stewart who was appointed as Assistant Professor of Italian in August 2013. Dr. Stewart coordinates the Italian program's offerings in Malibu and Florence. Professor Patrizia Lissoni has taught full time in a visiting position since 2011. Additional – and central - teaching needs in the program are typically met by two adjunct faculty, one of whom, Professor Brittany Corbucci, is a Pepperdine alumna and currently the longest serving faculty member in the program. She has been an adjunct professor of Italian at Pepperdine for 7 years. The second adjunct professor varies depending on teaching needs and availability of individuals in a given semester.

When the bachelor's degree in Italian was established, it drew heavily on the models of Spanish and French, two long-established degree programs at Pepperdine. The overall substance, structure, and philosophy of the major have not changed since 2009. The Italian major prepares students to develop competency in speaking, understanding, reading, and writing the Italian language. The student is provided with the tools to develop fluency. In addition to language skills, students study Italian culture, history, and literature. The Italian program offers 18 courses (including all Lower and Upper Division offerings). To earn a degree in Italian, students need to complete 8 courses minimum

beyond the General Education requirement (i.e. ITAL 252 plus 7 Upper Division courses). Five courses are prescribed and the others are elective. Three of the Italian courses currently fulfill requirements in the University's General Education program: ITAL 341, *Advanced Italian Grammar, Conversation, and Composition*, fulfills the Writing Intensive requirements; ITAL 450, *Masterpieces of Italian Literature*, fulfills the Research Methods, Writing Intensive and Presentation Skills requirements; and ITAL 462, *Italian Cinema from Neorealism to the Present* fulfills the Writing Intensive and Presentation Skills requirements. To earn an Italian Minor, students are required to complete 20 Units of study: ITAL 252 plus an additional four upper division courses of their choice. The program is still relatively young but shows signs of growth: in the last year, the number of declared majors has grown from one to seven. The Italian faculty is convinced that this growth can be nurtured and further developed through improvement of the curriculum and, if possible, a refining of faculty teaching and service responsibilities.

The current degree requirements are presented in [Appendix A](#). For the remainder of this report, classes will be referred to by course number, as listed in Appendix A. The GE language classes are also offered in Pepperdine's Florence program. Florence offers 300- and 400- level courses when required. An Italian major or minor is required to spend two semesters at the university's campus in Florence, or in an equivalent intensive experience in Italy. While there is currently no Senior Capstone class, students who desire a culminating activity have the option of pursuing ITAL 599, a Directed Study requiring completion of an article-length original research paper.

LANGUAGE REQUIREMENT AT SEAVER COLLEGE

The General Education language requirement helps students attain a functional competency in listening, speaking, reading, and writing at the intermediate level in a language other than English.

Completion of the lower division courses ITAL 151 and ITAL 152 (with a grade of C- or better) are requirements for entry to ITAL 251, which satisfies the General Education requirement for languages.

ITALIAN AND INTERNATIONAL PROGRAMS

Pepperdine University has a campus in Florence, Italy, which is the base for the Florence program offered by International Programs. The Florence program, like all international programs offered by the University, is geared towards meeting the academic and social needs of sophomores studying abroad. While there is a growing collaboration with Pepperdine's Italian program, the Florence Program remains a separate entity with its own distinct goals and mission. The majority of Italian majors and minors spend a semester, if not an academic year, studying in Italy as part of Pepperdine's Florence program. Collaboration between faculty in Florence and Malibu is therefore crucial as a student's experience in Florence has a major impact on the Italian program's potential for growth and the quality of its graduates.

ITALIAN AND THE INTERNATIONAL STUDIES MAJOR

Italian is included in the Foreign Language requirement for International Studies majors and can constitute between 16-24 units. International Studies majors must establish competency in two languages through the 252 level, or complete two upper division courses in one language (with prerequisite competencies). Students desiring to concentrate on one language may wish to consider a double major with the language and International Studies. Students specializing in European studies, for example, might double major in Italian or French. Students who are interested in foreign languages (often more than one) find the International Studies major attractive, since its various tracks and emphases offer choice and the opportunity to develop proficiency in language and world culture. Given the significant emphasis on the acquisition of foreign languages in the International Studies major, students find it comparatively easy to add a minor or a double major.

The External Context

PREPARATION FOR LIFE POST-GRADUATION

Often students majoring or double majoring in Italian plan to go on to graduate work in the humanities or the arts, both visual and vocal. Others plan to pursue careers, such as medicine, which – at first glance - have no connection with their undergraduate study. Yet it is a well-acknowledged fact that study of a language offers skills that employers value. According to Gregg Roberts, “monolingualism is the illiteracy of the 21st century”.¹ Further, Bill Van Patten argues that “the most important skill for today’s students to learn... is empathy. Exposure to world languages and cultures...is critical for students’ success in the 21st century”.²

In the words of the 2005 Vision Statement of the American Council on the Teaching of Foreign Languages (ACTFL), “language and communication are at the heart of the human experience”. An earlier statement of their philosophy offers a more developed analysis of how language and communication combine in degrees such as Italian to produce cultured and literate graduates: “Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs” (ACTFL 2001). The need to master not only linguistic proficiency but also cultural contexts that often span centuries, means that a degree in Italian equips graduates with two distinct and transferable skills: the ability to communicate and empathize with Italians (and other

¹ Gregg Roberts, “Equity and Access in Chinese Language Education”, National Chinese Language Conference, Boston, MA, 2013. <https://vimeo.com/channels/336699/64667358>

² Crystal Vicente, American Association of Teachers of Spanish & Portuguese Conference 2014. Quoted by Dr. Lila Carlsen in https://prezi.com/otmadd1_aaa_/languages-close-the-global-skills-gap/

non-English speaking cultures), and the ability to research, construct, and communicate persuasive arguments.

When teaching Italian language, literature and culture, the focus is on developing proficiency in four specific skill sets: reading, writing, listening, and speaking. Further, and in line with the American Council on the Teaching of Foreign Languages (ACTFL) 5Cs of foreign language education (Communication, Cultures, Connections, Comparisons, Communities), each of the University's Core Competencies (other than Quantitative Skills) are inextricably intertwined with the Italian Program Learning Outcomes.

Approximately a third of students (currently 2 of 7 students) follow the Italian major and do not double-major in another discipline. The other students double-major in a range of disciplines, International Studies being the most common, although others combine Italian with a major in another language or fields such as psychology. The most common disciplines of those completing the minor in Italian are International Studies, Art History, and Music. Many of those pursuing a B.A. or minor in Italian are planning graduate level study in languages or literature, while others are taking Italian courses for sheer love of the language and culture.

Each of the 400- and 500- level courses in Italian require a measure of individual research and the production of well-argued papers, either during the semester or as the final course assessment. For those who have a particular interest in research and intend to go on to graduate level study, the Italian program offers a range of opportunities. Prof. Lissoni completed a Summer Undergraduate Research Projects (SURPs) with one student in 2013. Kylee Slee was a voice major and completed a SURP entitled "A Look at the Musical and Poetical Language of Secular Vocal Music of the Seicento Through Selected Works by Barbara Strozzi". Dr. Stewart is currently concluding a year-long research project with another student, Catherine Golitzin, which will culminate in a 20-page article that the

student will submit to *La Fusta* (Rutgers University's Graduate Journal in Italian Studies), or another similar graduate level journal. Catherine's project is entitled "Creation, the Word, and Relationships: 'The Void' and Implicit Christian Theology in Calvino's Later Fiction".

Research is accumulating to demonstrate the importance of undergraduate internships. For example, a survey of employers conducted by the employer-members of the [National Association of Colleges and Employers](#) showed that 59% of internships converted into full-time positions. In fact, the [College Employment Research Institute](#) considers an internship to be a "high stakes" experience, because most employers consider an internship to be a requirement before being accepted for an entry-level job, so the internship is now the setting in which most college students begin their career journey. The Italian program, in collaboration with International Programs, has worked in the last year to establish internships in Italy that mesh with the future career plans of our students. For example, in the summer of 2014, one Italian major, Darin Daffin, who plans to go on to study medicine, was able to spend two months interning with orthopedic surgeons in a hospital outside Milan, Italy.

Mission & Purposes

"Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service and leadership". At the College level, Seaver "exists to provide a link between the knowledge and wisdom of the past and present with the challenges of the future". In alignment with Pepperdine's Christian values and standards of academic excellence, the mission of the International Studies and Languages Division is to:

- Provide students with the technical skills and conceptual ability to understand, appreciate, and interact profitably with communities outside American society.

- Demonstrate an understanding of the ethical implications of cross-cultural and global issues, including Christian perspectives.
- Assist students in developing an awareness of the importance of language as a means of communication, enhancing oral and written communication in languages other than English, developing an appreciation of various cultures, and understanding better the culture of the United States from a foreign perspective.

Goals

The Italian faculty has three broad goals in mind as they prepare, teach, and serve their students. Conscious that we serve three distinct demographics, we encourage all students to pursue excellence but remain cognizant of the distinct goals and motivations of each demographic. Firstly, the majority of students in our classes are there in preparation for spending a year in Pepperdine's program in Florence. Most of these students are concerned only about fulfilling their language General Education requirement. With this demographic, the goal of the Italian faculty is to help students not only meet this GE requirement – which in itself presents a significant challenge to many a student – but also whet their appetite to further explore the riches of Italian culture through coursework and lived experience in Florence and Malibu. Secondly, students working towards the Italian major or minor are often double-majoring with a view to commencing professional training in another discipline post-graduation. They are taking upper division Italian classes having fallen in love with the country and its culture while in Florence. With these students, the goal of the Italian faculty is to help them reach an advanced level of linguistic proficiency while maturing into literate, cultured young men and women who have a familiarity with some of the greatest moments and works in Western civilization from antiquity to the present. Thirdly, the Italian program has a smaller group of students pursuing a major or minor in Italian with a view to further study in Italian, the Romance languages, literature, or the

humanities more broadly. The goal of the Italian faculty for these students is to push them a little further than their peers, offering opportunities in research, writing, and presentation which will give a thorough preparation for the best graduate programs in the country and abroad. This approach is rewarding for students and faculty alike.

As creatures made in God's image, the Italian faculty believes that we must cultivate the creative, intellectual and communicative potential God has placed within us and so glorify his name. To this end, through formal and informal interactions with our students, in and outside the classroom, our mission as teachers is to encourage and equip our students to pursue excellence, and to lead by example.

Program Learning Outcomes (PLOs)

In the Fall of 2010 a university-wide initiative began, in which each program identified a small number of Program Learning Outcomes (PLOs), and examined the degree to which they aligned upward with Institutional Educational Objectives (IEOs) of Pepperdine University and downward with the Student Learning Outcomes (SLOs) of each course. In writing the PLOs for the Italian program, the faculty agreed that students who successfully complete the Italian program are expected to be able to:

- (PLO#1) Read, comprehend and evaluate content with a difficulty level from simple conversational text to technical, theoretical and literary passages.
- (PLO#2) Compose written documents that express, explain and analyze Italian culture and literature.
- (PLO#3) Understand aurally and respond orally to basic conversation, as well as more complex situations.

- (PLO#4) Describe and critique in written and verbal form Italian cultural manifestations – historical and current - related to belief systems, politics and social justice issues.

These PLOs are related to each of the courses taught in the Italian program; a detailed Program Alignment Map is provided as [Appendix B](#), identifying the specific course in which each PLO is Introduced, Developed, and Mastered.

The IEOs for Pepperdine University are formed by two components: our Core Commitments (i.e., Knowledge and Scholarship, Faith and Heritage, and Global Understanding) and our Institutional Values (i.e., Purpose, Service, and Leadership). The intersections of these three Core Commitments and these three Institutional Values were the basis of the development of the nine IEOs, which are provided in [Appendix C](#). The alignment between the Italian program’s PLOs and Pepperdine’s IEOs are also provided in this appendix.

Purposes of this Five Year Review

Pepperdine University is currently following a Five Year Review process for all of its programs and majors. This process involves annual reviews in which specific PLOs are empirically assessed, culminating in a fifth year review that assesses the whole program more comprehensively; this comprehensive review involves a self-study written by the faculty which provides the basis for an external program review. The International Studies and Languages Division went through a Five Year Review in 2009/2010. At that point the Italian program was not included. Annual Reviews between 2010 and the present have varied in depth and usefulness, partly due to their having been implemented relatively recently, and partly due to turnover in tenure-track faculty. It is hoped that the present Five Year Review, will set a foundation upon which annual reviews of the individual PLOs will be conducted over the next four years. The coordinator of the Italian program is already aware of areas in which the quality and integrity of the Italian degree program can and, indeed, should be improved.

Similarly, she is also aware of logistical challenges to growing the number of graduates in Italian. It is hoped that this Five Year Review will offer external input conducive to growing and improving Pepperdine's Bachelor of Arts in Italian.

To this end, there are several specific purposes of the present review:

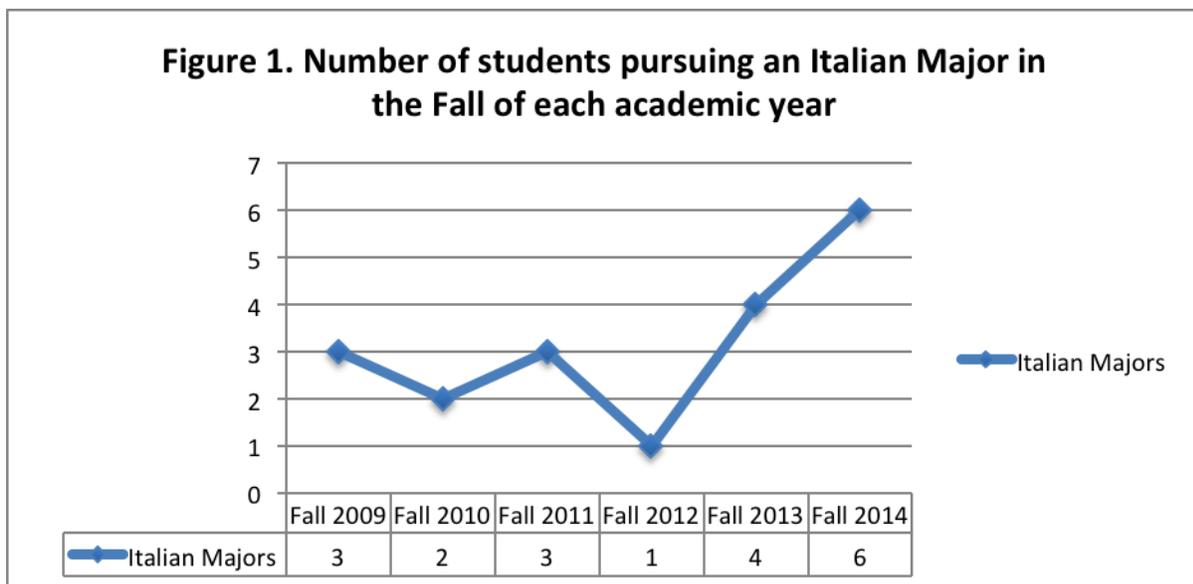
1. Evaluate the curriculum offered in the Italian major in the context of the curricula offered by our peer and aspirational institutions;
2. Evaluate the current path to completion of the Italian major in the context of that of our peer and aspirational institutions;
3. Summarize the data that has accumulated over the past four years to assess the degree to which the PLOs are being achieved;
4. Evaluate the demand for the program; and
5. Examine the sustainability of the program in light of the demand for the program and the allocation of resources.

Part II. Analysis of Evidence

Student Success

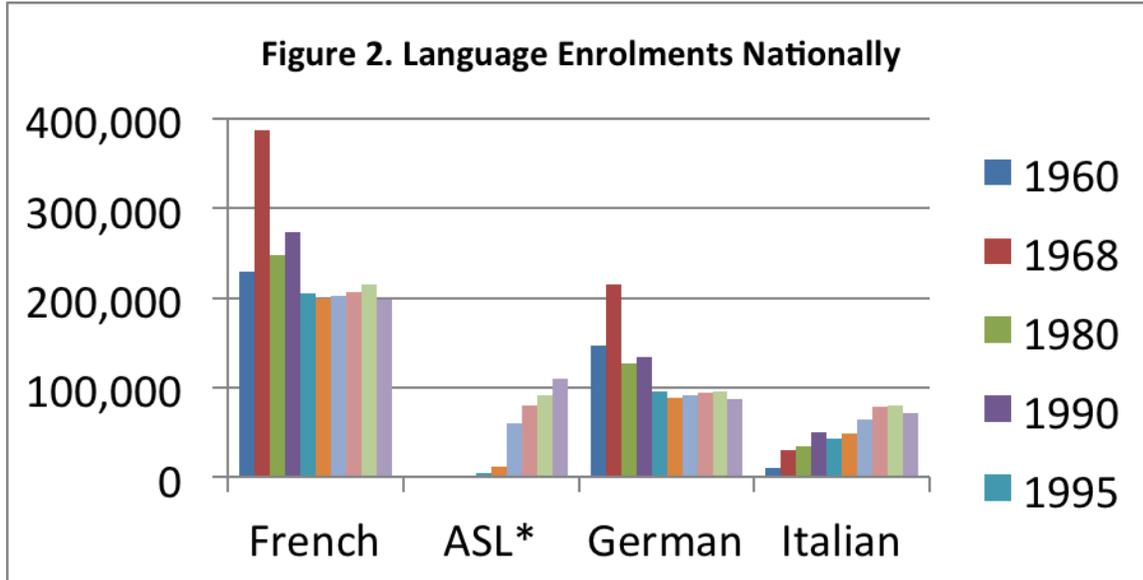
INCOMING STUDENT STATISTICS

The BA in Italian was established in Fall 2009. Initially the number of students enrolled in the program was somewhat erratic, as seen in Figure 1. Since Fall 2013, while the number remains relatively small, there has been a steady increase in students declaring a major in Italian. For comparison, in Fall 2013, the German program had four majors and the French program fourteen. Enrolments in Seaver's Italian program compares favorably with those in Italian, French and German on a national level, as seen in Figure 2.

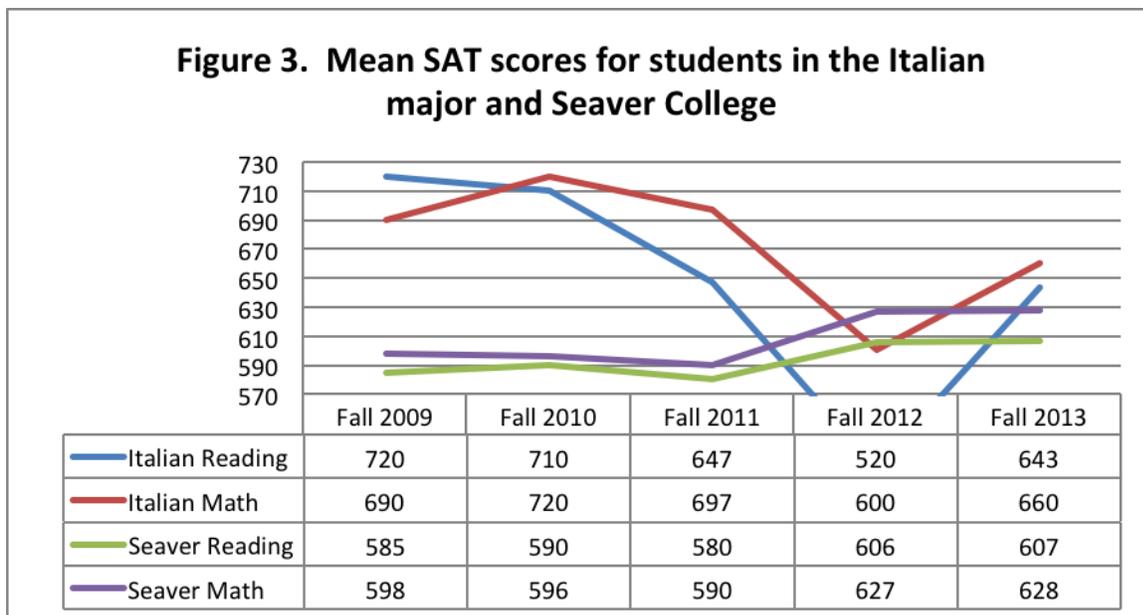


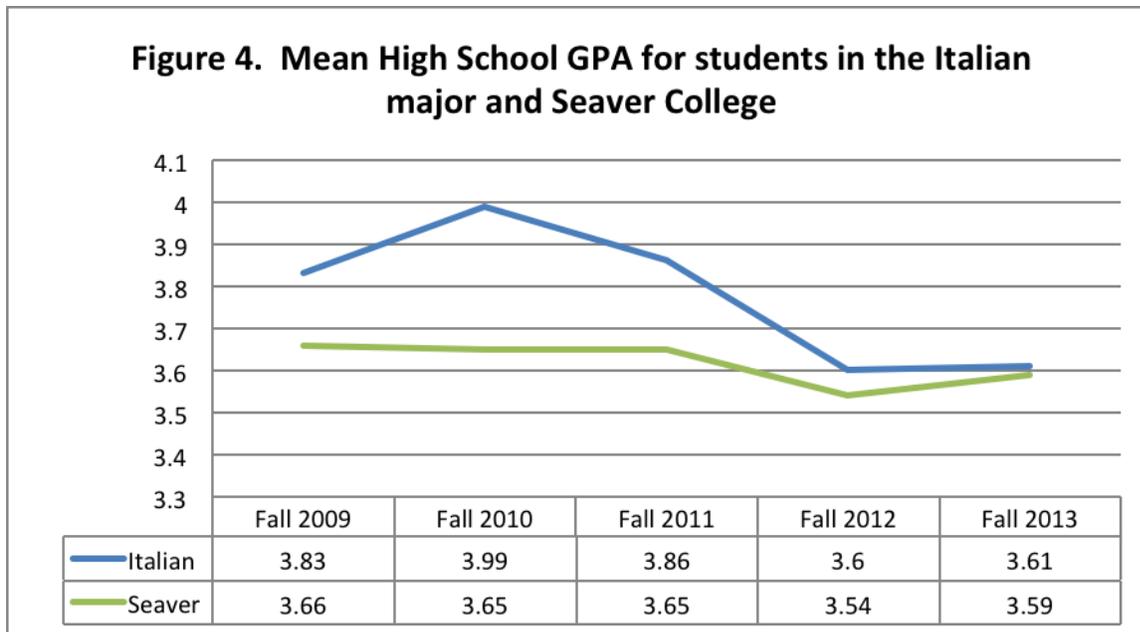
Since 2009, the majority of students in the Italian program have self-identified as 'White, Non-Hispanic', and female. The current cohort is more diverse in terms of gender and ethnicity. For example, as of Spring 2015, there are seven students majoring in Italian. Three of these students are male, four female. The same cohort includes one African American, three Hispanics, and four White, Non-Hispanic or Unknown. None of the Italian majors, since 2009 to the present, has self-identified as

belonging to the Church of Christ (the Christian tradition with which Pepperdine is associated).



Academically students in the Italian program have tended to score slightly higher than the average for incoming Seaver students in the SAT Reading and Math Tests, as shown in Figure 3. High School GPAs of incoming Seaver students fell between 2009 and 2013. While in 2009-2011, incoming Italian majors tended to have a higher High School GPA than Seaver average, this was not the case in 2012 and 2013, as shown in Figure 4.





STUDENT PROFILES & RELATIONSHIP TO PROGRAM GOALS

Students make the choice to major in Italian at different points in their university career and for different reasons. Historically, it would seem that most majors have been declared relatively late, and typically as students enter their junior year after a year studying at Pepperdine’s International Program in Florence. These students have lived in Italy, developed a measure of proficiency in the language, and above all, have become fascinated with the country and its culture. Typically these students are double majoring. The late decision to major in Italian, combined with the fact that most students already have another major, mean that completion of the major without delaying graduation presents a logistical challenge. In practice most majors need to take a minimum of two upper division Italian courses each semester of their junior and senior years. This is not always possible: the Italian program has been asked to cancel upper division courses when only a few students had enrollment. Given that the Italian program only has one tenure-track professor, and she is currently pre-tenure and carrying a

higher than usual service load given her role as coordinator, Directed Studies need to be kept to a minimum.

Occasionally a student is admitted to Pepperdine already planning to major in Italian, either due to previous exposure to the country and culture, or an intellectual curiosity to explore one of Western Civilizations most influential languages and cultures. A similarly small number enters as freshmen having already studied Italian to the ITAL 252 level or beyond (i.e. 4th semester proficiency). Most eventual majors begin their study of Italian in the spring semester of their freshman year. This means that the current curricular map, in conjunction with the number of upper division courses offered each semester, make it difficult for students to complete the major in Italian and graduate on schedule. In the current academic year, 2014-2015, Italian faculty successfully recruited students to the major who had begun studying Italian in the fall of their freshman year, prior to their time in Florence. This makes a significant difference to the ease with which the Italian degree requirements can be completed. [Appendix D](#) shows the current typical path to graduation and reflects on potential alternatives that might result in a growing number of Italian majors.

Meaning of the Degree

One of the most informative methods of evaluating the current Italian curriculum is by comparing it with the curricula offered by institutions identified as Seaver College's Peer (P) and Aspirational (A) Institutions. In [Appendix E](#) Seaver's Italian program has been compared against four Peer institutions that offer a degree in Italian or Italian Studies (Scripps College, Santa Clara University, University of San Diego, and Wheaton College) and two Aspirational institutions (University of Notre Dame and Vanderbilt University). A comparison has also been made with the BA in Italian at Middlebury College, one of the most highly respected institutions in the United States with regards to degrees in modern languages and cultures.

ANALYSIS OF EXISTING CURRICULUM

The course offerings in Seaver's Italian program are listed in [Appendix E](#), along with those of the designated institutions. The curriculum of the Italian program has remained unchanged since the inauguration of the Bachelor of Arts degree in 2009. [Appendix E](#) also compares the number of units required for a Bachelor of Arts in Italian or Italian Studies at each of these institutions. Seaver's degree compares favorably with the majority of Peer and Aspirational Institutions with respect to the number of units required to earn the BA in Italian. Seaver's BA in Italian requires 7 upper division courses. Most institutions require 7-10 upper division courses, with most institutions' courses being 3 units, rather than Seaver's 4 units per course. Typically, a BA in Italian permits fewer units to be taught in English while a BA in Italian Studies, or Italian and European Studies in the case of Vanderbilt, will accept 20-50% of course work taught in English. Currently a student majoring in Italian at Seaver is required to complete all coursework in Italian; exceptions have been made on a case-by-case basis to count coursework taught in English by another Seaver division that self-evidently fulfill the spirit of an Italian degree. One example would be ArH 428 *Renaissance Art*: it teaches and discusses not only art of the Renaissance, but the social, political, and religious contexts which shaped this predominantly Italian art. This semester Dr. Stewart is team-teaching ITAL 462 with Dr. Joi Carr, a Film Studies professor. The course has always been cross-listed as FILM 462 but until Spring 2015 the course had only ever been taught in Italian. Drs. Stewart and Carr are thoroughly enjoying this collaboration and hope to be able to do so again in the future, perhaps offering a cross-listed and team-taught special topic on Rossellini's films.

Figure 5. Curricular Map

Students are **Introduced** to the PLO (**I**), **Develop** their skills related to the PLO (**D**), or demonstrate **Mastery** of the PLO (**M**) in the following sequence of courses.

Course Number and Title	PLO #1	PLO #2	PLO #3	PLO #4
ITAL151 – Elem. Italian I	I	I	I	I
ITAL152 – Elem. Italian II	I D	I D	I D	I
ITAL251 – Second-Year Italian I	D	D	D	I
ITAL252 – Second Year Italian II	D	D	D	D
ITAL341 – Adv. Italian Grammar, Conversation and Composition	D	M	D	D
ITAL342 – Italian in Communication	D	D	D	D
ITAL380 – Italian Civilization	D	D	D	M
ITAL450 – Masterpieces of Italian Lit.	M	M	M	M
ITAL451 – Contemporary Italian Lit.	M	M	M	M
ITAL452 – Italian Theater	M	M	M	M
ITAL461 – Italian Lit. through Film	M	M	M	M
ITAL462 – Italian Cinema from Neo-Realism to the Present	M	M	M	M

At first glance our curriculum aligns relatively well with those of our Peer and Aspirational Institutions. However, on closer inspection there are a number of differences in the detail that should be addressed if Seaver is to offer a Bachelor of Arts in Italian giving a similar level of breadth and depth to that offered in the Peer and Aspirational Institutions. For example, while the Seaver curriculum offers a survey of Italian civilization, it focuses on “historical, intellectual, religious, and political movements”, that is, the current course description does not allow for discussion of Italian art, architecture, music, etc. which, from the Classical period through the Renaissance particularly, had a tremendous impact on Western Civilization as a whole. Similarly the existing curriculum includes two

courses on Italian literature (one focusing on Medieval literature to the nineteenth century, the other focusing on the twentieth century), yet there is no in-depth study of Dante or any of the other central Medieval and Renaissance writers. Adjusting the existing course descriptions would in part ameliorate these gaps. Ideally, courses focused on these topics could be added to the Italian curriculum. Given the present size of the Italian program, it may also be wise to explore whether existing upper division courses in other divisions (e.g. Art History, History, English/Great Books) could be cross-listed to count toward the Italian degree requirements. This would need to be handled carefully so that enrolment in Italian upper division courses is not negatively impacted.

Over all, Seaver's current Italian curriculum is visual arts-heavy, at the expense of basic literary and cultural components. The other major gap is a course, or courses, focused on contemporary society and politics. The current curriculum likely reflects the research interests or professional expertise of the faculty member who established the Italian major; a rebalancing and rethinking of the curriculum would seem conducive to Pepperdine's goal of academic excellence. Italian history and culture is bound up in the history and evolution of Christianity. Consequently Italian courses are already taught in such a way as to align closely with the University's mission and Institutional Learning Outcomes, particularly with respect to *Knowledge and Scholarship* and *Faith and Heritage*. There is scope to further hone the Italian curriculum so that it is not only stronger and more current in respect of Peer and Inspirational curricula, but also with respect to Pepperdine's Institutional Learning Outcomes. For example, adding a course on Primo Levi (already taught in Fall 2014 as a special topic, and very well received by students) would fill a pressing gap in consideration of Italian experience in the twentieth century. Importantly, such a course would also encourage students to think critically about what it means to live in a fallen world, recognizing that even in the darkest of times, human experience and creativity continue to testify to how we are made in God's

image and benefactors of his common grace. Further, adding a course that explicitly engages with how Italians have interpreted and interacted with both the teachings of Jesus Christ and the traditions of the Catholic Church from Classical Rome to the present would enhance the program's alignment with and support of the University's Christian mission and Institutional Learning Outcomes. An overview of two sample syllabi are attached in [Appendix F](#).

The current curriculum and course descriptions are somewhat erratic. For example, some 400-level courses are listed as having a prerequisite of ITAL 252; the introductory information regarding the degree makes clear that ITAL 252 is the prerequisite for enrollment in courses at the 300-level; all 400-level courses have a prerequisite of successful completion of a 300-level course. This could be realigned with a simple editing and standardizing of the catalogue entries. However, the overall integrity of the degree would benefit from following the model of other institutions: 300-level courses are typically taught in Italian with a view to honing linguistic proficiency while offering literary and cultural survey courses that provide the framework essential to in-depth study of periods and works of literature at the 400-level. In Peer and Aspirational Institutions, advanced courses, that is, those at the 400- and 500-level, are geared towards in-depth study and demonstration of advanced proficiency in research, analysis, and critical thinking. For this reason, advanced courses are often offered in both Italian and English. This is a model that would improve the quality and integrity of the Seaver BA in Italian, bearing in mind the College's Mission Statement and Institutional Learning Objectives.

Currently, students wishing to complete the BA in Italian face two logistical challenges. Firstly, incoming freshmen are presented with a schedule in the fall which does not include a language class. The reasoning here is that the student will not know until the spring semester which International Program they have been accepted into for the upcoming school year, and so which language requirement they will have to meet. There is a discussion to be had here about the application

process potentially being somewhat back-to-front, i.e. apply for a program *after* having developed an interest, even passion, in the language and culture, and the whole year abroad will be a far richer experience. Focusing for now on the logistics of completing a major in Italian, this delay of one semester in beginning to study the language means that time is wasted and many students struggle to complete the major in their junior and senior years, either because their schedules are already full with requirements for their second major or last GE requirements, or more likely, because due to staffing and required enrolments, the Italian program can only offer one or two upper division courses each semester. See [Appendix D](#) for the current typical path to graduation and two proposed alternatives to make completion of the degree more feasible.

On a positive note, there are a couple of areas in which the existing degree requirements are arguably more rigorous and stimulating than those of the other institutions. For example, Seaver requires all majors and minors in Italian to spend two semesters in Italy, or engage in a similarly immersive experience in Italy. Many institutions simply “recommend” a period of residence in Italy. However, the fact that Seaver’s International Programs are geared towards sophomores is not ideal for Italian majors: all peer and aspirational institutions encourage students to study/teach abroad during their junior or senior year. This has several benefits, not least a stronger linguistic and cultural preparation, but also, usually, a greater level of personal maturity and independence that helps students make the most of the opportunity to immerse themselves in another language and culture. The additional factor of Seaver’s International Programs following an “island program” model where students all live and study together in an “American bubble” arguably offers more cons than pros to the language major. The strongest and best-respected Italian programs – such as Middlebury – require majors to live with Italian families or in dorms with Italian students, and enroll in courses at Italian universities. While conscious of the tremendous resources offered to Pepperdine students through

International Programs, for the residency requirement of Seaver's BA in Italian to be most effective, it would seem wise to explore developing options within IP better suited to the needs of the language major, or collaborating with existing external study abroad programs. It should also be noted that since Dr. Stewart's arrival in Fall 2013, International Programs, and Elizabeth Whatley, Director of the program in Florence, have gone above and beyond the call of duty in helping implement new ideas geared towards enriching students' experiences in Italy. Their collaboration is essential and really appreciated by Italian faculty.

If and when some of the potential improvements outlined above are implemented, the Italian Program Learning Outcomes would benefit from being revised to better reflect the goals of the program and the curriculum map.

Based on course evaluations from Fall 2013 to the present, students are satisfied with the quality of teaching they have received. Evaluations of upper division courses taught by the tenure-track faculty are typically in the range of 4.5 (with 5 being the highest) for the overall course satisfaction, and 5 for overall satisfaction with the instructor. Non-tenure track faculty do not tend to teach these upper division courses, however evaluations from Fall 2013 show that student satisfaction was similarly high in an upper division literature course taught by Professor Lissoni. The annual program review in May 2013 (prior to the arrival of the current tenure-track faculty) showed that majors and minors believed Italian faculty could expect more from their students in terms of critical thinking and writing. Since Fall 2013, Dr. Stewart has been working with her colleagues to raise standards and expectations across the program as a whole. All Italian professors are keen to develop and further improve their pedagogy and stay current. Professors Stewart, Lissoni and Corbucci are all members of professional associations in the field. All regularly attend and participate in workshops and professional conferences. For example, at the end of January 2015, three out of four faculty

currently teaching in the program were able to attend “Current Trends in Communicative Language Teaching”, a one-day workshop at Chapman University in Orange County, CA, led by Prof. Elisa Tognozzi of UCLA. In the fall, two faculty went to a similar workshop, “The Changing Landscape of Language Teaching” hosted by Santa Barbara Community College and Cengage Learning World Languages. Dr. Stewart has organized, chaired and participated in several sessions on successfully teaching with technology at the AAIS Conference (in 2011, 2012, and 2015) and the NEMLA Conference in Harrisburg, PA in April 2014.

Course evaluations written for the Italian program faculty members tend to be strong. The course evaluation form has two main sections: questions related to The Course (e.g., “The course tests and evaluations are appropriate in content and difficulty” and “The course has increased my knowledge or understanding of the subject”) and questions related to The Professor (e.g., “The professor shows interest and enthusiasm for teaching the course” and “The professor presents course material in a clear and engaging manner”). Each item is rated on a 5-point Likert scale with options score values given from 1 to 5 for (respectively) Strongly Disagree, Disagree, Undecided, Agree, and Strongly Agree. The form is scored in a manner that allows summary scores for each item, for The Course items, and for The Professor items. Although college-wide comparison data are not available, in classes taught by the tenure-track faculty member, the last three semesters yielded mean scores of 4.3 for The Course and mean scores of 4.6 for The Professor. Thus, the mean scores for the items relating to The Course and The Professor fall between the “Agree” and “Strongly Agree” level, with slightly higher scores for The Professor than for The Course.

In classes taught by non-tenure track faculty in Malibu in Fall 2014, mean scores for The Course were 4.19, and for The Professor 4.5. In classes taught by non-tenure track faculty in Florence in Fall 2014, mean scores for The Course were 3.95 and for The Professor 3.9. It should be noted that

the textbook and syllabus for ITAL 151 were changed and improved in Malibu in Fall 2014 and those for ITAL 152 in Malibu and Florence in Spring 2015. ITAL 251 will be taught with the new textbook and syllabus in Summer and Fall 2015. ITAL 252 will also be revamped to provide a more thorough 4th semester language review. It is anticipated that Course and Professor scores should improve in coming semesters. Dr. Stewart encourages her colleagues to observe each other at least once over the academic year, not to criticize negatively but to learn from one another. She herself observes each faculty member at least once during the academic year and offers constructive feedback.

Quality and Integrity of the Degree

HIGH IMPACT PRACTICES

The existing Seaver curriculum compares favorably to Peer and Aspirational programs with regards to undergraduate research and opportunities for faculty mentorship, even without yet having a designated Capstone Course or Project for the Italian major.

Several opportunities for internships are available to students, both locally in Los Angeles, and also in Italy. Most recently, in the summer of 2014, two students successfully completed 8-week internships in Italy. One student, a major in Italian who plans to go to medical school, completed an internship with Dr. Ravasi, an orthopedic surgeon in Melegnano, near Milan. Another student minoring in Italian completed an internship with a family-run Bed and Breakfast, Casa di Sofia, in Fiesole, just outside Florence. The former was set up by Italian faculty; the latter in collaboration with Elizabeth Whatley, the director of Pepperdine's program in Florence. Internships such as these align well with Pepperdine's Institutional Values of Purpose, Service, and Leadership, and allow students not only to develop linguistic and cultural fluency, but also the life skills and confidence that will serve them well in future careers. Reflections from each of these students are attached in [Appendix G](#).

Dr. Stewart has been collaborating with International Programs staff in Malibu, Florence, and London to improve the efficiency, financial viability, and academic integrity of internships in Italy in the future. In July 2014, she met with Carolyn Von Strache, Director of Pepperdine's Program in London, to learn from their tried and tested model for internships. Thereafter Dr. Stewart liaised with Jenine Clements, Assistant Director of Academics in International Programs, and Elizabeth Whatley, in Florence, to establish an application process and syllabus for internships in Italy. These are targeted at majors and minors and have a prerequisite of ITAL 252, the fourth semester language class which gives entrance to upper division coursework. Students are required to keep journals written in Italian which reflect on their experience in the workplace and the Italian culture more broadly. Interns live in the Pepperdine Villa in Florence. They meet with Italian faculty and other interns weekly for discussion designed to develop their linguistic and cultural proficiency, and also their professional competence and confidence. Units towards the Italian degree currently appear on students' transcripts as ITAL 599, Independent Studies. It would be helpful to students and future employers to add a course number and course description specific to the Internships.

Another high impact practice facilitated by Italian faculty is the opportunity to engage in individual research projects. Seaver College encourages and provides funding for Summer Undergraduate Research Projects. As mentioned on page 8 of this document, Prof. Lissoni has supervised one of these in the last three years. Dr. Stewart is currently engaged in two projects. In addition to the Directed Study on Calvino already mentioned, Dr. Stewart is also engaged in a new Faculty-Student mentoring partnership with a graduating history major who has taken upper division courses in Italian. During the Spring 2015 semester, she is working alongside Dr. Stewart as a research assistant.

STUDENT LEARNING AND SUCCESS.

Seaver College has been assessing each of its programs annually since 2010. Italian annual reports vary in detail and usefulness. Those from 2013-2014 and 2014-2015 offer the most detailed analysis of direct and indirect evidence of student learning and have already been shared with Dr. O’Healy, the program’s External Reviewer. A summary of these two annual reviews follows.

Figure 6. Assessment Plan

	Assessment Schedule	Direct Evidence	Indirect Evidence	Authentic Evidence
PLO # 3	2015-16	Student work samples	Surveys	Study Abroad/Internship experiences
PLO # 2	2016-17	Student work samples	Surveys	Study Abroad/Internship experiences
PLO # 4	2017-18	Student work samples	Surveys	Study Abroad/Internship experiences
PLO #1	2018-19	Student work samples	Surveys	Study Abroad/Internship experiences

FINDINGS/ACTIONS TAKEN FOLLOWING ASSESSMENT OF PLO#4 (ACADEMIC YEAR 2012-2013)

In 2013-2014, then ISL Chair, Dr. April Marshall, and Italian faculty, Professors Lissoni and Corbucci, assessed Italian PLO #4, which, at the time, read “Describe and critique in written and verbal form Italian cultural manifestations and social as well as current issues related to belief systems, politics and social justice issues”. Oral and written data was collected from two courses during the Spring 2013 semester, ITAL 342 and ITAL 380. In addition, Prof. Corbucci interviewed one student, a junior who was an Italian minor and had taken both classes that semester. Students develop skills related to PLO #4 in ITAL 342 according to the current PLO program curriculum map and they demonstrate mastery of the PLO in ITAL 380. ITAL 380 is a required class in the Italian major. In reality, students might take ITAL 380 prior to ITAL 342 depending on when each course is offered.

Taking all of the direct evidence as a whole, combining oral and written, there were 21 samples of student work. According to the direct evidence, only 43% of the student work samples met or exceeded expectations for the achievement of PLO #4. The Italian faculty had anticipated 100% for

achievement of the PLO. Part of the reason for such a high expectation was due to the very general nature of the PLO related to culture. Furthermore, related to the knowledge category on the rubric, the faculty expressed an expectation of a more academic vocabulary in Italian. The various samples evidenced description of culture but it was more superficial than the faculty had hoped. Students were simply making observations and not reflecting on the topics in any deeper way. They showed understanding but did not apply, analyze or evaluate the information. The indirect evidence from student surveys seemed to indicate that the students perceived the two courses to further develop their skills related to PLO #4. The student interviewed stated that she thought Italian faculty could expect more of their students.

Faculty decided that PLO #4 needed revision, as it was poorly written and very general. When Dr. Stewart took up her position in Fall 2013, she made a provisional revision to PLO #4 so that it now reads: *“Describe and critique in written and oral form Italian cultural manifestations - historical and current - related to belief systems, politics, and social justice issues”*. As has already been noted, Dr. Stewart believes Italian Program Learning Outcomes could benefit from further revision in conjunction with a realignment of the curricular map.

FINDINGS/ACTION TAKEN FOLLOWING ASSESSMENT OF PLO #1 (ACADEMIC YEAR 2013-2014)

All three Italian faculty, in collaboration with then ISL Chair, Dr. April Marshall, contributed to the 2013-2014 Assessment of the Italian Program. In order to assess PLO #1: “Read, comprehend and evaluate content with a difficulty level from simple conversational text to technical, theoretical and literary passages”, faculty selected essays and exam answers based upon reading texts from ITAL 341, ITAL 450 and ITAL 451. These were the courses offered in Spring 2014 that either develop or master PLO #1 according to our current curriculum map. There were 9 samples of student work from ITAL

341, 6 from ITAL 450, and 3 from ITAL 451. In 2013-2014, Seaver College as a whole assessed student attainment of its Critical Thinking Core Competency.

Syllabi for the courses mentioned above include Student Learning Outcomes that are directly relevant to PLO #1 and Seaver's Critical Thinking Core Competency. By "Critically engaging a variety of texts and media including consideration of their cultural and historical contexts" students demonstrate their ability to read, comprehend and evaluate a variety of texts in direct support of PLO #1. Most of our students have learned Italian as a second-language or have never had a formal education in Italian prior to coming to Seaver. As per the curriculum map, at the 300-level we expect students to be developing their reading skills while at the 400-level we expect them to demonstrate mastery. These would correspond to values in the rating rubric of 2.0 and above for ITAL 341 and 3.0 and above for ITAL 450 and 451. For the assessment of PLO #1 on our numerical scale of 1-4 a four would be Mastery, 3 is Developing, 2 is Intermediate and 1 is Beginning. We expected 100% of students in ITAL341 to average a minimum of 2.00 on our rubric. At the 400-level we expected a minimum average of 3.0 on our rubric for 100% of the students. These expectations are based on a correlation of our 4 point rubric scale with the Common European Framework of Reference for Languages or CEFR. Dr. Stewart completed her training in the European system and Professors Corbucci and Lissoni are currently working on terminal degrees in that system as well. The CEFR "is a common basis for the explicit description of objectives, content and methods in second/foreign language education" and the descriptive context with which the Italian faculty is most familiar.

On 27 May 2014, Dr. Stewart spent about half an hour in conversation with Catherine Golitzin, an Italian major. Catie was then going into her senior year and had taken both ITAL 450 and ITAL 451 that year. She is an exceptional student in that she already had advanced linguistic proficiency when she arrived at Pepperdine. She studied in Italy during high school and also spent a year in

Florence with Pepperdine. When Dr. Stewart asked how well Catie thought upper division courses prepared students to achieve the Italian PLOs, she replied that while she reads the SLOs on each syllabus she had not given it much thought. She then proceeded to offer her personal analysis of what Italian upper division instructors emphasize. Their first priority is critical thinking, followed by the provision of a socio-historical framework within which to critique the studied literature, film, etc., and thirdly, they work to facilitate increased linguistic proficiency. Italian faculty found this comment perceptive and also encouraging: we often get frustrated thinking a lack of linguistic proficiency hinders students from really getting the most out of literature and culture courses.

Catie then worked through each of the four Italian PLOs offering her comments. To her mind, “everything is in place” for the achievement of these desired outcomes, “success, however, depends on student motivation”. The truth of this statement is evident in the fact that she and Dr. Stewart were chatting during the hour that Catie offered tutoring for students in the summer GE sequence: not a soul turned up. This is “normal” and an issue faculty is working to address: why would students not take advantage of free tutoring when they would clearly benefit from it? Catie thought that PLOs #1, 2 and 4 are achieved by the majority of upper division students. PLO #3 (“Understand aurally and respond orally”) is, she said “the hardest one” and making the most of time in “the Florence program is crucial” in this regard. Catie did note that the Florence Program is designed more generically for sophomores than is ideal for a language major or minor. Catie also talked about the central importance of ITAL 380 as a preparation for 400-level courses. Dr. Stewart agreed that this is foundational. (ITAL 380 covers Italian culture from the Middle Ages to the Nineteenth Century; the Italian program needs another course that covers the Unification of Italy to the present). Both courses should – ideally – be required preparation before advancing to 400-level courses. Catie acknowledged that her preparation

in Italian was atypical and noted that the PLO she most needed to develop was #4 (critique of Italian culture) and she believed the courses taken have met this well.

Dr. Stewart also showed Catie the collated survey data from her peers and asked her whether she thought it a fair representation of student ability, or whether respondents had “undersold” themselves. Catie replied that talking to her peers it was clear that many lacked confidence and proficiency and so the survey results correlated with her impression. Dr. Stewart asked whether Catie thought there was more the Italian faculty could do to build confidence and proficiency. It was at this point we discussed the importance of an extended period in Italy in an immersive environment: without the opportunity, or indeed, necessity of speaking Italian to survive, students have no real incentive to speak and overcome their fear of communicating in another language.

According to our findings, students at the 300-level of our program meet our expectations in Interpretation (which coincides with Critical Thinking) but fall just short of the desired minimum in Comprehension and Analysis. We expected a minimum average of (2) in each category and students scored (1.89) in Comprehension, (1.89) in Analysis and (2) in Interpretation. Interpreting the data in a meaningful way is difficult given the small sample pool. In the ITAL 341 class there were (3) seniors, (4) juniors and (1) sophomore. Excluding one senior, each of the juniors and seniors had taken at least one 400-level course prior to ITAL 341. This evaluation was based on a reading comprehension exam on a topic, which was presented “cold” to students. There does seem to be a mismatch between how the students perceive their ability and how their professors assess it. For example, students gave themselves a (3) in Reading and (2.75) in Critical Thinking (Appendix 4). This mismatch in student and professor assessment of ability correlates with teaching evaluations of “harsh grading”.

At the 400-level 100% of students were expected to score a (3) across each of the categories. In ITAL 450 (6 students) the results show that they greatly exceeded this value, scoring (3.67) for

Comprehension, (3.5) for Analysis and (3.67) for Interpretation. In ITAL 451 (3 students) results were slightly lower, perhaps because all three students were juniors (returned student surveys did not specify who had taken ITAL 450). Students in ITAL 451 scored (3) for Comprehension, (2.67) for Analysis, and (3) for Interpretation.

Overall, and again bearing in mind issues with the statistical validity of such a small sample, the Italian faculty thought this result satisfactory for a 400-level course in the junior year and expect the same students would achieve and potentially exceed the attainment of the seniors assessed in ITAL 450. Critical thinking as demonstrated by interpretation and analysis is about what we expected in that students are able to consider primary and secondary texts before formulating an evaluation. As we evaluated student scores in attainment of PLO #1, we noted one anomaly: students often had higher analysis and interpretation scores than those in comprehension. In part this can be explained by the reality that expression of one's critical thinking competency in the second language is limited and often frustrated by the very fact of reading and writing in a second language. Student surveys and faculty assessment seem to be more in tune at the 400-level. Students gave themselves (3.33) in Reading and (3.67) in Critical Thinking. Overall faculty believes their expectations and student achievement are in alignment at the 400- level. As the effect of changes in the lower division courses begin to filter through we expect we could raise our bar to (3.5) rather than (3) in Comprehension, Analysis, and Interpretation.

CURRENT ALIGNMENT OF CURRICULUM ACROSS MALIBU AND FLORENCE

The Italian program as a whole is currently in a state of transition. Since Fall 2013 Dr. Stewart has put in place a curriculum that better enables student success by aligning the Malibu and Florence GE curriculum. The majority of our 300- and 400-level students have spent at least a semester in Florence: the experience there has a major impact on potential for growth in the Italian program. Some of the

students in ITAL 341 in Spring 2014 had studied in Florence during a period when students were allowed to skip ITAL 152 and proceed directly to ITAL 251: this came back and bit every single one of them. The gaps in reading comprehension and written expression in these students were often down to the simple fact that they had skipped a course that taught them how to use the past tenses and the subjunctive mood. Mastery of these concepts is fundamental for reaching advanced proficiency in comprehension and expression. Florence no longer allows any student to skip a course in the sequence and the faculty member who thought this appropriate pedagogically no longer teaches for Pepperdine.

Dr. Stewart, in collaboration with Professors Lissoni and Corbucci, rewrote the GE curriculum and introduced a new textbook, *Piazza*, by Melucci and Tognozzi (Cengage, 2014) with ITAL 151 in Fall 2014. *Piazza* is more current culturally and better suited to our communicative approach to language teaching and learning. Italian faculty anticipates that the combination of these changes will reap rewards, in due course, at the 300-level. They are also aware of the existing anomalies in the Italian degree program and plan to address these following feedback from this 5 year review so that students make a steady progression from ITAL 252 (the bridge course for all majors and minors), through at least one 300-level course, and ideally two, prior to enrollment in a 400-level course. Ideally students should take ITAL 341 prior to ITAL 380 to attain a higher and more functional linguistic proficiency.

DEVELOPMENT OF A SENIOR CAPSTONE COURSE/PROJECT

Thought is being given to development of a capstone class reserved for graduating seniors. Such a capstone class is not suited to all our majors but would benefit those planning graduate studies in Italian or Comparative Literature for example. A self-initiated capstone “experience” for graduating seniors might be a more suitable and practical model to develop. Dr. Stewart has experience of supervising these during her time at Penn State. To “earn their laurels”, in the spirit of Classical

writers, seniors had to plan and execute an activity that would showcase their Italian proficiency to a non-classroom audience. Examples of these include an original interpretative dance production of Beatrice's role in Dante's *Commedia* by a double major in Italian and Dance. It ran in the State Theater, State College, PA for a public audience. Another student, who then went on to graduate studies in Italian partnered with a Presbyterian church in Viterbo, Italy to help them translate articles by John Stott and other Protestant authors for the church's website.

Faculty and Staff

The Italian faculty is comprised of three professors teaching in Malibu and two in Florence. They are listed in [Appendix H](#). Two of these faculty, Dr. Fiona M. Stewart (Malibu) and Dr. Valentina Nocentini (Florence), hold a terminal degree; two of the other three professors are working on their Ph.D.s. Dr. Nocentini and Prof. Cammarata are both Italian and teach in Florence. In Malibu, Professor Lissoni is originally from Milan and so a native speaker of Italian; Professor Corbucci is of Italian American heritage and grew up speaking Italian; Dr. Stewart is Scottish and learned Italian as an undergraduate.

Publications ([Appendix I](#)) and presentations ([Appendix J](#)) by Italian faculty show their commitment to scholarship and best practices in pedagogy. Dr. Stewart has a 3-2 teaching load with expectations of scholarship and service. Her doctoral thesis, entitled "*L'impegno del dopo* as seen in the works and methodology of Nuto Revelli", focused on the autobiographical writing of Nuto Revelli and his collections of letters and oral testimonies from the rural communities of Piedmont. Dr. Stewart's current scholarship combines literary, historical and cinematic sources and resources to analyze *how* and *why* Italians of the twentieth and twenty-first century recount and interpret individual and national experiences. By virtue of being the program coordinator and the only tenure-track faculty member she carries a higher service load than other Assistant Professors in ISL. Prior to coming to

Pepperdine, Dr. Stewart taught at the University of Kentucky (5-3-1 teaching load with no expectation of service or scholarship) and Penn State University (3-4-Summer Study Abroad, online course development and additional committee work, but no expectation of scholarship). Since coming to Pepperdine Dr. Stewart has completed a book chapter (accepted and forthcoming with Farleigh Dickinson University Press) and submitted an article to the top UK journal in her field, *Modern Italy* (initial decision: revise and resubmit). She is working on two additional articles and benefiting from having an undergraduate research assistant.

Professor Lissoni has a 4-4 teaching load with no contractual expectation of scholarship. She is currently working towards a Ph.D. in Italian Studies at the University of Birmingham, UK, by distance learning. Her doctoral thesis is entitled “The Relationship Between Space and Objects in the Poetry of the Italian New Avant-Garde”. Professor Corbucci teaches one or two courses per semester. She is currently working towards a Ph.D. in Applied Linguistics at the University of Lancaster, UK, by distance learning.

All faculty members are regular participants at professional conferences in their respective fields. All faculty members hold membership in appropriate professional organizations, including the American Association for Italian Studies, the Modern Language Association, the American Association of Teachers of Italian, the Society for Italian Studies, and the Association for the Study of Modern Italy. Dr. Stewart serves on the editorial board of *New Readings*, a peer-reviewed e-journal publishing original research in the fields of European literature, cultural history, film and visual culture. She has also served on the Scholarship Award Committee of Gamma Kappa Alpha, the National Italian Honor Society. Prof. Lissoni worked as an independent consultant and developed lesson plans for UCLA Italian classes adopting *Avanti* (McGraw Hill, 2010). She also worked as an independent consultant to produce lesson plans and test banks for *Ponti* (Cengage, 2009). In 2010

Prof. Lissoni worked on a conservation project with the Lorenzo Da Ponte Library to transcribe the first Italian-English dictionary, *A Worde of Wordes* (London: Arnolfo Hatfield, 1598), written by John Florio. Since September 2010, Prof. Lissoni has served as an Italian Assessor for the California Single Subject Examinations Credential for Teachers. She has also served as an Italian Reader for the Advanced Placement Program (AP Italian) since June 2014.

Sustainability: Evidence of Program Viability

DEMAND FOR THE PROGRAM

As described above, the size of the Italian major has begun to increase since Fall 2013. GE enrollment is strong given that demand for Pepperdine's program in Florence remains steady. Enrollment in upper division classes varies and can, to some extent, be predicted depending on the number of students who continue on to ITAL 252 after completion of the GE requirement ([Appendix K](#)). Faculty are confident that progression through that bridge course and into the upper division courses and the major can continue to increase, particularly as collaboration between faculty in Florence and Malibu increases.

ALLOCATION OF RESOURCES.

Faculty. Seaver College aims to keep the student-faculty ratio at 12:1. Lower division Italian classes vary in size from 7 to more typically 18 or 19. Full-time non-tenure track faculty teaches four courses per semester. Non-tenure track faculty in other institutions typically teaches a 3-3 with enrollment between 14-24. Considering that Seaver prides itself on teaching and faculty investment in students thanks to small class sizes, our full-time non-tenure track faculty is currently overloaded and underpaid. Compensation lags behind peer and aspirational institutions for all faculty but is a particular issue for adjuncts given their considerable commute to Malibu to teach one or two courses.

Administrative and Support Staff. The Italian program is part of the International Studies and Languages Division. In addition to the Italian program, ISL includes the International Studies program, Hispanic Studies, Asian Studies, and the French and German programs. Division staff support consists of: an Office Manager (Shannon Latson), an Administrative Assistant (Larry Levy), a Technology Liaison (Lance Coert and Bronson Somerville, whose responsibilities are shared with the Communications Division), and 10-15 student employees. No concerns have been voiced to suggest that this staff is insufficient for the needs of the program.

Student Support and Co-curricular Experiences

ISL provides free tutoring in Italian each semester. Uptake varies but is appreciated by those students who make use of the service. Faculty hold office hours three days a week and are also available by appointment. Italian faculty invite students to lunch individually, making use of Seaver's "Dine with a Student" program, and also invite them back to their homes as a class group. This allows faculty to build relationships with students and invest in them beyond academics alone. Seaver College offers additional support to students through the Counseling Service and the Disability Services Office.

The Italian program has been able to take two groups of students to see performances by LA Opera in the last two years. This is thanks to LA Opera's education pricing, which offers tickets at huge reductions (\$9 instead of \$109), and funds gifted to Seaver's Italian program by Robert and Jo Barbera for the advancement of Italian studies at Pepperdine University.

Prof. Corbucci regularly takes her ITAL 252 students to the Getty Villa where they prepare and offer a guided tour around the villa and its gardens, in Italian, to students of ITAL 251.

The CIAO Club (Cultural Italian American Organization) is run by students of Italian and offers one or two meetings per semester. These occasions take a variety of forms ranging from film showings to Italian games nights and cooking classes from Italian chefs. Dr. Stewart is currently exploring a collaboration with the Patrons of Italian Culture in the hope that students in the Italian program might be able to further benefit from the cultural and academic events hosted in the LA area.

Facilities. The ISL Division is housed in the Seaver Academic Complex (SAC). While this building has arguably the most magnificent view on campus, the grand name belies the architectural reality. The SAC is a glorified trailer housing classrooms and office space. The division has priority use of all classrooms, ranging in seating from 10 to 34. Classroom space is generally sufficient in terms of number of seats, although faculty may not be able to teach at their preferred hours. Similarly, provision of technology podiums is good although the layout of certain rooms prevent students from seeing the screens (some classrooms only have large televisions rather than full-size projection screens). Tenured and tenure-track faculty in the division each have their own office. Full-time faculty typically, but not always, has an office for his/her own use: the actual office will vary from semester to semester. Adjunct faculty usually shares office space with one or two colleagues. The physical construction of the building presents numerous issues. For example, sound-proofing throughout the building is virtually non-existent. Given that all of Seaver's language programs are housed in the SAC this presents real issues on a daily basis. Language classes use audio and media resources on a

daily basis which can be heard in adjacent classrooms. Faculty offices similarly lack sound-proofing making it impossible to have a conversation with colleagues or students that is not overheard by one's neighbors. Numerous classrooms and offices are internal and do not have natural light which does not make for the best of working and learning environments.

Restrooms are constantly under repair. Given the size of Pepperdine's International Programs and their prerequisite that all students complete the first semester of language study prior to departure, hundreds of students have class in the SAC on a daily basis. Concerns have been voiced repeatedly at various administrative levels that this physical space is insufficient for the needs of the ISL division.

Financial Resources. The salary structure for faculty in the Italian program follows the general guidelines that are fully described in the Seaver College Faculty Handbook. In short, Seaver uses a fixed salary structure; although stipends may be awarded for specific duties, the base salary of all faculty at the same rank (e.g., Assistant Professor II or Associate Professor III) is standardized. Visiting faculty and adjuncts are paid on a different scale. The Seaver Faculty Association recognizes that these faculty, who in the case of ISL are the backbone of our language instruction, deserve a better rate of pay, benefits, and prospects for promotion and career advancement. While Dr. Stewart is the only recognized tenure-track professor in the Italian program, both Professor Lissoni and Professor Corbucci give far more to the program than they are contracted or reimbursed for. They are invaluable.

The ISL Division provides each tenure-track professor with \$1200 annually for professional travel. This covers a good portion of travel, registration and accommodation expenses for attending one conference.

Internal support for research is available through several programs. First, the Academic Year Undergraduate Research Initiative provides \$500 of funding for the expenses of a student's independent research project. Second, the Summer Undergraduate Research Program provides a \$1,000 stipend for faculty members supervising a student's summer independent research project, and provides the student with a scholarship to cover the cost of 4 units of credit. Third, the Dean's Research Grant provides awards up to \$1,500 for faculty research projects. Fourth, the Seaver Research Council awards grants ranging from \$1,000 to \$4,500 for research purposes, especially those for which the awarded funds could be used as a foundation for applications for external grants. Each of these four funding opportunities must be applied for and therefore is not guaranteed.

Time for Research and Program Development

Since arriving at Pepperdine in August 2013, Dr. Stewart has invested significant time and effort in streamlining and improving the Italian curriculum across the Malibu and Florence campuses and building a "team" of Italian faculty who work together for the good of our students and the Italian program as a whole. Hopefully positive results from this will be seen as we go into the new academic year. It is also hoped that having invested much time and effort over the past two years, coming years will run more smoothly and require less time investment from the coordinator.

Time for research is one of Dr. Stewart's biggest challenges. As the sole tenure-track faculty member, and the coordinator of the Italian program, by necessity she carries a higher service load than fellow tenure-track colleagues in ISL. Some 10+ hours per weeks are currently consumed by her commute to campus from Marina Del Rey (40-75+ minutes each way, depending on traffic). She has been on a waiting list for campus housing since she

accepted the job and continues to push for priority allocation given her responsibilities and the fact that not a single Italian faculty member currently lives on campus. Many programs have numerous faculty housed on campus. Living on campus frees up a significant number of hours per week for research and also offers tremendous opportunities in terms of program building through interaction with students beyond the classroom.

Part III. Summary and Reflections

The coordinator of the Italian program is already aware of areas in which the quality and integrity of the Italian degree program can and, indeed, should be improved. Similarly, she is also aware of logistical challenges to growing the number of graduates in Italian. It is hoped that this Five Year Review will offer external input conducive to growing and improving Pepperdine's Bachelor of Arts in Italian. To this end, the present review had several specific purposes, as described [above](#). An initial summary and tentative action plan is offered below, in the hope and knowledge that a potential course of action can be further improved through the input of our external reviewer, Dr. O'Healy

Comparison of Curriculum with Peer and Aspirational Institutions. The curriculum offered in Seaver's Italian program is broadly comparable to those offered by our Peer and Aspirational schools. It can be improved in breadth and depth through the addition of several courses and the rewording of several elements in the Academic Catalogue.

Proposed specific action points:

1. Rename the degree a BA in "Italian Studies" rather than "Italian" so that courses taught in English by other divisions might, where necessary, also be counted, given faculty resources currently available to the Italian program.
2. Reword ITAL 380's course description so that it includes art and music as well as philosophy, religion, and politics.
3. Add two specific course numbers for internships in Italy and the USA respectively:
 - a. ITAL 395: Internship in Italy
 - b. ITAL 295: Internship with Italian organization in USA
4. Add the following new courses:
 - a. ITAL 3xx: An Introduction to the Three Crowns: Dante, Petrarch, and Boccaccio

- b. ITAL 3xx: Contemporary Italian Society and Politics
 - c. ITAL 3xx: Italian for Art Historians
 - d. ITAL 4xx: Testifying to Italian Experience in World War II (Consider teaching in English on occasion and cross-listing with History)
 - e. ITAL 4xx: Soli Deo Gloria? Christ and Culture from Classical Rome to Contemporary Italy (Consider teaching in English on occasion and cross-listing with Religion)
5. Continue to work with International Programs and/or develop further opportunities for students to go/return to Italy for an immersive experience during the summer of their junior or senior year.

Comparison of Path to Graduation with Peer and Aspirational Institutions. Students at Sever College are at a disadvantage to those in Peer and Aspirational Institutions in that they currently do not begin study of a language in the fall semester of their freshman year. This is detrimental on at least two fronts: firstly, the option of a major in Italian becomes harder to achieve; secondly, proficiency in the language is less advanced when they go abroad in their sophomore year. Further, unless the Italian program is able to run courses with lower enrolments completion of the degree in Italian remains a challenge. Progression through the degree needs to be carefully scaffolded.

Proposed specific action points:

1. Work with admissions and those who schedule freshmen's Fall semesters to encourage enrollment in Italian (and indeed any language) from the first semester at Pepperdine.
2. Work with International Programs to address the arguably back-to-front approach to advertising and recruitment into its programs: students will get far more out of a program, academically and socially, if they apply with knowledge of the language and culture and a desire to live and study in that particular country.

3. Work with the Dean's office to secure a commitment to running ITAL 252 and beyond with a lower threshold for enrollments so that the overall rate of completed degrees in Italian increases.
4. Rewrite the current course descriptions in the Academic Calendar so that the prerequisite for all 300-level courses is clearly stated as completion of ITAL 252 with a grade of C- or better, or permission of the instructor.
5. Rewrite the current course descriptions in the Academic Calendar so that the prerequisite for all 400-level courses is clearly stated as completion of at least one 300-level course with a grade of C- or better, or permission of the instructor.

Achievement of Program Learning Outcomes. Program Learning Outcomes should be revisited and potentially refined assuming the action points above can be implemented. Achievement of existing PLOs can be improved and indeed is expected to improve as changes in the GE curriculum begin to take effect.

Proposed specific action points:

1. Refine Italian PLOs in collaboration with Italian and ISL faculty: ideally there should be a comparability of achievement across the language programs offered by ISL. This should not, however, be at the expense of the uniqueness of a given language and its culture.
2. Continue to monitor achievement of Italian PLOs through annual assessment of student achievement in courses offered in Malibu and Florence.

Demand for the Program. Demand for the program appears steady and growing.

Implementation of the action points above should yield further recruits to the BA in Italian.

Sustainability of the Italian Program. The Italian major has grown over the last year. The support staff, and research funding is generally sufficient to serve the needs of the program. Seaver's administration is already well aware of issues with the physical space in which the Italian program is housed. Balancing of faculty teaching loads, courses needing taught for timely completion of the BA in Italian, and teaching/research/service expectations of faculty could perhaps be improved through some creative thinking.

Proposed specific action points:

1. Discuss with the ISL chair and the Seaver Dean's Office whether service and extra-curricular contributions to the Italian program of non-tenure track and adjunct faculty can be recognized and compensated.
2. Implementation of #1 would potentially free-up research time for Dr. Stewart and make better use of the faculty skills and resources available given the Italian program currently only has one tenure-track position.

Part IV: External Review³

³ Note: some formatting changes occurred in the process of pasting a PDF document into a Word document, but conscientious effort was taken to preserve the integrity of all content.

External Reviewer's Report

Italian Major

Division of International Studies and Languages

Program Review

Pepperdine University

External Reviewer:

Áine O'Healy

Professor of Italian

Dept. of Modern Languages & Literatures

Director

Humanities Program

Loyola Marymount University

Submitted April 30, 2015

This external report has been requested as part of the Italian Program Review process. It is based on the self-study document Italian Program Five Year Review 2014-2015, which I received in advance of my visit to Pepperdine on April 9, 2015. It is further informed by conversations I conducted with students, Italian faculty, Division Chair Paul Begin, and Dean Constance Fulmer during the site visit. The report provides a detailed follow-up to the External Reviewer Summary Sheet, which I completed and e-mailed to Professor Paul Begin, Division Chair, that same evening.

Program Summary

The Italian program is part of the International Studies and Languages Division at Seaver College. Italian language courses have been offered at Pepperdine for twenty-nine years, and a major in Italian was established in 2009. A minor is also offered. The requirements in both programs encompass a sequence of lower-division courses in Italian language, followed by a required transitional or “bridge” course, and by a selection of upper division offerings at the 300 and 400 level on a variety of topics encompassing aspects of Italian culture, literature, and film. Both major and minor programs require two semesters of study at the Pepperdine campus in Florence, or an equivalent immersion experience in Italy.

Though still small and relatively new, the Italian major shows clear signs of growth: in the past year, the number of declared majors has grown from one to seven. Most of those who major in Italian are double-majors.

There is currently one tenure-track faculty member in Italian, Dr. Fiona Stewart, who was appointed as Assistant Professor in August 2013, following a period in which the Italian curriculum was taught by

contingent faculty only. Dr. Stewart currently coordinates all the Italian course offerings on the Malibu campus as well as those taught as part of the Pepperdine program in Florence.

In addition to Dr. Stewart, one full-time contingent faculty member currently teaches Italian at Seaver. A part-time instructor is hired to cover the program's remaining instructional needs at the home campus. All current instructors are well qualified to teach at the level at which they are appointed, and the two contingent faculty I interviewed expressed remarkable dedication to their students, a conscientious commitment to the program's learning outcomes, a strong interest in academic research, and a willingness to be of service above and beyond the usual classroom contact.

Like the other language programs offered at Pepperdine, Italian is housed in the same building as International Studies, a factor that makes it relatively convenient for students to take a double major, or a major and a minor in related fields.

Program Learning Outcomes

The Report identifies the program learning outcomes as follows:

- (1) Read, comprehend and evaluate content with a difficulty level from simple conversational text to technical, theoretical and literary passages.
- (2) Compose written documents that express, explain and analyze Italian culture and literature.
- (3) Understand aurally and respond orally to basic conversation, as well as more complex situations.
- (4) Describe and critique in written and verbal form Italian cultural manifestations - historical and current - related to belief systems, politics and social justice issues.

The Report shows that these PLOs are related to each of the courses taught in the Italian program and it provides a detailed Program Alignment Map identifying the specific course in which each PLO is introduced, developed, and mastered.

The program learning outcomes for the Italian major reflect the most important skills, knowledge and values of the discipline. The Report demonstrates convincingly how these outcomes match disciplinary and professional standards. Furthermore, examining the assessment report provided in the document, it appears that student achievement of the program learning outcomes is adequate for a BA in Italian. The assessment plan itself is appropriate to professional standards. However, it is being subjected to a process of fine tuning, as Dr. Stewart's justification for the recent revision of the wording in PLO 4 suggests. As these tools are further refined, the information yielded on student learning will become increasingly reliable.

Program Structure and Curriculum

The Italian program currently offers eighteen 4-unit courses at the Lower and Upper Division levels.

To complete the major in Italian students must

(1) complete 8 courses minimum (32 units) beyond the General Education requirements.

This is achieved by taking ITAL252 (a pre-requisite for all upper-division coursework in Italian) plus 7 Upper Division courses. Five of these courses are specifically prescribed and the others are selected from the remaining upper-division offerings.

(2) participate in Study Abroad in Italy, either by completing two semesters at the Pepperdine campus in Florence or completing an experience of comparable cultural immersion in Italy.

To complete a minor in Italian, students must

(1) complete five courses, including ITAL252 (pre-requisite for all upper-division course-work in Italian), plus four-upper division courses of their choice.

(2) participate in Study Abroad in Italy, either by completing two semesters at the Pepperdine campus in Florence or completing an experience of comparable cultural immersion in Italy.

Although all courses at the 300 level are taught in Italian, courses at the 400 level are sometimes taught in English. Those taught in English tend to be more challenging conceptually, allowing students to probe aspects of Italian culture at a depth that would scarcely be possible in Italian, a language they are still working to perfect.

The requirement that majors and minors study in Italy for two semesters is an excellent practice. This aspect the program puts the Pepperdine Italian major ahead of the programs offered a several of its peer and aspirational institutions. Pepperdine students go abroad in their sophomore year, fulfilling the requirement at the Pepperdine campus in Florence. Some students opt for alternative types of immersion experience, such as undertaking internships in Italy. From the small number of students I spoke to, I understood that the decision to select an alternative form of learning experience in Italy is sometimes motivated by financial pressures. Since internships and similar arrangements conducted in the target language offer a very valuable contribution to foreign language acquisition, the university should ensure that all students have sufficient financial support to embark on the type of study abroad experience that offers them the best opportunity to achieve the program's learning outcomes. Ideally, they should be able to benefit both from a formal course of study and an internship experience while living in Italy.

Requirements and Content

The number and level of requirements for the major are similar to those at peer institutions. The curricular content is also adequate to the level and purpose of the program and compares favorably to peer and aspirational programs. However, comparing the content of the Pepperdine curriculum with courses offered by Italian programs elsewhere, the self-study identifies some aspects that should be improved or changed. Noting that the existing course offerings reflect the specific research and teaching interests of the previous program coordinator, who has now left the university, the document proposes a rebalancing and rethinking of curricular content in line with Pepperdine's goal of academic excellence.

The self-study notes, for example, that while the program currently offers a survey of Italian Civilization, the description of this course focuses on "historical, intellectual, religious, and political movements" rather than on Italian achievements in art, architecture, and music. While it would not be difficult to introduce an emphasis on these elements in the existing civilization course, the course description should be revised to reflect the altered content.

The self-study proposes that some of the other content gaps can be corrected by allowing students to fulfill part of their requirements through coursework offered by other divisions, such as Art History, History, or English. This shift in curricular policy would have to be considered in light of the simultaneous need to keep enrollments in Italian courses at adequate levels. Nonetheless, a carefully planned implementation of the cross-disciplinary fulfillment of some of the course requirements seems like a feasible plan of action. This solution is being increasingly adopted by Italian programs nationwide, some of which have signaled the shift to a cross-disciplinary approach by altering their program title to Italian Studies.

As the coordinator notes, although the Italian curriculum currently offers two literature courses, it does not offer an in-depth exploration of Dante and other Tuscan writers whose work has been, historically, at the basis of Italian literary studies. The apparent gap could be remedied by making these writers a more prominent part of ITAL 450 (Masterpieces of Italian Literature) and changing the course description to highlight the shift in content. A preferable solution would be to add to the curriculum a new course focusing on the most prominent writers of the late Medieval period (Dante, Petrarch and Boccaccio, i.e., the so-called Three Crowns) and perhaps the Renaissance as well (Machiavelli and Ariosto).

The self-study identifies another problem in the absence of a course, or courses, on modern Italian society and politics.

With the aim of revising the Italian curriculum so that it is stronger and more current with respect to curricular content at peer and inspirational institutions, but also with respect to Pepperdine's Institutional Learning Outcomes, the coordinator proposes to add a new course on the work of Primo Levi, Italian Holocaust witness and author of several books on that topic. This course, the content of which has already been offered at Pepperdine as a Special Topic, would not only fill a content gap relating to the Italian experience in the twentieth century, but would also "encourage students to think critically about what it means to live in a fallen world, recognizing that even in the darkest of times, human experience and creativity continue to testify to how we are made in God's image and benefactors of his common grace." Adding such a course will clearly make a strong contribution to both the program's learning outcomes and the institutional outcomes.

In addition, the self-study proposes adding a new course that explicitly engages with how Italians have interpreted and interacted with both the teachings of Jesus Christ and the traditions of the Catholic

Church from Classical Rome to the present. This course offering would enhance the program's alignment with and support of the University's Christian mission and Institutional Learning Outcomes.

The document also explores the possibility of making available an Italian capstone course at the conclusion of the students' course of study. This component has been adopted by many language programs (including the three language majors in my own department at LMU) to increase academic excellence. Where there are sufficient faculty members to service the Capstone in rotation it can be a satisfying experience for all, as it provides a meaningful conclusion to the students' course of study.

All of the content improvements proposed in the self-study seem appropriate and worthy of implementation. The work of designing and implementing new courses and a capstone component, however, should not be undertaken in a hurry, as this project is a complex one and if imposed too rapidly it would overburden the sole tenure-line faculty member in Italian.

Curricular Map and Regularity of Course offerings

Given the small number of upper division courses offered each semester (as there is only one tenure-line faculty available to teach them), the current curricular map makes it difficult for students to complete the major in Italian and graduate on schedule. If students are encouraged to begin studying Italian in the fall of their freshman year, however, they will find it easier to complete the Italian degree requirements.

One of the appendices to the self-study reveals the challenges implicit in the current path to graduation, and proposes alternatives that might also result in increased numbers of Italian majors. Starting the language study earlier would not only facilitate the student's timely completion of the major but would attract a bigger potential pool of majors earlier, and enable freshmen to develop better language skills prior to participation in the Florence program.

The program coordinator is fully aware of how these curricular elements (content, design, and regularity of course offerings) can be strengthened and has addressed them in the report, proposing appropriate changes in each case.

Student Experiences and Learning Environment

During my visit to Pepperdine I met with the students attending Dr. Stewart's upper division class (after Dr. Stewart had left the room) and also with one graduating senior who is currently pursuing an independent study with Dr. Stewart. In addition, I read the student reflections on their study abroad experience, which were provided in an appendix to the self-study. I base my observations on student reporting as well on information provided in the self-study.

I found that in general, students are satisfied with the overall quality of their learning experience. The group of students with whom I met, encompassing both majors and minors, expressed praise for their Italian coursework. They nevertheless voiced some criticisms of the way Italian was taught during their time in Florence, and noted the shortcomings of local instructors in that setting (these instructors been since been replaced). Yet all students recognized that the time spent in Italy offered a major contribution to their linguistic skills.

Upon returning to the Malibu campus, students said they wished they had more frequent opportunities to maintain the level of spoken Italian they had achieved while living in Italy. Some found the Italian spoken in the Malibu classrooms "slow" in comparison to the rapid-fire rhythms of the language

spoken in Italy, but recognized that the needs of students with different levels of comprehension ability had to be met in the US classroom setting.

Students especially value courses that allow them to put their Italian skills into practice and enable them to continue developing cultural and linguistic competence.

They praised the value of extra-curricular events such as dinners at professors' homes, group outings to the LA Opera, and the group visit to the Getty Villa, during which they had the opportunity to converse in Italian. Some particularly appreciated the opportunity to sing Italian hymns in Chapel and to participate faculty-led Scripture readings in Italian.

The most impressive interview I had was with the graduating senior who is in the process of completing a year-long research project on a specific aspect of the work of 20th writer, Italo Calvino. The student offered a compelling account of the research she had accomplished to date under the supervision of her faculty advisor. Although my interview with her was relatively brief, I had the impression of an articulate and highly motivated young scholar who had achieved an impressive level of intellectual maturity, thanks not only to her own diligence but also to the support and guidance available to her at Pepperdine.

Internships have become increasingly important for students in the Italian program, both in Los Angeles and in Florence. In the past year faculty have collaborated with International Programs to establish internships in Italy that match up with future career plans of students. I spoke to student Darin Daffin during my visit to Pepperdine, having read in the self-study an account of his summer in Milan in 2014. Mr. Daffin spoke enthusiastically of his experience while interning with orthopedic surgeons in an Italian hospital, and expressed gratitude to the relevant parties at Pepperdine for arranging it.

It is widely understood that internships in the target language can help maximize students' learning success while living abroad. The Report suggests that Dr. Stewart will continue to arrange internships with the help of the faculty and administrative staff at the Florence campus, so that students studying in Italy can also work as interns or in equivalent positions. I would encourage the program to consider making these immersive opportunities a required component of the study abroad experience.

The current living arrangements in Florence have some drawbacks from the perspective of language acquisition. Although there are logistical advantages in having all students stay together in the same residence, I believe that those studying toward an Italian major or minor would derive greater benefit from a study abroad experience that does not involve interacting mostly if not exclusively with other Americans. Many US universities with programs in Italy require their students to take classes at Italian-run universities (such as the Università per Stranieri at Perugia, or the Università per Stranieri at Siena) while residing with local Italian families or in university dorms where everyday communication occurs in Italian. This type of immersion is highly recommended for the rapid acquisition of language skills and cultural competence. Pepperdine could perhaps reconsider the residential options available to Italian majors to enable them to derive maximum benefit from their time in Italy.

The self-study briefly notes that the study abroad experience might be more profitably undertaken in the student's junior rather than sophomore year. In fact, most institutions do not encourage study abroad until the junior year. I have some hesitation in recommending that the Italian program adopt this practice, despite its academic advantages, when I consider the fact that some Pepperdine students seem to decide to major or minor in Italian as the direct result of their exposure to Italian culture during their sophomore year in Florence. If such a decision were taken in a student's junior year, it would be more difficult to complete the required coursework on schedule for graduation.

Internal support for undergraduate research is available for interested students. The Academic Year Undergraduate Research Initiative provides \$500 of funding for the expenses of a student's independent research project. Furthermore, the Summer Undergraduate Research Program provides students who wish to pursue an independent research project with a scholarship to cover the cost of the 4-units of credit, while providing a \$1,000 stipend for the faculty supervisor.

Conclusion: Students appear to be adequately supported in their studies through advising, field work (or internships), and mentorship. Those interested in undertaking independent undergraduate research also receive excellent support and supervision from faculty. As noted in the report, however, class size levels, particularly in the lower division Italian courses, seem to be above the preferred norm for Pepperdine. It is important for optimum learning of language skills that a cap on class numbers be carefully observed.

Faculty Quality

Faculty competencies and credentials are entirely appropriate for the discipline and degree. The three faculty members I met with are well qualified, up-to-date in their teaching methods, and fully dedicated to enabling their students achieve the learning outcomes. All three have active research agendas, but the demands of teaching clearly come first. Dr. Stewart's research focus is in twentieth century Italian culture, but her interests and competencies are wide-ranging, enabling her to teach a range of courses at the upper division level.

Financial Support for Research

Some financial resources are available for faculty professional development. The division provides funds for Dr. Stewart to travel to conferences on an annual basis. A smaller amount has been made available to at least one of the contingent faculty members to attend a conference. The funds provided

for travel, however, seem rather limited. Grants for research are also on offer, but they are competitive, so that no faculty member is guaranteed support in this area. Again, the amounts granted seem low for an institution of Pepperdine's academic stature.

I have no doubts regarding Dr. Stewart's competence and professional excellence. I am concerned, however, about the level of support available for her professional development, since she is particularly lacking in one crucial component: time.

It is unusual to see a language major serviced by only one tenure-line faculty member. (Personally, I know of no other case in Italian.) This responsibility places an extraordinarily large burden of service on one person, in this case, on Dr. Stewart. Providing the level of service required to run a program on her own and, simultaneously, teaching several courses a year must inevitably impinge on the pace of her scholarly output. Yet Dr. Stewart has managed to make progress on her research since arriving at Pepperdine, giving conference papers every year, and continuing to write articles and book chapters in the time she finds available.

Program Administration, Facilities, and Support

The building in which the Division is housed is not especially conducive to language instruction. The classrooms present specific challenges to students and faculty as the building becomes noisy when used to capacity. Furthermore, not all classrooms are equipped for best pedagogical use of audiovisual equipment, since, according to faculty, some of these rooms have encumbered sight-lines and excessively small monitors (in other words, television screens rather than large-format pull-down screens). All of the faculty with whom I spoke seemed dissatisfied with the building and the classrooms, which do not meet adequate standards. It therefore seems important that a more satisfactory accommodation be provided by the university at the earliest opportunity.

Optimally, the new space should be located in a more central part of campus, not only for the convenience of students but also to provide the programs housed in the Division with greater visibility and accessibility.

Pepperdine has no language lab. Although the language lab was traditionally central to the acquisition of aural and oral language skills in foreign language courses, thanks to recent advances in digital learning tools, language textbooks are now routinely linked to interactive resources available on line, which enable students to hone their skills independently. Increasingly, institutions that once provided language labs are closing them down. Hence the absence of a language lab at Pepperdine is not an unusual circumstance, nor is it currently a matter of great concern from a pedagogical perspective.

There is no information on library resources in the self-study. However, in conversation with Dr. Stewart, I heard only the highest praise for the promptness and efficiency of the library staff in their efforts to fulfill all of her requests for new materials.

Optimally, there should be a high level of integration and support for the Italian Program from the Office of International Programs, as the study abroad component is such a crucial aspect of the major and minor. Although in the past there have been problems with curricular consistency and communication between faculty at Pepperdine and those teaching on the Florence campus, Dr. Stewart reports that the situation has greatly improved in recent months, thanks to improved communication with the IP office and with the faculty and/or administrators in Florence. The IP Office could work pro-actively with the Italian program on the issue of recruitment for Italian courses, as many students' decision to commit to taking their first Italian class seems tied to their acceptance by the international program.

Clearly, the delay in students' enrollment in their initial Italian course (which generally occurs in the second, rather than first semester at Pepperdine) presents some issues of curricular mapping/timing for those students who subsequently decide to major in Italian. As the self-study suggests, a more satisfactory result, leading to better enrollment and retention rates in the major, might be achieved if students were encouraged to begin their language study in their first semester. This needs to be addressed collaboratively at the broader institutional level, as neither the Italian program coordinator nor the Chair of the Division can resolve the matter unilaterally.

Proposed Changes

The changes proposed in the self-study are responsive to the program's most important needs. These changes are also in sync with assessment results and institutional data.

Overall Program Summary

Taking into consideration the level of institutional support that is currently available, the Italian program is excellent. If resources were increased the program could be outstanding.

Major strengths:

1. The program is run by a highly effective and thoroughly dedicated tenure-line faculty member, who is assisted by similarly dedicated contingent faculty. The commitment of faculty to their students both inside and outside the classroom is the program's most striking advantage.
2. The requirement of two semesters of study in Italy is a major strength of the program.
3. Program outcomes are clearly articulated and assessment practices are applied with rigor.

4. The curriculum of the Italian major is sound, and is in the process of being refined. The proposed curricular changes will further enhance the program's achievement of academic excellence.

Weaknesses:

1. Further institutional support is acutely needed to enable the program to achieve its outcomes. Dr. Stewart has done an excellent job bringing the Italian major to the level it has achieved, but her service load is excessive. I am concerned about the possibility of burnout, as well as the difficulty of her finding the time to produce sufficient scholarly output before her tenure application. As I stated previously, I know of no other Italian major supported by only one tenure-line faculty member.

The current success of the program can also be attributed to the good will, dedication and effort of contingent faculty, who receive very modest compensation for their work (statistics on salaries—with comparative figures from peer and aspirational programs-- were shared with me during my site visit). The adequate compensation and fair treatment of faculty members are issues of social justice not fully taken into account at the institutional level. This, of course, is not a problem exclusive to the Italian program (or to Pepperdine). But in light of the exceptional dedication of the Italian faculty at Seaver, it strikes me with particular force.

2. Although the study-abroad requirement is an excellent one, aspects of the Florence program need serious improvement, including the fact that Italian majors effectively live in an “American bubble” while residing at the Pepperdine villa.

3. The students' late start (second semester of freshman year) in Italian language study is a logistical problem that may hinder students' timely completion of the major requirements in the long run.

Recommendations

All of the action points proposed in the self-study, which I summarize below, should be implemented.

With regard to curricular improvements, these are as follows.

1. Rename the BA in Italian as “Italian Studies,” so that relevant courses taught in English outside the department can be counted toward the major.
2. Reword the description of ITAL 380 to include art and music.
3. Add two specific course numbers for the internships completed in Italy and the USA, respectively.
4. To improve curricular offerings vis-à-vis Program Learning Outcomes and Institutional Outcomes, add the five new upper-division courses recommended by Dr. Stewart.
5. Work with IP Office to develop further immersive opportunities for students in Italy after the completion of the two semesters in Florence.

Path to Graduation

1. Work with Admissions to encourage enrollment in Italian in the students’ first semester at Pepperdine.
2. To Work with IP to address their current, back-to-front approach to advertising and recruitment into its programs.
3. Work with the Dean to secure commitment to running ITAL 252 and beyond at lower threshold for enrollments so that the overall rate of completed degrees in Italian goes up.

4. and 5. Rewrite the course descriptions of 300 and 400 level courses, so that the prerequisites are stated with clarity.

Achievement of PLOs

1. Refine PLOs in collaboration with Italian and ISL faculty, bearing in mind that the desire for similarity in achievement across all language programs should allow room for the emphases and perspectives that traditionally characterize the study of Italy's distinctive language and culture.
2. Monitor achievement of PLOs through yearly assessment, both in Malibu and Florence.

Sustainability:

1. Explore the possibility of whether service and extra-curricular contributions by non-tenure track faculty can be compensated. Provision of service by contingent faculty would free up some time for Dr. Stewart, which she could spend on her research.

Final recommendations

1. I recommend that Pepperdine create a chapter of the National Italian Honors Society (Gamma Kappa Alpha), a society that awards lifetime membership to graduating students who have distinguished themselves in the study of Italian.
2. I recommend that Pepperdine consider the possibility of homestays for declared Italian majors studying in Florence.
3. To resolve the issue of Dr. Stewart's excessive burden of service, I recommend that Pepperdine consider the following options that will allow her more time to conduct her research and prepare for

her tenure application. These solutions would simultaneously contribute to a strengthening of the Italian program.

a) Hire a second tenure-line faculty member in Italian, or

b) allow some service responsibilities to be assumed by contingent faculty, as suggested in the self-study, or

c) award a pre-tenure sabbatical of one semester to help Dr. Stewart concentrate on her research portfolio before the application is submitted (this opportunity is provided to pre-tenure faculty in comparable institutions, such as my own university, LMU).

I also respectfully suggest that Dr. Stewart be placed on a priority list for on-campus faculty housing, since her commute from her current residence in Marina Del Rey to Malibu involves spending several hours a week in her car, precious time that could otherwise be devoted to professional work. I understand that she is currently in line for such an opportunity, but timing is crucial, given the urgency of the tenure clock.

IV. Preliminary Quality Improvement Plan

The action plan laid out below responds to, and develops, the action points recommended by External Reviewer, Prof. Áine O’Healy.

OVERALL PROGRAM SUMMARY

1. Prof. O’Healy expresses significant concerns about Dr. Stewart’s “excessive” service; “the possibility of burnout”; and “the difficulty of [Dr. Stewart] finding time to produce sufficient scholarly output before her tenure application”.

Dr. Stewart’s colleagues on the RTP Committee had already expressed similar concerns in December 2014. They were unable to recommend her for promotion to Associate Professor as she had not met the requirement for scholarly activity. They expressed concern that Dr. Stewart’s unusually heavy administrative load was adversely affecting her ability to successfully pursue her research agenda and thus make tenure. At Pepperdine all pre-tenure professors have a course release but Dr. Stewart is in the unusual (unique?) position of being the sole tenure-track professor and coordinator of her program. In recognition of this, the RTP Committee suggested discussing with her chairperson the possibility of a one-time course release to enable Dr. Stewart to focus on her research agenda. On top of the heavier than usual pre-tenure day-to-day administrative load, Dr. Stewart also had responsibility for conducting her program’s 5-Year Review in 2014-2015, for which tenured faculty can obtain a course release in recognition of the time commitment involved. Petitions for the course release recommended by RTP and a course release to recompense time committed to the Italian program 5-Year Review have - to date - been denied.

In light of the External Review of Pepperdine’s Italian Program, and the Association of Departments of Foreign Languages recommendation regarding junior faculty development,⁴ Dr. Stewart will discuss this issue further with ISL Chair, Paul Begin, and Dean Feltner to see whether time already spent on service might be compensated in coming semesters, ideally, as suggested by Prof. O’Healy, in a pre-tenure sabbatical of one semester.

Prof. O’Healy further flags that allocating on-campus housing to Dr. Stewart as a matter of priority would help free up much needed time for research pre-tenure. In past months Dr. Stewart, Dr. Begin, and other Seaver colleagues have all lobbied Provost Marrs on this point.

IMPROVEMENTS TO IMPLEMENT IN 2015-2016

The following points primarily involve edits to the Academic Catalogue and should be implemented in 2015-2016, in the following order of priority:

1. Work with the Dean’s Office to secure commitment to running ITAL 252 and beyond at lower threshold for enrollments so that the overall rate of completed degrees in Italian goes up.
2. Work with the ISL Chair and the Dean’s Office to cap GE Italian courses at 15-18 (both in Malibu and Florence), in line with ADFL recommendations.

⁴ “Junior Faculty Development: Faculty members on probationary appointments should be given the maximum opportunity for professional accomplishment sufficient to achieve tenured status. These faculty members should have fair and reasonable teaching loads, appropriate release time and internal grants for research, and modest service assignments, even while being full members of the department and college governance system. Foreign language department chairs, tenured faculty members, and college administrators should encourage their junior colleagues to participate in professional organizations and conferences, to engage in scholarly research and publication, and to travel for professional development, both domestically and abroad, and support them in doing so” (<http://www.adfl.org/resources/index.htm>).

3. Rename the BA in Italian as “Italian Studies”, so that relevant courses taught in English outside the department can be counted toward the major.

4. Edit the following courses in the Academic Catalogue for clarity of course content and consistency in prerequisites:
 - a. *ITAL 380 Italian Civilization*
 - i. Reword to include music and art

 - b. *ITAL 451 Contemporary Italian Literature*
 - i. Reword prerequisite: any 300 level Italian course or consent of instructor.
 - ii. Currently fulfills PS, RM and WI requirements of GE program. This seems excessive and unrealistic. Rebalance, in collaboration with GELI team and Associate Dean Fulmer; potentially have PS, RM and WI attached instead to the proposed Senior Seminar.

 - c. *ITAL 461 Italian Literature through Film: From the Novel to the Screen*
 - i. Reword prerequisite: any 300 level Italian course or consent of instructor.

 - d. *ITAL 462 Italian Cinema from Neo-Realism to the Present*
 - i. Reword prerequisite: any 300 level Italian course or consent of instructor.

 - e. *ITAL 492 Selected Topics (1-4)*
 - i. Reword prerequisite: any 300 level Italian course or consent of instructor.

 - f. *ITAL 151-251 inclusive*: include fuller info on prerequisites/timing (as per page 93 of 2014-2015 Academic Catalogue)

5. To improve curricular offerings vis-à-vis Program Learning Outcomes reword the course descriptions of *ITAL 341 Advanced Italian Grammar, Conversation, and Composition*, and *ITAL 342 Italian in Communication: The Language of Media*, so that the former focuses on grammar and composition, and the latter on pronunciation and conversation.

6. Add two specific course numbers/descriptions for the internships completed in the USA and Italy, respectively.
 - a. *ITAL 495: Internship (USA) (1-4)*
 - b. *ITAL 498: Internship (Italy) (1-4)*

7. To improve curricular offerings vis-à-vis Program Learning Outcomes and Institutional Outcomes, add the following new upper-division courses.
 - a. *ITAL 3XX: Contemporary Italian Society and Politics*
 - b. *ITAL 4xx: Topics in Italian Literature*
 - i. In course description, include option of offering in Italian or English on occasion.
 - ii. Explore wisdom of cross-listing with Seaver's English program.
 - c. *ITAL 4xx: Topics in Italian Culture*
 - d. *ITAL 4xx: Christ and Culture from Classical Rome to Contemporary Italy*
 - i. In course description, include option of offering in Italian or English on occasion and explore cross-listing with Religion.
 - e. *ITAL 4xx Medieval and Renaissance Writers*
 - f. *ITAL 4xx: Memory and National Identity*

- i. In course description, include option of offering in Italian or English on occasion.
- g. *ITAL 499: Senior Capstone (4)*
 - i. Deals with subject matters tailored to individual students' programs and needs. A major paper and research presentation is required. This course must be completed during the senior year. (RM, PS, WI)
- h. Nota bene: While adding these courses to the Academic Calendar in 2015-2016, pre-tenure Dr. Stewart plans to keep to a minimum the number of new courses she prepares and teaches herself.

IMPROVEMENTS FOR DISCUSSION/IMPLEMENTATION OVER THE LONGER TERM

The following suggestions are based on the Self-Review, External Review and comparison with Peer and Aspirational schools. They involve and impact multiple constituencies of Pepperdine University. Dr. Stewart plans to begin/continue discussion of these points, with ISL colleagues and IP in particular, over the next four years:

1. Compensation for contingent Italian faculty is far below that of peer and aspirational programs and teaching loads are significantly higher. Addressing this imbalance is, in Prof. O'Healy's words, an issue of "social justice". The Association of Departments of Foreign Languages ([ADFL](#)) recommends with good reason that: "Foreign language faculty members should spend no more than twelve hours per week per semester in the classroom". Full-time contingent Italian faculty in ISL currently spends sixteen hours per week in the classroom each semester. This is not conducive either to excellence in teaching or meaningful mentoring of Pepperdine students.

2. Work with Admissions to encourage enrollment in Italian (and other languages) in the students' first semester at Pepperdine.

3. Work with IP:
 - a. To address their current, back-to-front approach to advertising and recruitment into its programs.
 - b. To consider the possibility of homestays for declared Italian majors studying in Florence.
 - c. To consider collaboration with Italian-run universities (such as the Università per Stranieri at Perugia, or the Università per Stranieri at Siena) so that declared Italian majors might live and study in a more immersive environment.
 - d. To develop further immersive opportunities for students in Italy after the completion of the two semesters in Florence.

4. Work with other Seaver Programs to investigate collaborative opportunities, such as cross-listing of existing courses, proposal of new cross-listings (e.g. ITAL/ENG 4xx, Topics in Italian Literature), and team-teaching.

5. Refine PLOs in collaboration with Italian and ISL faculty, bearing in mind that the desire for similarity in achievement across all language programs should allow room for the emphases and perspectives that traditionally characterize the study of Italy's distinctive language and culture.

6. Monitor achievement of PLOs through yearly assessment, both in Malibu and Florence.
7. Explore the possibility of whether service and extra-curricular contributions by non-tenure track faculty can be compensated. Provision of service by contingent faculty would free up some time for Dr. Stewart, which she could spend on her research.
8. Explore the possibility of a second tenure-line hire in Italian.
9. Prof. O’Healy further recommended that Pepperdine create a chapter of the National Italian Honors Society (Gamma Kappa Alpha), a society that awards lifetime membership to graduating students who have distinguished themselves in the study of Italian. A chapter of GKA is already in existence at Pepperdine and Dr. Stewart simply omitted to mention the fact in the internal review. Dr. Stewart plans to continue work begun over the past year that encourages GKA members to engage in, and host, the presentation of faculty and undergraduate research.

Appendix A. Requirements for the Bachelor of Arts in Italian (28 units total)

The Italian major is required to take seven upper-division Italian courses (28 units) including four of the following courses:

- ITAL 341 Advanced Italian Grammar, Conversation, and Composition (WI) (4 units)
- ITAL 380 Italian Civilization (4 units)
- ITAL 450 Masterpieces of Italian Literature (PS, RM, WI) (4 units) *or* ITAL 451 Contemporary Italian Literature (4 units)
- ITAL 462 Italian Cinema from Neo-Realism to the Present (PS, WI) (4 units)

Choose three additional Italian courses in consultation with an advisor (12 units) from the following:

- ITAL 342 Italian in Communication: The Language of Media (4 units)
- ITAL 452 Italian Theatre (4 units)
- ITAL 461 Italian Literature through Film: From the Novel to the Screen (4 units)
- ITAL 592 Selected Topics (1-4 units)
- ITAL 599 Directed Studies (1-4)

The prerequisite for all 300-level and 500-level Italian courses is ITAL 252 or equivalent competency.

The prerequisite for all 400-level Italian courses is the successful completion of any 300-level Italian course.

An Italian major is required to spend two semesters in the overseas program in Florence, Italy or in an equivalent intensive experience in Italy.

Appendix B. Program Alignment Map for the Italian Program

Course Number and Title	PLO #1	PLO #2	PLO #3	PLO #4
ITAL 151 – Elem. Italian I	I	I	I	I
ITAL 152 – Elem. Italian II	I D	I D	I D	I
ITAL 251 – Second-Year Italian I	D	D	D	I
ITAL 252 – Second Year Italian II	D	D	D	D
ITAL 341 – Adv. Italian Grammar, Conversation and Composition	D	M	D	D
ITAL 342 – Italian in Communication	D	D	D	D
ITAL 380 – Italian Civilization	D	D	D	M
ITAL 450 – Masterpieces of Italian Lit.	M	M	M	M
ITAL 451 – Contemporary Italian Lit.	M	M	M	M
ITAL 452 – Italian Theater	M	M	M	M
ITAL 461 – Italian Lit. through Film	M	M	M	M
ITAL 462 – Italian Cinema from Neo-Realism to the Present	M	M	M	M

I = Introduce; D = Develop; M = Master

PLO #1	Read, comprehend and evaluate content with a difficulty level from simple conversational text to technical, theoretical and literary passages.
PLO #2	Compose written documents that express, explain and analyze Italian culture and literature.
PLO #3	Understand aurally and respond orally to basic conversation, as well as more complex situations.
PLO #4	Describe and critique in written and oral form Italian cultural manifestations - historical and current - related to belief systems, politics, and social justice issues.

Appendix C. Institutional Educational Objectives for Pepperdine University, and their alignment with the Italian Program Learning Outcomes

	Knowledge and Scholarship	Faith and Heritage	Community and Global Understanding
Purpose			
Service	IEO 4: Apply knowledge to real-world challenges.	IEO 5: Respond to the call to serve others.	IEO 6: Demonstrate commitment to service and civic engagement.
Leadership			

	IEO 1	IEO 2	IEO 3	IEO 4	IEO 5	IEO 6	IEO 7	IEO 8	IEO 9
PLO 1	✓			✓					
PLO 2	✓						✓		
PLO 3					✓		✓		
PLO 4		✓	✓	✓					✓

PLO 1	Read, comprehend and evaluate content with a difficulty level from simple conversational text to technical, theoretical and literary passages.
PLO 2	Compose written documents that express, explain and analyze Italian culture and literature.
PLO 3	Understand aurally and respond orally to basic conversation, as well as more complex situations.
PLO 4	Describe and critique in written and oral form Italian cultural manifestations - historical and current - related to belief systems, politics, and social justice issues.

Appendix D. Reflection on Current Route to Graduation with BA in Italian and Potential Alternatives

All coursework is typically done in Italian for the BA in Italian

Current typical path to graduation works well for Italian minor & Int. Studies majors <i>Italian Minor: (20 units, inc. ITAL252)</i>		
	Fall	Spring
Freshman	-	151
Sophomore (Florence)	152	251
Junior	252	300 level
Senior	1 or 2x upper division (minor)	1 or 2x upper division (minor)

Current path typical path to graduation problematic when balancing one TT faculty/number of enrollments/when students start language <i>Italian Major: (ITAL252+28 units)</i>		
	Fall	Spring
Freshman	-	151
Sophomore (Florence)	152	251
Junior	252	300 level ⁵
Senior	3x upper division (major)	3x upper division (major)

Potential alternative path #1...simpler to implement

⁵ ITAL252 to ITAL4xx is too big a jump for most majors/minors. Vision is to use 300- level courses to scaffold entry to 400- and 500- level. 300-level courses will give cultural and historical framework needed to make sense of literature, cinema, etc. at higher level.

<i>Italian Major: (ITAL252+28 units)</i>			
	Fall	Spring	Summer
Freshman	-	151	152
Sophomore (Florence)	251	252	Option to stay on in Italy for (4 unit) internship for linguistic/ cultural immersion suited to language major ⁶
Junior	300 level	1 or 2 uppers	
Senior	1 or 2 uppers	Capstone course ⁷ ; +/-1 upper division	

Potential alternative path #2...potential to cause bigger waves for IP and upper division enrollments in Malibu⁸			
<i>Italian Major: (ITAL252+28 units)</i>			
	Fall	Spring	Summer
Freshman	151	152	251
Sophomore (Florence)	252	380	Stay on in Italy for required internship for linguistic/ cultural immersion
Junior	300 level	1 or 2 upper divisions	
Senior	1 or 2 uppers	Capstone course; +/-1 upper division	

⁶ Ideally set this up in such a way that we're not lowering upper division enrollment in Malibu.

⁷ Introduce a capstone course for graduating majors which involves *either* research on a topic of their choice *or* putting their Italian skills to use for benefit/enjoyment of group beyond Pepperdine's classrooms (service project?).

⁸ Pros & Cons to Alternative #2.

Cons: potentially risky if we're trying to build Malibu UD enrollments; it goes against prevailing freshman schedule.

Pros: attracts bigger potential pool earlier; develops better language skills prior to departure so more immersed experience abroad; more time for students to meet degree requirements for Italian major. With this model our conviction that a language is an essential part of a liberal arts degree drives the course of study and gives students a better preparation for academic success....rather than the IP application/selection process.

Appendix E. Courses offered by the Seaver Italian Program and our Peer (P) and Aspirational (A) Institutions (Continued on next page)

	Seaver	Scripps (P)	Santa Clara (P)	San Diego (P)	Wheaton (P)	Notre Dame (A)	Vanderbilt (A)	Middlebury *
<i>Upper Division Units Required for BA in Italian (I), Italian Studies (IS), or Italian & European Studies (IE)</i>	28 (I)	21 (I & IS)	40 (IS)	25 (IS)	27 (IS)	30 (I & IS)	42 (IE)	27 (I)
<i>Units per course</i>	4	~3	5	3	3	3	3	3
<i>Total units taught in English permitted</i>	N/A	3 (I)/ 18 (IS)	N/A	6	18	6 (I)/ 12 (IS)	Majority	3
<i>Residence in Italy</i>	2 Semesters; Sophomore	N/A	Junior: Rec.	Rec.	Junior: Middlebury	Junior	Rec.	Junior/ Senior
<i>Additional Requirements/Opportunities</i>		Senior Thesis	Trimesters? Casa Italiana-Italian Dorm. Five semesters of lower division work Literature and culture taught by century	8 courses + 1 unit capstone			Living Learning Communities	Completion of 2 full-immersion courses in an Italian University. Italian House.
								B average over 4 lang.

								courses + 2 courses on Italy since WWII to be eligible for study abroad
Advanced Grammar, Conversation, Composition	✓		✓	✓	✓		✓	
Conversation Seminar (1 unit+)			✓			✓	✓	
The Language of Media	✓							
Classical Civilization					✓		✓	
Italian Civilization: Origins to Present	✓			✓	✓	✓		
Masterpieces of Italian Literature (C5th-C19th)	✓	✓	✓				✓	✓
Medieval Renaissance Italian Lit. & Culture		✓	✓	✓	✓	✓	✓	✓
Dante			✓	✓		✓	✓	✓
Contemporary Italian Literature & Culture	✓	✓		✓			✓	✓
Italian Lit. & Culture (C17th- C20th)		✓	✓	✓	✓	✓	✓	
Women's Literature		✓	✓		✓			
Memory and National Identity since WW2		✓		✓		✓		✓
Social & Political Issues in Contemporary Italy		✓		✓	✓		✓	✓
Italian American Culture				✓			✓	✓
History of Italian Language								✓
Italian Theatre	✓				✓			
Modern Italian Literature & Cinema	✓							✓

Italian Cinema	✓	✓	✓	✓	✓		✓	✓
Literature & Visual Arts							✓	
Art & Architecture (Classical-Present or period thereof)					✓	✓		
Opera				✓			✓	
L2 Teaching Methodologies & Applied Linguistics				✓				
Literary Topics	✓	✓	✓	✓	✓	✓	✓	
Cultural Topics	✓	✓	✓	✓	✓		✓	✓
Required Capstone Project				✓	✓			
UG Research/Mentoring	✓		✓					

Note 1: The names are not always the same across colleges, but effort has been made to align similar topic areas.

Note 2: Courses such as Dante and Italian Cinema are often offered in Italian and English.

Note 3: Units/Credits are not always entirely comparable. Most institutions' courses are a minimum of 3 class hours per week; some are 2.5 hours.

Appendix F. Overview of Syllabi for Two Proposed Additional Courses

The Italian writer Primo Levi is well known to English readers as a witness to the Shoah.

Se questo è un uomo and *I sommersi e i salvati* - his seminal texts on the experience - act as bookends to his oeuvre. We will read these and selections from his novels, science fiction, autobiographical writing and essays published in between.

Was he ever a 'witness' rather than a 'writer'? Does he ever make the transition from 'witness' to 'writer'? Or do the two roles remain inextricably intertwined?

Course Description:



course is the relationship between Levi's two roles: survivor of the Shoah, and acclaimed writer across several genres. To develop our understanding of this relationship we will consider theoretical and socio-historical aspects particularly associated with the Shoah and its representation.

Course Aims & Objectives:

By the end of the course students should be able to demonstrate:

- An extensive familiarity with the works of Primo Levi;
- A considered understanding of the extent to which personal experience influenced Levi's literary output;
- An understanding of the key issues associated with autobiographical and witness writing;
- An appreciation of the influences on literary and cultural trends in post-war Italy and Europe.

Prerequisites:

Any 300 level course in Italian, or permission of instructor

Please note that ITAL592 courses may be repeated for credit as long as the topics differ.

PRIMO LEVI: WITNESS AND/ OR

ITAL592

Fall 2014

Class Hour: TF 8.00 9.50 a.m.

Room **SAC150**

Instructor: Dr. Fiona M. Stewart

Email: fiona.stewart@pepperdine.edu

Office: SAC125

Phone: (310) 506 7319

SOLI DEO GLORIA?

CHRIST & CULTURE FROM CLASSICAL ROME TO CONTEMPORARY ITALY

‘Considerate la vostra semenza:
fatti non foste a viver come bruti,
ma per seguir virtute e canoscenza’
Inferno XXVI.118-120

Many of the origins of Western civilization’s cultural and spiritual heritage are to be found in Italy. Dante, Italy’s ‘*somma poeta*’ or supreme poet, conveys in the lines above part of what it means for man to be made in God’s image: there is an innate creative and intellectual potential within each man and woman that must be cultivated and developed if we are to live as ‘more than brutes’.

Home to the Catholic Church for some two millennia, it is impossible to study Italy’s culture and civilization without critiquing how Christianity - through its followers and opponents - has shaped not just this peninsula but the cultural and intellectual climate of the West as a whole.

Course Description:

Through seminar-style instruction this course will explore how Italians have interpreted and interacted with both the teachings of Jesus Christ and the traditions of the Catholic Church from Classical Rome to the Counter-Reformation of the 16th Century and on to contemporary Italy.

No knowledge of the Italian language is expected. For advanced language students there is the option of reading a number of texts in the original Italian and being assessed in written Italian, thereby further developing two key language skills.

Course Aims & Objectives:

By the end of the course students should be able to demonstrate:

- an understanding of the beginnings and subsequent development of Christianity
- an informed appreciation of Christianity’s influence on Italian society from the first century BC to the twenty-first century
- a familiarity with the works, objectives and legacy of Italian writers, philosophers, and artists from the 1st century BC to the 21st century
- a critical appreciation of the influences of Christianity, Classical Rome and Christian Humanism on literary and cultural trends in Italy and Western civilization as a whole.

Prerequisites:

Junior standing or permission of Instructor

Please note that ITAL 592 courses may be repeated for credit as long as the topics differ

ITAL4xx

Fall 2016

Class Hour: TR 11.00 12.15

Email: fiona.stewart@pepperdine.edu

Office: SAC125

Phone: (310) 506 7319

Instructor: Dr Fiona M. Stewart

Office Hours: TR 9.30 10.30

& by appointment

Appendix G. Reflections from Student Interns in Italy (Summer 2014)

Darin Daffin
Italian 599

My time in Milan has really helped me understand the medical profession of orthopedics. Within two months, I understood the basis of knee and hip prosthesis, seen countless arthroscopies of the knee and shoulder, and attained a better comprehension of the anatomy of the human body. With this time in Milan, I believe I could describe the step-by-step processes of Knee/Hip Prosthetic Surgery. I can explain why certain surgeries such as knee arthroscopy and shoulder arthroscopy are needed for elderly patients. Furthermore, I learned to use some of the tools that are required of an orthopedic surgeon and how those tools may vary depending on age and degree of trauma. Unfortunately, I was unable to assist in direct surgery. Although I am a pre-med student, I have a long way to go before I can collaborate with other physicians, but the lessons learned while in Milan will help me build a better foundation for understanding the medical field in school as well as have prior knowledge when I become a surgeon. Not only did I gain knowledge of orthopedics, but also I learned new language skills for my Italian major.

The assignments given to me allowed for a better understanding of the colloquial language that Italians use. The weekly blog written in Italian and the discussions coordinated with individuals of my own age group forced me to pay attention to my surroundings more than I had planned. The goal of the assignments was to sharpen my grammar skills, determine the accuracy behind certain stereotypes, and to build my confidence in speaking the language and I believe that it did just that. The complex ideas that did not make sense in class were made clear during my stay in Italy. Whether it was the doctors at the hospital or friends that I met in the city, there were people that answered my questions and gave me insight on their native tongue. I was able to incorporate Italian in multiple situations in the hospital, at the dormitory, and even to complete strangers.

The goals that I set for myself once I got to Italy were to try and get over the anxiety of getting things wrong. During class, there were times that I did not answer or speak up even when I might have known the answer because I wanted to avoid the awkward moment of a misunderstanding. I wanted to force myself to speak up and come outside of my comfort zone in Milan in order to better my language abilities. Over the course of the two months, I would begin to speak up in the hospital more and more. I would force myself to ask questions to the doctors whenever I saw the opportunity. Once I began to ask more questions, I gained more insight of the medical aspect, linguistic terminology, and was able to build relationships with some of the surgeons at the hospital. By taking small steps toward verbalizing my thoughts in Italian, I was able to have one on one conversations with some of the surgeons and grew quite close to a few of them.

Unlike the surgeons, the students at the residence were not as hard to connect with. Regardless of their culture or where they were from, we were all of the same age and enjoyed doing the same things. Within the first couple of weeks I had made friends with young adults from Naples, Florence, Sicily, and other countries such as Denmark, Holland, and England. All in all, the Italians were a curious bunch of people. Being the young tattooed black male that I am, there were many citizens who would stare and question why I was in their country. Fortunately,

the staring was simply curiosity. Once I waved and said hello, a gigantic smile would flood their face and we would start a conversation.

The high point of my time in Italy was always when a familiar face would come into town to visit. There were friends of mine studying in Florence that decided to come to see Milan and used me as a guide. Each time that someone visited, it was a refresher for me. I do not believe I was homesick but it was good to have people that understood my jokes about times back in the states. There was one week that was most memorable and that was when my dad came to visit for the week of Father's Day. During his stay, I showed him all around the hot spots that people had shown me when I first came to town. I can't express how good it was to have my partner in crime with me in the country I love most. We laughed, dined, and I taught him a few things in Italian. We also travelled to Cinque Terre and walked along the countryside next to the Mediterranean Sea. However, the months in Milan had its dull moments. The first couple of weeks I had some money trouble and was really struggling to stay afloat. More times than I wished, I had to choose between getting tickets for the train to work and buying food for the week. However, every time things got tough, something would intervene and solve the problem. My biggest worry was that I believed the doctors thought I was being disrespectful by not showing up to work some days but instead, they completely understood.

I arrived in Milan fully prepared for what was ahead. Pepperdine and its professors really helped me take care of the heavy lifting. I felt confident in my language abilities and my strengths as an Italian speaker, but it was on me to use the knowledge that they offered me these passed few years. Italy was fantastic, I could ask for nothing more of the faculty than what they gave me before I left...except an additional month.

Jennie Olivia

August 18th, 2014

ITAL 599

On June 2nd 2014, I sat at Los Angeles International Airport, 3 hours early for my flight and completely exhausted after more than 24 hours without sleep. I had never flown alone, and I certainly had never gone nearly 7,000 miles alone before. Yet here I was, ready to embark on a summer-long immersion in Fiesole, Italy, a town atop the hills surrounding Firenze, in order to improve my Italian skills.

Before departure, I had been prepped on the hardships that I would encounter. I knew there would be days in which my brain could no longer try and think in the new language, in which it could no longer stand the thought of intervocalic 'r's or double consonant rules. I knew there would be days where I would not hear English at all. I was aware that I would see days in which homesickness overtook me. I knew I would feel lonely at times. Of course, I experienced all of this, at one point or another. Still, my determination to immerse myself in the culture and language pushed me to keep going. I was nervous upon arriving, without a doubt. Enthusiastic, but nervous. I was nervous about how the family would feel about me, or how I would feel about the city—but I knew that I would be here until August, and that was that.

My host family, the De Marco's, were extremely hospitable, collecting me at the Santa Maria Novella train station when I first arrived. I met Luisella, who owns the Bed and Breakfast that I resided in, and Lorenzo, her eldest son who is just as fascinated with English as I am with Italian. I soon met Renata, Luisella's sister-in-law, Sofia, Lorenzo's eldest daughter, and Silvia, Renata's daughter. A few days later, I was invited to lunch at the De Marco's home, a villa higher up the hill with a vineyard overlooking the countryside. There, I met Luisella's husband, Salvatore, Francesco, their second son, and Lucrezia, the youngest child. Each one of these people tried to make me feel comfortable. Lorenzo prepared a special meal to serve my vegetarian diet. Sofia spent a day showing me around Firenze. They all initiated conversation with me fairly normally—they didn't slow down their speech or use the most basic grammar for me just because I was a student. They wanted to help me, and I was eager to be helped.

A problem I encountered early on was simply being able to keep up with the conversation—many of the residents of Fiesole had a tendency to mumble their words, while speaking very quickly. Sentences would run on and I often times could not pinpoint where one word ended and another started, which had become incredibly frustrating within the first week. However, this did not happen with everyone I talked to, and it was in those conversations that I found myself gathering confidence to keep trying. Often times, I would speak to Lorenzo, who could explain certain words and rules to me in English in order for me to better comprehend them. In turn, I would also teach him certain elements of my language as well. It's proven to be a

great system. Early on, I also met Lauren Johnson, a former Pepperdine student who took me out one night with her friends. It was that night that I realized how challenging this experience would be, but how passionate I was to make the most of the situation. It was an inspiring evening, and I thank her for it continuously.

I was a bit relieved when I realized that I would not be cut off from English entirely: we often had guests who spoke nothing but English, or used it to communicate because they had no other way. After a week or so of hearing nothing but Italian, an American accent ended up waking me up one morning, and it felt like a breath of fresh air. Although my native language was still heard from time to time, I always initiated my conversations and transactions in Italian.

Firenze has been so different than Fiesole. Up here, it seems as though people are just trying to go about their lives—they aren't completely equipped with the mindset to deal with tourists, which made me nervous. I didn't want to slow down their day, I just wanted to practice! I realized soon after that they didn't mind me practicing the language—in fact, they appreciated it. They'd scowl throughout conversations, even when they went well, and give bright smiles only as they ended. In Firenze, they would always sort of sit back and let me talk—it was if they had the time for it. I enjoyed it very much.

To keep myself as involved with Italian as possible, I'd often listen to discussions between family members, or I'd listen to the people next door fight. I'd never read English translations on signs, and always initiated conversations in Italian—whether or not I was prepared to respond or not. I spent a couple evenings translating for various parties, often becoming friendlier with Italians who I had once translated for, and saw again several times just on the street. I translated for tourists who could not communicate with the natives. Those were the days where I was truly pushed out of my comfort zone, mainly because of the amount of pressure placed upon me at the time. I have learned that the fight or flight reflex serves me well—after nearly losing my passport in the Fiumicino Airport because of a faulty machine, I confronted the security guard quite confidently in Italian, and worked through the somewhat terrifying endeavor quite easily. Although these were the scariest days, they were the ones in which I went to sleep quite proud of myself at night. These were the days I saw improvement from.

Halfway through the summer, I spent a few days in Rome where I easily fooled many of the people into thinking I was Italian. Rapid fire Italian felt much easier to comprehend than 3 weeks prior, and I was impressing both my friends and the American tourists who were always around us in the process. Right after that trip, I spent two weeks with Pepperdine's Chamber Choir in both Switzerland and the Czech Republic. I was so excited to see all my friends again—I thought that a true English break would probably do me some good. Throughout the trip, I continue to utilize my Italian skills: I was able to use my skills to engage an elderly Italian woman in Geneva, Switzerland—once realizing she had found someone who could communicate with her in her native tongue, her eyes lit up, and the previously silent woman who did nothing but nod was suddenly alive and active. It still remains one of the highlights of my entire summer. In addition, many of my friends were quite impressed with how far I had gone in just a month. They'd often hear me chat with waiters, or simply indulge street vendors (every bit of

practice helps!) and they would applaud me afterwards—to them, it sounded effortless. It was noticeable in their eyes, and suddenly in my own. Not only that, but my closest friends noticed a major shift in my confidence in myself.

It was immediately after this trip where I hit my own true low point: once my friends all left for America, I felt even more alone than I had when I first arrived. I felt as though they had all abandoned me in some way. The first few days back in Fiesole were incredibly slow, as many of the De Marco children had been traveling. Guests were not arriving as often. I felt lonely and sad and for the first time, truly wanted to go home. I was lifted from that low point after Skyping my mother, who was very realistic and loving in her attempts to calm me. She reminded me of things I already knew myself, deep down: “You’ll regret feeling this way....enjoy it while it lasts...we’ll all go to dinner when you get back.... It will come quicker than you’d like.” Later that same day, Renata asked me if I wanted to have dinner with her. She must have picked up on my sadness, and after our dinner, I felt immensely better. Renata has become close to me since then, once in a while eating dinner with me and simply talking about the day, or traveling, or work. She has become something of a mother figure to me, always ensuring that I’ve eaten enough, or that I have enough change for laundry—she’s made everything scary about going abroad alone less scary.

I’ve also gotten to know my fair share of Italians, and it simply came with repeatedly seeing them, passing by their shops or hanging around places where they would usually frequent. There’s Marco, who collects money for a children’s hospital near the Duomo, who bought me dinner one time. I also helped him speak to a Canadian girl who knew nothing in Italian, which was a great experience for me. The young man who sells gelato at Eataly recognizes me every time I order a *frappe* from him. Pino, the man who runs a delicious sandwich place on Via Verdi called “Pino’s Sandwiches” (10/10, would recommend) and his wife welcome me in every time. Initially, the woman never smiled, but now engages me in conversation every time I go in for a meal. Then there is Gianlorenzo, who lives in Rome and is trying to find work in LA. He took my friends out for an evening in Rome, and it remains as one the highlights of my trip.

Looking back, I think the internship has gone as expected for the most part. I haven’t worked as much as I had anticipated, although realizing how lax the business is, I’m not surprised. Although we had agreed on certain hours for a certain number of days per week, the work never built up enough to even meet the requirement. In the long run, I had a lot of free time to explore and meet people. Elizabeth Whatley has let me come and go into the Pepperdine Villa as I please, letting me use the piano when needed. She deserves a big thank you to her for helping set up this entire internship/trip/experience.

I also strongly believe that the Italian Department at Pepperdine had prepared me quite well prior to departure. I knew quite a lot of vocabulary and grammar that helped propel me through many types of conversations. Looking back, I would have definitely drilled grammar involving the subjunctive tenses a lot more. I find myself growing anxious every time I start I phrase with “I thought that...” or when I try to be personal. I mentioned this idea to

Professoressa Stewart when she visited Firenze, but I will voice my opinion here as well: I think perhaps it is essential, if possible, to have all language classes 4 times a week—my schedule of classes last semester saw Italian only twice a week, for long periods of time, but I also feel that that prevented me from developing my skills as quickly as I should have. If I had been practicing the language every day, I certainly would have been even more equipped to jump into this project.

I also feel that Pepperdine has provided quite a lot for me this past summer. I was able to see many museums and historical sites and cities, with their gracious assistance. Not only that, but they also covered my airfare. I am still overwhelmed just thinking about it. I also feel more inspired to help other students in my sort of situation. It has been an absolutely incredible experience, from both a personal and educational standpoint. In order to achieve fluency in another language, one needs to be surrounded by it to grasp it completely, and although I still have a ways to go before I am perfectly happy with my Italian skills, I am so thankful for the opportunity to hear this beautiful language, spoken at full speed, by native Italians—but am nonetheless quite happy with how far I have come. This has been an experience and a period of growth that I would never have gotten by spending this summer in LA, and I strongly believe that my confidence and skill has improved from it. I would highly recommend doing the same sort of experience for another student who is passionate in the language. I left America wanting to improve my Italian, and my wish was granted.

So here I am, sitting in the Guest House, on August 18th, 2014, two days before leaving Firenze, simultaneously excited to see home again, but also heartbroken to leave this beautiful country behind. However, I know that this is not the end of my Italian journey—I still have a long way to go. My hope is that one day, I will be back here to sing, to visit the homeland of my ancestors in the Southern regions, and to further the improvement of my language skills even more. There is always more to learn, and I'm very excited about beginning a new chapter in my life.

I would like to extend my gratitude to those who helped me achieve this, from all of those at the Italian Division at Pepperdine University, to those at the Villa in Florence, and to the Barbara family, whose support enabled my travels throughout the beautiful regions of Italy. I could not have grown so much without your assistance.

Grazie, grazie mille, vi ringrazio—thank you!

Jennie Olivia

Appendix H. Results of Upper Division Survey, Spring 2014

ITAL341 Responses Spring 2014

(includes respondents who had taken ITAL450 in Fall 2013)

Freshman	Sophomore	Junior	Senior	Total: 8/9 returned
0	1	4	3	

Majors	Minors	Other
1	3	4

1. Read, comprehend, and evaluate content with a difficulty level from simple conversational text to technical, theoretical and literary passages.

4 (advanced proficiency)	3
3 (proficient)	2
2 (developing proficiency)	3
1 (basic proficiency)	0
Avg.	3

2. Compose written documents that express, explain and analyze Italian culture and literature.

4 (advanced proficiency)	1
3 (proficient)	4
2 (developing proficiency)	3
1 (basic proficiency)	0
Avg.	2.75

3. Understand aurally and respond orally to basic conversation, as well as more complex situations.

4 (advanced proficiency)	1
3 (proficient)	4
2 (developing proficiency)	2
1 (basic proficiency)	1
Avg.	2.63

4. Describe and critique in written and oral form Italian cultural manifestations – historical and current – related to belief systems, politics, and social justice issues.

4 (advanced proficiency)	2
3 (proficient)	2
2 (developing proficiency)	4
1 (basic proficiency)	0
Avg.	2.75

Seaver College defines **critical thinking** as a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Evaluate your own progress toward mastering this competency in your Italian courses.

4 (advanced proficiency)	2
3 (proficient)	4
2 (developing proficiency)	2
1 (basic proficiency)	0
Avg.	3

ITAL451 Responses Spring 2014

Freshman	Sophomore	Junior	Senior	Total: 3/4 returned
0	0	3	0	

Majors	Minors	Other
1	0	2

1. Read, comprehend, and evaluate content with a difficulty level from simple conversational text to technical, theoretical and literary passages.

4 (advanced proficiency)	1
3 (proficient)	2
2 (developing proficiency)	0
1 (basic proficiency)	0
Avg.	3.33

2. Compose written documents that express, explain and analyze Italian culture and literature.

4 (advanced proficiency)	1
3 (proficient)	2
2 (developing proficiency)	0
1 (basic proficiency)	0
Avg.	3.33

3. Understand aurally and respond orally to basic conversation, as well as more complex situations.

4 (advanced proficiency)	1
3 (proficient)	1
2 (developing proficiency)	1
1 (basic proficiency)	0
Avg.	3

4. Describe and critique in written and oral form Italian cultural manifestations – historical and current – related to belief systems, politics, and social justice issues.

4 (advanced proficiency)	1
3 (proficient)	1
2 (developing proficiency)	1
1 (basic proficiency)	0
Avg.	3

Seaver College defines **critical thinking** as a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Evaluate your own progress toward mastering this competency in your Italian courses.

4 (advanced proficiency)	2
3 (proficient)	1
2 (developing proficiency)	0
1 (basic proficiency)	0
Avg.	3.67

Appendix I. Schedule for Annual Reviews of the Program Learning Outcomes for the Italian major

	Assessment Schedule	Direct Evidence	Indirect Evidence	Authentic Evidence
5 year Program Review	2014-15			
PLO # 3	2015-16	Student work samples	Surveys	Study Abroad/Internship experiences
PLO # 2	2016-17	Student work samples	Surveys	Study Abroad/Internship experiences
PLO # 4	2017-18	Student work samples	Surveys	Study Abroad/Internship experiences
PLO #1	2018-19	Student work samples	Surveys	Study Abroad/Internship experiences

Appendix J. Faculty in the Italian Program

	Degree	Position	Courses Taught within Last Five Years	Hire Date
Fiona M. Stewart	Ph.D. in Italian, University of Glasgow, UK; MA in Italian and Latin, University of Glasgow	Assistant Professor	<ul style="list-style-type: none"> • Elementary Italian I • Elementary Italian II • Advanced Grammar, Conversation & Composition • Contemporary Italian Lit. • Italian Culture • Language of Media • Italian Cinema (in Italian & in English) • Special Topic: Primo Levi • Special Topic: Italo Calvino 	2013
Valentina Nocentini (Florence)	Ph.D. in Italian Cultural Studies, Columbia University, NYC; MA in Italian Studies, University of Washington, Seattle; Laurea Quadriennale in Lingue e Letterature Straniere, Università degli Studi di Firenze	Adjunct	<ul style="list-style-type: none"> • Elementary Italian II • Second-Year Italian I • Second-Year Italian II • Upper Division Special Topic (Fall 2015 & Spring 2016) 	2014
Patrizia Lissoni	Ph.D. in Italian (in progress), University of Birmingham, UK; MA in Italian, UCLA	Visiting Instructor	<ul style="list-style-type: none"> • Elementary Italian I • Elementary Italian II • Second-Year Italian I • Masterpieces of Italian Lit. • SURP 	2011
Brittany Corbucci	Ph.D. in Applied Linguistics (in progress), University of Lancaster, UK; MA in Italian, Università di Perugia	Adjunct Instructor	<ul style="list-style-type: none"> • Second Year Italian II • Italian in Communication • Italian Art & Literature 	2008
Nancy Silva Ruelas	MA in Italian Literature, University of California, Los Angeles; BA in Italian Studies, Spanish Literature, and Global Studies, University of California, Santa Barbara		<ul style="list-style-type: none"> • Elementary Italian I • Second-Year Italian I 	2014

	Degree	Position	Courses Taught within Last Five Years	Hire Date
Melissa Cammarata (Florence)	MA in International Communication, Università di Catania; Laurea in Sciences of International Communication, Università di Catania		<ul style="list-style-type: none"> • Elementary Italian II • Second-Year Italian I 	2014

Appendix K. Publications by Italian Faculty Members

PEER-REVIEWED PUBLICATIONS

Stewart, F. M. 'The Interaction of Methodology with an "impegno del dopo" in Nuto Revelli's Collections of Oral Testimonies', *Modern Italy*, Volume 13, Issue 1, February 2008, 51 – 68.

Stewart, F. M., Little, H. and Alexander, M. 'From Conversation to Conference: The Cultural Value of Oral History', *eSharp*, Issue 10 (Winter 2007): Orality and Literacy. [<http://www.gla.ac.uk/departments/esharp/issues/10/>]

Lissoni, P. 'Edoardo Cacciatore o della poesia pensiero', *Carte Italiane – Rivista di Italianistica* (UCLA, 2009)

BOOK CHAPTERS

Stewart, F. M. "We will build a better world together": Female Partisans' Memories of their Resistance to Fascism (1943-1945)', *Sisters in Arms*, ed. by Susan Amatangelo (Hackensack, NJ: Farleigh Dickinson University Press, forthcoming)

REVIEW ARTICLES IN PEER-REVIEWED JOURNALS

Stewart, F. M. *Voci dal lager: Diari e lettere di deportati politici 1943-1945*, by Mario Avagliano and Marco Palmieri (Turin: Einaudi, 2012), *Journal of Modern Italian Studies*, Volume 19, Issue 4, Fall 2014.

Stewart, F. M. *Oral History, Oral Culture, and Italian Americans*, ed. by Luisa Del Giudice, (NYC: Palgrave Macmillan, 2009), *Modern Italy*, Vol. 17, Issue 2, 2012, 279-280.

Stewart, F. M. *The Italian Resistance: Fascists, Guerrillas and the Allies*, by Tom Behan, (London & New York: Pluto Press, 2009), *Modern Italy*, Vol. 16, Issue 1, 2011, 96-98.

Stewart, F. M. *Arduous Tasks. Primo Levi, Translation, and the Transmission of Holocaust Testimony*, by Lina N. Insana (Toronto: University of Toronto Press, 2009), *Forum Italicum*, Vol. 44 No. 2, Fall 2010, 583-585.

Lissoni, P. *Piercing the Page: Selected Poems 1958 – 1989*, by Antonio Porta, ed. by Gian Maria Annovi (Los Angeles, CA: Otis Books, 2011), *CLCWeb: Comparative Literature and Culture*, Purdue University Press, January 2015.

WORKS IN PROGRESS

Stewart, F. M., 'Nuto Revelli: witness and apologist in fulfilment of "a sacred duty,"' *Modern Italy* (Submitted 3/12/14; Decision: 'Revise and resubmit')

Appendix L. Presentations by Italian Faculty Members

- Stewart, F. M. 'Libera nos a malo: Violence and Hope in Italian Representations of World War II', *American Association for Italian Studies Conference*, University of Colorado, Boulder, 26-29 March 2015
- Stewart, F. M. 'Practice Makes Perfect: Encouraging Learning through Online Production of Italian', *North East Modern Language Association Convention*, Harrisburg, PA, 3-6 April 2014
- Stewart, F. M. "'Think!'" Encouraging 'Deep' Learning through Blogging', *American Association for Italian Studies Conference*, University of Pittsburgh, 7-10 April 2011
- Stewart, F. M. 'Io ricordo con infinita nostalgia la mia esperienza partigiana. In banda non ero una donna ma una sorella': Rose-tinted specs? *American Association for Italian Studies Conference*, St John's University, NYC, 7-10 May 2009
- Stewart, F. M. 'Il terremoto dell'industrializzazione: the economic boom and the rural communities of Piedmont', *Kentucky Foreign Language Conference*, University of Kentucky, 16-18 April 2009
- Stewart, F. M. 'Italiani brava gente? Nuto Revelli's portrayal of Italian behaviour during WWII', *Kentucky Foreign Language Conference*, University of Kentucky, 17-19 April 2008
- Stewart, F. M. 'Innovative Historian or scrittore impegnato: Nuto Revelli's Approach to the Collection and Publication of Oral Testimonies', *American Association for Italian Studies Conference*, The University of North Carolina at Chapel Hill, 14-17 April 2005
- Stewart, F. M. 'Innovation and Invention: Nuto Revelli's Approach to the Collection and Publication of Oral Testimonies', *Graduate School of Arts & Humanities Conference: 'Trailblazing'*, University of Glasgow, 24-25 October 2003
- Stewart, F. M. 'Nuto Revelli's Approach to the Collection and Publication of Oral History', *Society for Italian Studies Postgraduate Conference*, University of Edinburgh, 24 May 2003
- Lissoni P. 'Discorso poetico e vita contemporanea: la poesia di Antonio Porta', *American Association for Italian Studies Conference*, University of Colorado, Boulder, CO, 26-28 March 2015
- Lissoni P. 'La poesia di Elio Pagliarani: viaggio nella città moderna', *MMLA Annual Conference*, Detroit, MI, 13-16 November 2014
- Lissoni, P. 'Sensibilmente ogni cosa è tutt'altra cosa: la poesia di Edoardo Cacciatore e la ricerca mnemonica di Giordano Bruno', *American Association for Italian Studies Conference*, University of Oregon, Eugene, OR, 11-14 April 2013
- Lissoni, P. 'Italian Via Technology: A Different Experience in Learning Synchronous Computer-Mediated Communication: Teaching First-Year Italian Online', *American Association for Italian Studies Conference*, University of Michigan, Ann Arbor, MI, 22-25 April 2010
- Lissoni, P. 'New Frontiers of Technology: Teaching Beginning Italian Online', *MCLASC Conference*, Santa Monica College, Santa Monica, CA, October 2009
- Lissoni, P. 'Dante and Semiotics: I segni della memoria nella Divina Commedia', *AAIS Annual Conference*, St John's University, NYC, 7-10 May 2009
- Lissoni, P. 'From Reading to Writing. How to Motivate Students and Sustain Their Interest in

Appendix M. Summary of Offerings and Class Sizes Since Introduction of Italian Major

	(ITAL 252)	300 level	300 level	400 level	400/ 500 level	Mean upper division class Size
Fall 2009	6	10		0	0	10
Spring 2010	0	8	8	0	0	8
Fall 2010	7	5	0	6	6	5.6
Spring 2011	0	0		9	14	11.5
Fall 2011	11	0	0	4	5	4.5
Spring 2012	0	8		5	1	4.6
Fall 2012	4	0	0	4	6	5
Spring 2013	4	6	4	0	0	5
Fall 2013	8	0	0	7	3	5
Spring 2014	2	9	0	4	0	6.5