

Proceedings of
Phi Beta Delta
Honor Society for International Scholars
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2010 Annual Conference



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Editor

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From the Editor

Welcome to the inaugural edition of the *Proceedings of Phi Beta Delta*. This edition focuses on the 2010 Annual Conference. After much thought and reflection, we have created these *Proceedings* as a new feature of Phi Beta Delta publications. Its purposes are to provide information about Phi Beta Delta, a place for discussion of topics related to international education, and as another publication alternative for Phi Beta Delta members.

The *Proceedings*, will serve the Society in publishing commentary from the conference speakers, commentary by those wishing to express ideas related to its theme, or conference presenters wishing to inform the members of their ideas, activities, or programs. The publication of one's research, thinking, or ideas spans a spectrum from rigid peer review to self publication. These *Proceedings* will provide a way for members of Phi Beta Delta to write about international topics for members and non-members to review and consider.

It is possible that future editions of the *Proceedings* may expand beyond the annual conference or beyond its theme. The conference theme serves as a guide post for articles and presentations; however, it should not limit publication in the *Proceedings*. For example, you may find writings from members who have ideas they wish others to examine, or writings that would be more in depth than a *Medallion* article. From time to time, articles may be solicited from members related to a special topic, for example: study abroad, student mobility, orientation, immigration issues, strategies for internationalization, and so on.

In this edition of the *Proceedings*, you will find *Welcome Remarks to the Conference* by the president-elect, Dr. Edward Khiwa. His comments help us to think about the big picture of international education. Education, though local, is also international in today's world. Our role is to be both educators and advocates to make the world a better place.

Dr. William B. DeLauder, our conference speaker, focused our attention on the imperative to internationalize our institutions, thinking, and processes in his paper *Internationalization: A College/University Imperative*. The world is becoming smaller through its communications media. He poses three questions, What does it mean? Why is it important? And How do we do internationalization?

Running with the Big Dogs by Dr. Carl Patton is a Southern way of explaining how you develop fluency in the language of your institutional leaders; leaders who are often looking for causes or ways to support them. In *Cultivating Cultural Curiosity*, Professor Norma George presents a rationale and examples for internationalization; one that starts with knowing your students, how they learn, and how to approach them. The final paper focuses on internationalization in the English courses, and even the English major. In *Internationalizing English Courses and the English Major*, Dr's. Barbara Hunt and Daniel Ross explore ways in which the faculty in English Departments can and should internationalize.

In Volume 1, No.2, the *Proceedings* provides members with the abstracts of the conference presentations. There are eighteen abstracts. Included in each abstract listing is contact information (where available) should you wish to establish a conversation with the author. The abstracts are an important way to understand the presentations and to determine which issues you are concerned about. In future *Proceedings* other presentations of the 2010 conference will be published.

So, enjoy your reading and research. If you have any comments or suggestions about the *Proceedings*, or any other of the Phi Beta Delta publication efforts, please contact me, MS@SmitheeAssociates.com.

Michael Smithee, Ed.D.
Editor and Director of Publications
Phi Beta Delta

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Chapters in Order of their Greek Letter Designation

California State University, Long Beach	Alpha	Long Beach	CA
California State University, Fullerton	Beta	Fullerton	CA
Marymount College Tarrytown	Gamma	Tarrytown	NY
San Diego State University	Delta	San Diego	CA
University of Texas at Arlington	Epsilon	Arlington	TX
California State University, Los Angeles	Zeta	Los Angeles	CA
University of Nevada, Reno	Eta	Reno	NV
Brigham Young University, Hawaii	Theta	Honolulu	HI
North Carolina State University	Iota	Raleigh	NC
University of North Texas	Kappa	Denton	TX
Pomona College	Lambda	Claremont	CA
University of North Carolina - Charlotte	Mu	Charlotte	NC
University of Tennessee - Knoxville	Nu	Knoxville	TN
University of Virginia	Xi	Charlottesville	VA
California State University, Sacramento	Omicron	Sacramento	CA
University of Florida	Pi	Gainesville	FL
University of California, San Diego	Rho	San Diego	CA
Georgetown University	Sigma	Washington	DC
University of Georgia	Tau	Athens	GA
California State University, Fresno	Upsilon	Fresno	CA
California State Polytechnic University, Pomona	Phi	Pomona	CA
Texas Tech University	Chi	Lubbock	TX
University of Minnesota	Psi	Minneapolis	MN
California State University, Northridge	Omega	Northridge	CA
Michigan State University	Alpha Alpha	East Lansing	MI
University of Louisiana at Lafayette	Alpha Beta	Lafayette	LA
California Polytechnic State University, San Luis Obispo	Alpha Gamma	San Luis Obispo	CA
Iowa State University	Alpha Delta	Ames	IA
Ohio State University	Alpha Epsilon	Columbus	OH
University of Hawaii	Alpha Zeta	Honolulu	HI
Texas A&M University	Alpha Eta	College Station	TX
Boston University	Alpha Theta	Boston	MA
University of Illinois at Urbana-Champaign	Alpha Iota	Urbana-Champaign	IL
University of California, Irvine	Alpha Kappa	Irvine	CA
Georgia State University	Alpha Lambda	Atlanta	GA
Chapman University	Alpha Mu	Orange	CA
Northeastern University	Alpha Nu	Boston	MA
Evergreen State College	Alpha Xi	Olympia	WA
University of Pennsylvania	Alpha Omicron	Philadelphia	PA
University of Kansas	Alpha Pi	Lawrence	KS
University of Denver	Alpha Rho	Denver	CO
Syracuse University	Alpha Sigma	Syracuse	NY
University of Iowa	Alpha Tau	Iowa City	IA
Auburn University	Alpha Upsilon	Auburn	AL

Chapters in Order of their Greek Letter Designation continued

University of Nebraska - Lincoln	Alpha Phi	Lincoln	NE
Creighton University	Alpha Chi	Omaha	NE
West Texas A&M University	Alpha Psi	Canyon	TX
Lock Haven University of Pennsylvania	Alpha Omega	Lock Haven	PA
Rider University	Beta Alpha	Lawrenceville	NJ
Rollins College	Beta Beta	Winter Park	FL
University of Oklahoma	Beta Gamma	Oklahoma City	OK
University of Findlay	Beta Delta	Findlay	OH
Texas Christian University	Beta Epsilon	Fort Worth	TX
Kent State University	Beta Zeta	Kent	OH
University of Arkansas	Beta Eta	Fayetteville	AR
University of Miami	Beta Theta	Coral Gables	FL
Ohio University	Beta Iota	Athens	OH
University of Southern California	Beta Kappa	Los Angeles	CA
University of New Orleans	Beta Lambda	New Orleans	LA
Capital University	Beta Mu	Columbus	OH
University of Alabama at Birmingham	Beta Nu	Birmingham	AL
Lamar University	Beta Xi	Beaumont	TX
George Washington University	Beta Omicron	Washington	DC
Lehigh University	Beta Pi	Bethlehem	PA
University of Toledo	Beta Rho	Toledo	OH
Youngstown State University	Beta Sigma	Youngstown	OH
Central Missouri State University	Beta Tau	Warrensburg	MO
University of Alabama, Tuscaloosa	Beta Upsilon	Tuscaloosa	AL
Washburn University	Beta Phi	Topeka	KS
University of Maine	Beta Chi	Orono	ME
State University of New York (SUNY) at Brockport	Beta Psi	Brockport	NY
Spelman College	Beta Omega	Atlanta	GA
University of New Mexico	Gamma Alpha	Albuquerque	NM
Oglethorpe University	Gamma Beta	Atlanta	GA
University of Hartford	Gamma Gamma	Hartford	CT
Wright State University	Gamma Delta	Dayton	OH
Mercer University	Gamma Epsilon	Atlanta	GA
Southern Polytechnic State University	Gamma Zeta	Marietta	GA
Central Michigan University	Gamma Eta	Mt. Pleasant	MI
Bentley College	Gamma Theta	Waltham	MA
University of Richmond	Gamma Iota	Richmond	VA
Purdue University	Gamma Kappa	West Lafayette	IN
California State University, San Bernardino	Gamma Lambda	San Bernardino	CA
William Woods University	Gamma Mu	Fulton	MO
Western Kentucky University	Gamma Nu	Bowling Green	KY
Appalachian State University	Gamma Xi	Boone	NC
Rose-Hulman Institute of Technology	Gamma Omicron	Terre Haute	IN
Davidson College	Gamma Pi	Davidson	NC
East Carolina University	Gamma Rho	Greenville	NC
Universidad de las Américas (UDLA) - Puebla	Gamma Sigma	Puebla	MEXICO
Widener University	Gamma Tau	Chester	PA

Chapters in Order of their Greek Letter Designation continued

Ohio Northern University	Gamma Upsilon	Ada	OH
Alabama A&M University	Gamma Phi	Huntsville	AL
Old Dominion University	Gamma Chi	Norfolk	VA
San Francisco State University	Gamma Psi	San Francisco	CA
Virginia Polytechnic Institute and State University	Gamma Omega	Blacksburg	VA
Illinois State University	Delta Alpha	Normal	IL
Iona College	Delta Beta	New Rochelle	NY
University of Indiana, South Bend (formerly Indiana Univ)	Delta Gamma	South Bend	IN
University of Missouri - Kansas City	Delta Delta	Kansas City	MO
University of Wisconsin - Whitewater	Delta Epsilon	Whitewater	WI
Western Carolina University	Delta Zeta	Cullowhee	NC
University of South Alabama	Delta Eta	Mobile	AL
DePaul University	Delta Theta	Chicago	IL
University of Houston	Delta Iota	Houston	TX
University of Delaware	Delta Kappa	Newark	DE
Rowan University	Delta Lambda	Glassboro	NJ
Niagara University	Delta Mu	Lewiston	NY
Columbus State University	Delta Nu	Columbus	GA
University of North Carolina - Wilmington	Delta Xi	Wilmington	NC
Villanova University	Delta Omicron	Villanova	PA
Baker University	Delta Pi	Baldwin City	KS
CETYS Universidad	Delta Rho	Baja California	MEXICO
Mount Ida College	Delta Sigma	Newton Centre	MA
Keene State College	Delta Tau	Keene	NH
Southwestern College	Delta Upsilon	Winfield	KS
Ithaca College	Delta Phi	Ithaca	NY
Kutztown University	Delta Chi	Kutztown	PA
Loyola University Chicago	Delta Psi	Chicago	IL
University College of Cape Breton	Delta Omega	Sydney, Nova Scotia	CANADA
American University in Bulgaria	Epsilon Alpha	Blagoevgrad	BULGARIA
Wayne State University	Epsilon Beta	Detroit	MI
International University in Geneva	Epsilon Gamma	Geneva	SWITZERLAND
George Mason University	Epsilon Delta	Fairfax	VA
Langston University	Epsilon Epsilon	Langston	OK
Concordia University	Epsilon Zeta	Montreal	CANADA
Dickinson College	Epsilon Eta	Carlisle	PA
Quinnipiac University	Epsilon Theta	Hamden	CT
College of Notre Dame of Maryland	Epsilon Iota	Baltimore	MD
Arcadia University	Epsilon Kappa	Philadelphia	PA
Elon University	Epsilon Lambda	Elon	NC
Colorado School of Mines	Epsilon Mu	Golden	CO
John Carroll University	Epsilon Nu	University Heights	OH
St. Norbert College Chapter	Epsilon Xi	De Pere	WI
Drexel University	Epsilon Omicron	Philadelphia	PA
University of Montana	Epsilon Pi	Missoula	MT
Roger Williams University	Epsilon Rho	Bristol	RI

Chapters in Order of their Greek Letter Designation continued

University of Memphis	Epsilon Sigma	Memphis	TN
Consortium Institute of Management and Business Analysis (CIMBA)	Epsilon Tau	Asolo	ITALY
Oklahoma State University	Epsilon Upsilon	Stillwater	OK
Dallas Baptist University	Epsilon Phi	Dallas	TX
Illinois Wesleyan University	Epsilon Chi	Bloomington	IL
Instituto Tecnológico de Monterrey (ITESM) (Tec de Monterrey)	Epsilon Psi	Monterrey	MEXICO
University of Nebraska - Kearney	Epsilon Omega	Kearney	NE
Northern Illinois University	Zeta Gamma	Dekalb	IL
College of William and Mary	Zeta Delta	Williamsburg	VA
Universidad Popular Autónoma del Estado de Puebla (UPAEP)	Zeta Epsilon	Puebla	MEXICO
Ramapo College	Zeta Zeta	Mahwah	NJ
Florida Institute of Technology (FIT)	Zeta Eta	Melbourne	FL
University of Central Arkansas	Zeta Theta	Conway	AR
St. Mary's University	Zeta Iota	San Antonio	TX
City University of Washington	Zeta Kappa	Bellingham	WA
Marist College	Zeta Lambda	Poughkeepsie	NY
University of North Alabama	Zeta Mu	Florence	AL
Norfolk State University	Zeta Nu	Norfolk	VA
State University of New York (SUNY) at Cortland	Zeta Xi	Cortland	NY
Petro Mohyla State University	Zeta Omicron	Mykolayiv	UKRAINE
Elmhurst College	Zeta Pi	Elmhurst	IL
Cabrini College	Zeta Rho	Radnor	PA
James Madison University	Zeta Sigma	Harrisonburg	VA
Sonoma State University	Zeta Tau	Rohnert Park	CA
Augustana College	Zeta Upsilon	Rockland	IL
Northern Kentucky University	Zeta Phi	Highland Heights	KY
Coastal Carolina University	Zeta Chi	Wilmington	NC
Mississippi State University	Zeta Psi	Mississippi State	MS
Kennesaw State University	Zeta Omega	Kennesaw	GA
Cheyney University of Pennsylvania	Eta Alpha	Cheyney	PA
Bennett College for Women	Eta Beta	Greensboro	NC
Murray State University	Eta Gamma	Murray	KY
University of North Carolina - Greensboro	Eta Delta	Greensboro	NC
Western Illinois University	Eta Epsilon	Macomb	IL
Emmanuel College	Eta Zeta	Boston	MA
Angelo State University	Eta Eta	San Angelo	TX
Lincoln University	Eta Theta	Lincoln University	PA
Fairfield University	Eta Iota	Fairfield	CT
University of Michigan, Flint	Eta Kappa	Flint	MI
College of Staten Island/The City University of New York	Eta Lambda	Staten Island	NY
Northwestern State University of Louisiana	Eta Mu	Natchitoches	LA
Bridgewater State College	Eta Nu	Bridgewater	CT

Designated Chapters by Institution

Alabama A&M University
American University in Bulgaria
Angelo State University
Appalachian State University
Arcadia University
Auburn University
Augustana College
Baker University
Bennett College for Women
Bentley College
Boston University
Bridgewater State College
Brigham Young University, Hawaii
Cabrini College
California Polytechnic State University, San Luis Obispo
California State Polytechnic University, Pomona
California State University, Fresno
California State University, Fullerton
California State University, Long Beach
California State University, Los Angeles
California State University, Northridge
California State University, Sacramento
California State University, San Bernardino
Capital University
Central Michigan University
Central Missouri State University
CETYS Universidad
Chapman University
Cheyney University of Pennsylvania
City University of Washington
Coastal Carolina University
College of Notre Dame of Maryland
College of Staten Island/The City University of New York
College of William and Mary
Colorado School of Mines
Columbus State University
Concordia University
Consortium Institute of Management and Business Analysis (CIMBA)

Creighton University
Dallas Baptist University
Davidson College
DePaul University
Dickinson College
Drexel University
East Carolina University
Elmhurst College
Elon University
Emmanuel College
Evergreen State College
Fairfield University
Florida Institute of Technology (FIT)
George Mason University
George Washington University
Georgetown University
Georgia State University
Illinois State University
Illinois Wesleyan University
Instituto Tecnológico de Monterrey (ITESM) (Tecnológico de Monterrey)
International University in Geneva
Iona College
Iowa State University
Ithaca College
James Madison University
John Carroll University
Keene State College
Kennesaw State University
Kent State University
Kutztown University
Lamar University
Langston University
Lehigh University
Lincoln University
Lock Haven University of Pennsylvania
Loyola University Chicago
Marist College
Marymount College Tarrytown
Mercer University

Michigan State University
Mississippi State University
Mount Ida College
Murray State University
Niagara University
Norfolk State University
North Carolina State University
Northeastern University
Northern Illinois University
Northern Kentucky University
Northwestern State University of Louisiana
Oglethorpe University
Ohio Northern University
Ohio State University
Ohio University
Oklahoma State University
Old Dominion University
Petro Mohyla State University
Pomona College
Purdue University
Quinnipiac University
Ramapo College
Rider University
Roger Williams University
Rollins College
Rose-Hulman Institute of Technology
Rowan University
San Diego State University
San Francisco State University
Sonoma State University
Southern Polytechnic State University
Southwestern College
Spelman College
St. Mary's University
St. Norbert College Chapter
State University of New York (SUNY) at Brockport
State University of New York (SUNY) at Cortland
Syracuse University
Texas A&M University
Texas Christian University

Texas Tech University
Universidad de las Américas (UDLA) - Puebla
Universidad Popular Autónoma del Estado de Puebla (UPAEP)
University College of Cape Breton
University of Alabama at Birmingham
University of Alabama, Tuscaloosa
University of Arkansas
University of California, Irvine
University of California, San Diego
University of Central Arkansas
University of Delaware
University of Denver
University of Findlay
University of Florida
University of Georgia
University of Hartford
University of Hawaii
University of Houston
University of Illinois at Urbana-Champaign
University of Indiana, South Bend (formerly Indiana Univ)
University of Iowa
University of Kansas
University of Louisiana at Lafayette
University of Maine
University of Memphis
University of Miami
University of Michigan, Flint
University of Minnesota
University of Missouri - Kansas City
University of Montana
University of Nebraska – Kearney
University of Nebraska - Lincoln
University of Nevada, Reno
University of New Mexico
University of New Orleans
University of North Alabama
University of North Carolina - Charlotte

University of North Carolina – Greensboro
University of North Carolina - Wilmington
University of North Texas
University of Oklahoma
University of Pennsylvania
University of Richmond
University of South Alabama
University of Southern California
University of Tennessee - Knoxville
University of Texas at Arlington
University of Toledo
University of Virginia
University of Wisconsin - Whitewater
Villanova University
Virginia Polytechnic Institute and State University
Washburn University
Wayne State University
West Texas A&M University
Western Carolina University
Western Illinois University
Western Kentucky University
Widener University
William Woods University
Wright State University
Youngstown State University

AWARD RECIPIENTS FOR 2010



Phi Beta Delta, Awardees for 2010, back row, l-r: **Dr. Richard Deming** (Outstanding Faculty Award) Beta Chapter, CSU, Fullerton; **Dr. Elane Granger and Mr. Wesley Kong** (Accepting on behalf of the Alpha Sigma Chapter of Syracuse University the Outstanding Chapter Award, Northeast Region); **Dr. Norma George** (Outstanding Staff Award), Eta Alpha Chapter, Cheney University of Pennsylvania; **Ms. Diana Rowan** (accepting the Outstanding Chapter Award for the Southeast Region) Mu Chapter, University of North Carolina, Charlotte; **Dr. Catherine Turrill**, (Accepting on behalf of the Omicron Chapter, CSU, Sacramento the Outstanding Chapter Award, West Region); **Mr. Faisal Shaib** (International Student Award) University of Alabama at Birmingham. Front row, l-r: **Ms. Taryn Moore** (Domestic Student Award for International Achievement) Beta Chapter, CSU, Fullerton; **Ms. Sisi Zheng**, Ford Foundation Fellow; and **Ms. Hazel Yilmazoglu**, Fulbright Fellow, (sharing in the acceptance of the Outstanding Chapter Award for the Northeast Region); **Ms. Marian Beane** (accepting the Outstanding Chapter Award for the Southeast Region, and the Eileen Evans Outstanding Overall Chapter Award) Mu Chapter, University of North Carolina, Charlotte. Awards presented but representative not present, Outstanding Chapter, Midwest Region, **Eta Epsilon Chapter, Western Illinois University**; Outstanding Chapter, Southwest Region, **Epsilon Mu Chapter, Colorado School of the Mines**.

Welcome Remarks to the Conference

Dr. Edward Khiwa, Director of Health Administration, Langston University

Dr. Edward Khiwa, conference chair and president-elect of Phi Beta Delta, welcomed the conference attendees. In citing the importance of the conference theme: Higher Education, Globalization, and Internationalization: Collaborating in Economically Challenging Times, he said it is imperative to offer knowledge and research to assist leaders and policy makers in their efforts. His comments, edited here, provide a window on his view of the role of Phi Beta Delta members.

Most of us are educators, and today, we have become *advocates*. This evolution means the education is no longer simply a historical survey of the world. Educators must do more than teach theories and intellectual skills. They must help bring a better quality life to all those in the world. That is the circumstance in which we find ourselves. Phi Beta Delta does not wish to politicize the human experience, rather our focus is to provide a forum for scholars. In that way Phi Beta Delta can influence those who govern. We have a dual role, not only to educate younger generations, but to educate those in power right now.

Obviously, the fundamental task of procuring food, clothing, and shelter has become a world challenge, a global challenge. War and natural disaster have made these basic needs critical in so much of the world. Nations have come to depend on each other in ways never before witnessed in the history. The matters of labor, economics, communication, and immigration, are at the forefront of every political process, and every person in a position of responsibility faces difficult decisions on a daily basis. The need for information and ideas is paramount, and our responsibility to contribute information and ideas should be obvious and compelling.

Are we prepared for our task? I say, we must orient ourselves initially; we must think globally, indeed. Capitalism has had perhaps a somewhat unexpected way of bringing the world together under the tightest international social bonds ever known. The quest for the cheapest labor has made business inexorably international. The quest for opportunity and power has made immigration an essentially unnatural phenomenon. We have seen evolve before our eyes an entire class of people who seem to have risen above nationality, so that an ethnicity or a nationality has become a mere marketable item in an international buffet, or a multicultural bazaar. This process has not been monitored, but has transpired as the natural result of unbridled capitalism and its consumption of labor. It is magnificently productive, and yet we see at the same time a level of world poverty and suffering which is unspeakable. It must be our first principle of research to understand the relationship between poverty and human values—values held by the poor, as well as the rich, and how those values contribute to the socio-economic status of each group of people in every country, every state, and in every city.

Education that is dependent on government support reflects the economic condition of that government. Whether funded by city, state, or national resources, our educational systems are a direct reflection of government values and concerns. If the government is not well, the education system suffers. Therefore, we are behooved with exigency to concern ourselves with improving our relationships with those who support us. We must contribute to *their* success to insure our own. We must renew their confidence in us, and their understanding of our importance. We must create meaningful, effective relationships with the cities and states which host our educational institutions. Finally, we must seek to connect ourselves with global leaders. Globalism is the trend, and for the sake of our own survival, we must espouse global concerns, and seek ways of making ourselves useful contributors to this cause.

Welcome Remarks continued

Again, I welcome you all to the 24th Annual Phi Beta Delta Conference. I will make myself accessible to each and every one of you, and to assist you in any way possible. Thank for your making the effort to be here, for making the sacrifice of your time and means. I personally thank you for acting on your sense of responsibility and compassion for the global needs which we must address. It is my desire that each of you find an every growing capacity for effectiveness in your work, and that in the coming year each of you will contribute to the purpose and value of the Phi Beta Delta, International Honor Society.

Running with the Big Dogs: What International Scholars and Administrators Need to Know during Economically Challenging Times

Dr. Carl Patton, President Emeritus, Georgia State University

There is a Southern saying: "If you can't run with the big dogs, stay on the porch".

In my experience on a half dozen campuses over forty years, many international scholars and administrators stayed on the porch when they should have been running with the big dogs.

This morning I will be drawing on my perspective not only as a university president, but also as a research center director, department chair, dean and provost. Even in these difficult economic times, I think international educators can build a stronger base of support for the international mission.

Let me begin by saying we are in uncharted budgetary waters. Most campuses are in strategic response mode, and that means they are finished with the nips and tucks and are going to start eliminating programs. Unfortunately, on many campuses, international activities do not have a strong political foothold. Study abroad programs are seen by many regents and legislators as expendable "rich kids" programs. Of course, some of these decision makers realize that many international students attending U.S. schools pay full freight, and so they look on these students as cash cows. While students from other countries will continue to study in English speaking nations, we will have increasing competition from Australia, New Zealand, England and Canada. The future may not be as rosy as we hoped.

I'm sure each of you can list other alarming trends, which makes it all the more important for us to get our campus politics right. Now, more than ever before, we need to think creatively about how we communicate with others on our campuses. Fortunately, your expertise in the global market can be used for the benefit of your institutions. So, to return to the beginning of this discussion, what do I mean by "running with the big dogs?" Here are seven suggestions about how to build a stronger political base on your campus.

1. Learn to speak the language of those whose support you want.

We tell our students that they need to learn foreign languages in order to maximize their study abroad experiences. Yet, I've seen people in international program areas fail to learn the language of their campuses. The general rule is to understand how people express important matters and adapt to that model.

I tried to learn a number of foreign languages during my career when I worked in other countries, so I was not too surprised that I had to learn "Southern" when I moved to Georgia twenty years ago. Southerners use a lot of dog analogies, so it is important to understand what people mean when they say such things as:

"That dog won't hunt."

"Don't lie down with a dog that has fleas."

"Dogs don't bark at parked cars."

Just so we are clear, the first two of these sayings are warnings, but the third is a compliment to you, the *car* that is *not* parked. And, by the way, if someone describes another person and ends with the statement "Bless his heart", they really mean: "What in the world is wrong with that fellow?" Not only do you have to learn what people are saying, but you also need to *be there* when they say it. So, my second point is:

2. Know when and where the deals are made and be there.

Get involved in important campus committees so you will be friends with the people who make

Patton, continued

decisions. I've always been struck by colleagues who refuse to serve in the University Senate or on campus committees because they think it is a waste of time. Let's hope that the committee task is important, but even if it is not that important, you will meet people involved in campus decision making. In my research methods classes, I always stressed that "no" is an answer. So, you will also be able to figure out who to stay away from.

If you think all deals are made in the campus budget committee, you are probably mistaken. From my experience as an administrator on four campuses, most budget decisions had been formulated before they ever got to the budget committee. They might get tweaked in committee, but most of the time, the deals have been made in advance, even up to the point of knowing who will make the motion, who will second it, and who will pile on.

Find out what motivates key people. Enrollment? Finances? External funding? Campus administrators do not make decisions without a context or framework. So, frame your request to make it supportive of campus leader interests. This leads to my third suggestion.

3. Bond with campus opinion makers.

Get to know the campus leaders and their interests.

One way to develop an appreciation for international activities among campus leaders is through supporting their pet projects. Showing up at their events is 90% of success. People need to know you, and realize that you can help them. My VP for External Affairs, a native speaker of Southern wisdom-speak, says: "What are friends for if you don't use them"? But, you can't use your friends by sitting in your office. This leads to my fourth point:

4. Travel and meet people on their own turf.

It's critical to meet people more than half way. As a university administrator, I met legislators and regents in their offices or homes. Likewise, you need to go to faculty offices. Show people you value them by going to see them.

But no one will see me, you say? Cultivate the beginning deans and chairs. They will eventually get to the top. And, while I'm talking about making friends, make friends with the assistants to the "big dogs". A bad reputation with administrative assistants can block your initiatives, and you may never have a clue. How do you get reluctant people to meet with you? This is my fifth point.

5. Eating can be the key to budgetary success.

Many deals are made over food. Much is made of the meals legislators eat on other people's money, but that's how deals are made.

I tried to meet regents and legislators in their home towns, eating *inexpensive* meals in their local dives. It's not the price of the food that matters, but the attention you're giving. This leads me to emphasize cultural sensitivity.

University administrators speak about the importance of cultural sensitivity, but even the top brass don't always practice what they preach. On a trip to have breakfast with a key legislator at his favorite restaurant, I ran into a recently appointed university president. I invited my new colleague to join us for breakfast. We went to a local hole-in-the-wall restaurant. I asked the legislator, the chair of an important committee, what his favorite dish was and ordered it for myself: ham, eggs, grits, bacon, and biscuits – a typical Southern breakfast. The new president insisted on a fruit plate. He actually *refused* to eat the grease, the grits and the eggs. We figured that was a sign he was not going to fit in, and we were right. He was sent packing in six months.

Patton, *continued*

Would he have lasted if he had eaten the legislator’s special? Maybe not, but why take the chance? By the way, what you talk about at these meals is not necessarily the point of the meeting. The point is to nurture friendships. In the South, you begin the meeting by asking about the family. If you are really fluent in Southern, you ask: “How’s your Momma and them?” Of course, that is not the point of the meeting. The idea is to make people feel comfortable with the discussion. And, always conclude by asking “What can I do for you?” There is a flip side to all of this talking.

6. It is important to know when to *stop* talking.

Joe Frank Harris, former governor of Georgia, advises, “When you’ve found you’ve dug yourself into a hole, stop digging.” Generally, the less you talk, the more you will learn. Your meal partner is likely to fill the silence with important information.

The visual equivalent of “stop digging” is to keep it short and provide your PR dept with relevant bullet points and captivating photos. I’ve seen many potentially great stories sent into PR departments and president’s offices that didn’t get used because they were long and boring.

In these difficult budgetary times, we’re going to be rejected more than usual, so let me suggest another lesson learned from Southern politics.

7. Neither winning nor losing is permanent.

Always position yourself for the next round. Keep the door open even when you are rejected. I know the common response is to retreat and lick our wounds. But instead, keep communicating. Follow up with a hand written note which, by the way, is a lost art. As a university president, I was surprised that faculty and staff seeking financial support used so few social and political skills, so I hope you find these suggestions useful. When I proposed this paper, the higher education economy was bad, but not as bad as it is today. Perhaps we can use this down time to position international education politically for the recovery.

International education should be one of the more important campus priorities, but to make it so, we’ve got to get off the porch!

A Summary of the suggestions

1. Speak the language of those whose support you want.
2. Know when and where the deals are made and be there.
3. Bond with campus opinion makers.
4. Meet people on their own turf.
5. Eat your way to budgetary success.
6. Know when to *stop* talking.
7. Remember, neither winning nor losing is permanent.

Globalizing Culture: The Responsibility Of Higher Education To Encourage Cross-Cultural Understanding And To Maintain Higher Standards For Students

Frances Meres, Widener University

The current global economy has plagued us with the collapse of material wealth and has presented us with vast uncertainty. Veterans of corporate America are considering drastic career changes, and families are learning to sacrifice. For the first time, Americans are looking globally to find out what we could be doing better.

As a professional in international scholarship, what role do you play in the development of the next generation? What goals do you have for the world you hope to change, and how are you preparing the next generation to carry out those goals in the future? Keep these questions in mind as we talk about globalizing culture, and the benefits of holding the keepers of the future to higher standards.

Globalization

Let's begin by defining the term we have come to know as *globalization*. We hear it everywhere but what does it really mean? Globalization refers to breaking down political, economic, and cultural barriers in order to allow the free flowing of ideas, policy, goods and culture. On an economic level, we have made ourselves extremely interdependent. Other countries depend on the sale of our products to keep jobs, and we rely on their services to manufacture our goods. The actions of each party involved are so closely related that any malfunction in the system affects everyone else in some way. Globalization in a sense refers to the world shrinking. The faster we can communicate and travel, the faster we can trade intelligence and goods. So far, for economic reasons, we have really taken advantage of the system we have created.

What I would like to know, is how so many people can be connected so readily, yet know nothing about each other. For some reason we have the strongest hesitation to globalize culture. We do not have to rely on stories and legends to wonder who is on the other side of the world anymore, yet so many of us do. So many children in today's classrooms do not even know their own country's history, let alone the history of the world and everything it has to offer. As a member of a global community of professionals, I believe that it is our responsibility to encourage people to step out from behind the safety of their computer screens and meet someone who came from a different background. I consider it a professional duty to engage in research that helps curriculum developers understand the social and cognitive benefits of language and culture acquisition. If we plan on investing in the future of this country, we should start here, with the development of global citizens.

The Problem

According to the National Center for Education, in 2005 the United States spent 441 billion dollars on Education (1). The National Center for Education Statistics projects that by 2017 we will spend \$626 billion dollars on Education, or \$11,600 dollars per pupil. The National Center for Education Statistics reported that the 2006 math and reading achievement scores of United States students were not significantly different from the nation's 1971 scores, and that achievement gaps still continue to exist among racial/ethnic subgroups (2). Is \$626 billion dollars per year, to maintain par, acceptable? Is \$11,600 dollars per pupil per year, for an education that continues to slip behind international averages, a worthwhile investment?

Research conducted by the Programme for International Student Assessment in 2006 tested the aptitude of 15 year old students in countries participating in the Organisation for Economic Co-Operation and Development. The study tested students' abilities in Reading, Math and Science (3). Finnish students achieved at a higher standard than students of any other of the 41 participating countries. Study

Meres continued

surveys showed that Finnish students face the same types of social, economic and familial disadvantages that many American students face; divorce, peer pressure, and financial hardship, yet they still manage to outperform American students. So what is the secret? I will share with you a few things I know about the Finnish education experience:

1. They are graded for the first time at around 7th grade. They do not rely on a grade-reward system as we do in the US.
2. Finnish students are required to master their own language, another local dialect, English in grade school. A second European language usually is acquired later on in the child's education.
3. Teachers are required to have a master's degree for licensure at any level.

Americans spend more than any other country on Education, yet results do not provide any substantial evidence that the increasing investment is paying off. Contrary to popular American belief, throwing money at a problem won't necessarily better it. Getting American students to perform at the levels of their international peers requires a simple solution—

1. Teaching students that their education allows them to be part of something bigger than themselves
2. That they are in control of their own futures, regardless of their individual background
3. That there are other backgrounds out there, and that those people are all part of the same machine, too

Acceptance

A single responsibility educators have is to promote acceptance of diversity. Many use the term interchangeably with tolerance and understanding, but I challenge the use of these terms. I do not prefer the term tolerance, because the connotation of tolerance would suggest something to put up with. You tolerate someone's crying baby in a restaurant. I also would rather not use the term understanding, because to understand something means that you can place yourself in the position of someone else and see things how they see things. To accept though, does not guarantee understanding; however it does a little more than tolerate to define the ideal type of culture exchange.

The Taoist philosopher Lao Zi, in his *Dao De Jing*, which, loosely translated, means the classic ways of virtue, suggested in proverb 17 the following:

道，可道，非常道

Dao, ke dao, fei chang dao;

名，可名，非常名

Ming, ke ming, fei chang ming

The proverb refers to the way in which we approach life, and directs those who study Taoism away from trying to define the way, or the tao, for upon definition the meaning is lost. Extended, we can understand the passage to mean that upon knowing something, we fail to know any other possible way for it to be; upon naming something, we fail to allow it to have any other definition.

I understand this proverb to explain the combatant nature with which we stubbornly strive to classify everything in our world, including each other. The tension we feel between cultures, between religions, between races is our desire to name ourselves. It is our desire to justify our existence as independent of all other existences. This unnatural force causes such strain yet we continue to pull away

Meres continued

from each other. By accepting difference as part of our nature, and by letting go of the armor with which we guard our ever so precious egos, we could allow ourselves as a human race to be different without having to remain *en garde*. This is something I feel that we can appreciate. It is something I feel though, is missing from our classrooms, our teaching philosophies and our professional agendas. To engage someone in culture exchange is to open a door, and the ways in which we can encourage it on a daily basis are numerous. I tell people who are leery of “foreign” things, people, etc. to ask questions, as opposed to judging. For example, I had a student in a Spanish class who was turned off by the entire experience of having to learn Spanish. As an activity, I had the students ask questions of some Spanish-speaking visitors to the class. This particular student used to stereotype all Spanish speaking people as listening to only mariachi music and wearing huge sombreros. During the activity, the student had asked the Spanish-speaking boy about his favorite type of music, which turned out to be a Latin regga-ton artist. The student researched the music that night and the next day was so excited about this Latin music! As a result, the student found something that he connected with, and he used the connection to make his Spanish learning experience more personal.

So, I am proposing a fairly audacious task to all of you as professionals in the field of international scholarship, but you are just the crowd who I know can make a difference in the lives of students, scholars and colleagues.

The instability in the global economy and in the American schema has opened the eyes and the ears of our citizens. We, as a community of higher education professionals and students are responsible for being the vision and the voice that they seek to see and to hear. We are responsible for sharing the benefits of cross-cultural awareness and acceptance, as well as setting the bar for scholarship to international standards.

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Cultivating Cultural Curiosity: Incorporating International Students into the Fabric of Campus Internationalization

Professor Norma George, Director of International Programs, Cheyney University of Pennsylvania

It is imperative that institutions of higher education provide students with a well rounded educational experience which will prepare them not just to take their place in the professional environment, but also to make an impact in the world. The reality, however, is that doing so effectively poses a great challenge. Students that are apathetic may think that what goes on in the world beyond the borders of their country has no bearing on them. Understandably, they demonstrate little or no interest in international current events. Many are not knowledgeable, and embrace only anecdotal and stereotypical points of view of people from other countries, relying on media promoted images. The prevalence of social media networks and the capacity for instantaneous sharing of information, often without time for reflection, has had the negative impact of reinforcing many of those stereotypes. Also, many students have never travelled internationally and have no close relatives who have done so. Still others do have some knowledge and exposure, but may not see the relevance to their professional preparation.

Students in areas such as international affairs, foreign languages, and political science generally have international perspectives imbedded into their curricular requirements, and many institutions have general education requirements which incorporate some of these areas. Still, to be adequately prepared to function in and contribute to a global and pluralistic society, students need experiences which would cause them to truly embrace the concepts, and to see themselves as citizens of a global community.

An international week or international festival has become a tradition at many campuses. At Cheyney University of Pennsylvania, this festival began as a way to create a warm and supportive atmosphere for international students to share and engage the university community in various cultural experiences, as they themselves gain a greater understanding of and appreciation for the local or domestic culture into which they have come. International students come with first-hand knowledge and experience of their own countries, cultures, practices and traditions. Initially, many have periods of homesickness and feel out of place in their new environment. Organizing with others in similar situations gives them a sense of camaraderie and belonging. Having others express an interest in their homelands and their cultures gives them a sense of being valued. This makes the students eager to do share, and at the same time, gives the institution the opportunity to use this willing and readily available resource. The institution gains in exposing the community to programming with an international focus, and in a way which costs relatively little. The key is to capitalize on the interests of students, skills they already have, and integrating information into appealing and enjoyable activities. An opportunity to engage in fun and entertaining activities that have the added benefit of academic credit may be just the hook to draw in the indifferent.

A week-long series of events featuring international cuisine, performances of many kinds including music, theater and dance; film screenings and discussions; lectures and presentations has become an annual tradition. Food is always an attraction. College students need and love to eat! When asked to assist with the international banquet, the dining services of the University used the international students as consultants in planning and the menu, preparing and presenting the meal. On another occasion, the banquet provided great academic benefit for the University's Hotel, Restaurant and Tourism Management major. The coordinator of that program was delighted to incorporate the event into a catering class, providing an opportunity for students to plan and implement every aspect of a formal

George, *continued*

banquet. His students eagerly worked with the international students to create an appetizing menu, and to prepare and serve foods which many of them had never even heard of before. Guests included administrators, faculty, staff, students, family members and members of the community, all eating their way across continents. Inspiring performances of international music, poetry, storytelling and dance topped off the occasion.

Similarly, an African fashion show was heartily embraced by the fashion program as an opportunity for students in that program to host a professional event. At the same time, international students were thrilled to display colorful traditional garments, while an African specialist from the English department regaled the audience with fascinating details about the historical and cultural significance of the various fabrics and garments.

Musical presentations, usually involving short lectures, demonstrations and performances have given our audiences the opportunity to learn the history behind the Trinidadian steel pan, traditional Middle Eastern instruments, traditional African instruments, the Spanish flamenco, and many more. Uniquely, students are encouraged to participate and have a hands-on experience. They have tried their hands at the instruments; belly danced across the stage, and practiced tango steps with their professors.

Film screenings have brought home the horrors of the genocide in Rwanda; presentations by eyewitnesses have impressed upon them the terror life in of the refugee camps of Darfur as they share the pain of their peers and others who could exclaim: I was there! Presenters, including Fulbright scholars from Ghana, Cameroon, Turkey and Argentina have shared the story of the Kurds, the Pygmies and the African influences in Caribbean music and religion which may also be seen in the American South. Many of them have subsequently made presentations in Social Sciences, education, language and other courses.

These events, and many others like them, prompt our students to rethink their own place in society and indeed, the world. For many it is the first opportunity to experience people from a different culture. For others, it is an opportunity to learn from people they have lived and interacted with, who come from another part of the world, and may have a different approach to life. This motivates their consideration of study abroad, furthering their study of a foreign language beyond the required levels, pursuing international development in graduate school, and participating in the Model African Union. In short, now our students are inspired to prepare themselves to make a difference.

The chartering of the Phi Beta Delta, Honor Society for International Scholars has had a notable impact, as it has provided a tangible way to recognize those students and other members of the University community for their achievements in International Education. Every effort towards internalization helps, and our international students are helping to lead the way.

Internationalization: A College/University Imperative

Conference Speaker: Dr. William B. DeLauder, President Emeritus, Delaware State University

Dr. William B. DeLauder is the Executive Director of the Abraham Lincoln Commission on Study Abroad, and President Emeritus of Delaware State University. He spoke to the Conference on the topic of Internationalization: A College/University Imperative. His remarks, edited here, recognize obligations we have in internationalizing our educational system.

Good Afternoon. I thank you for the invitation to speak before this important honor society and I commend all of the members for your commitment to scholarship and excellence in international education.

We have all, including the younger members of this group, seen major changes in this country and in the world that impact the way we think, the way we work, the way we live. In just the past two or three years, we have observed numerous events that demonstrate that we are interconnected with the world outside the borders of the United States of America: the food security crisis, the “economic melt-down;” the growing impact of climate change, health challenges such as HIV/AIDS and Swine Flu, etc. It is clear to most people that globalization is a reality that has a profound affect on our world.

Thomas Friedman, wrote eloquently about the impact of globalization on commerce in his widely read and quoted book “*The World is Flat: A Brief History of the Twenty-First Century.*” Most of you have either read this book or have discussed or read about the concept of the flat world. Much of this is driven by improvements and the availability of personal computers and the internet, by other improvements in technology and telecommunications, by improvements in transportation whereby we now measure distances in time rather than miles, and by the opening of borders for trade.

Our colleges and universities are not immune to these global changes. To remain relevant and to prepare our students to live and work in a global society, we must internationalize our institutions. I shall briefly address three questions. What does this mean? Why is it important? And how do we do this?

What does this mean?

In 2003 and 2004, I had the privilege of chairing a task force on internationalizing the university. The task force was appointed by the Board of Directors of the then National Association of State Universities and Land-Grant Colleges (NASULGC), now known as the Association of Public and Land-Grant Universities (APLU). The Task Force issued a report entitled, “*A call to Leadership: The Presidential Role in Internationalizing the University.*” The report was published in October 2004 and is still available on the APLU website. I believe that this report provides an excellent blueprint for how to internationalize a university.

By internationalizing the college or universities, we mean the total integration of international and multicultural perspectives into the teaching and learning, research or discovery, and engagement or service functions of the college or university.

Why is this important?

First and foremost, an internationalized university can best provide her students with the education and experiences needed to be competitive in a global society and to exercise responsible citizenship.

DeLauder, *continued*

Second, it is important for our communities because the university through her research and engagement can help to connect our communities to other parts of the world and can aid in increasing economic competitiveness.

Third, it is important for the nation because it contributes to national security through what I like to call educational diplomacy, i.e., exposing the world to our college students through study abroad and exposing the world to our faculty through their development and outreach work, especially in developing countries. Our internationalized universities also contribute to national security by educating future world leaders who have experienced American democracy.

Internationalization must be total integration. It is more than just having an effective study abroad program though study abroad is an important activity. It is more than having an area studies program though this contributes to internationalization. It is more than promoting language training though this is an essential feature of internationalization. It is more than just recruiting and educating students from other countries though this also contributes to internationalization. To be effective, it is all of these things and more. The goal should be total integration of international and multicultural dimensions into all aspects of our mission.

How do we do this?

It is our obligation to ensure that we provide our students with the education and experiences needed to compete in a global society. In our task force report we attempted to identify the competences needed by people in a global society. We believe that our students must be able to:

- Have a diverse and knowledgeable world view,
- Comprehend the international dimensions of the major field of study,
- Communicate effectively in another language and/or cross-culturally,
- Exhibit cross-cultural sensitivity and adaptability, and
- Continue global learning throughout life.

I believe that an international experience should be an integral part of the college experience. We have a long way to go to make this a reality. For many students finances are a major barrier. That is why the Commission on the Abraham Lincoln Study Abroad Fellowship Program was established in December 2004 to recommend a fellowship program that would greatly increase the number of American college students who study abroad. The Commission's report was issued in November 2005 and set a goal of one million students studying abroad within ten years of the implementation of the program. The Commission strongly believes that no student should be denied a study abroad opportunity because they can't afford to do so. Legislation to implement the recommendations of the Lincoln Commission now resides in the U.S. Senate under the title, "Paul Simon Study Abroad Foundation Act." It is co-sponsored by Senators Dick Durbin (D) of Illinois and Roger Wicker (R) of Mississippi.

How do you get internationalization done?

The NASULGC (APLU) Task Force on Internationalization suggested and I strongly agree that the most effective way to internationalize is for the president or chancellor to be a strong advocate for internationalization. Internationalization should be a part of the mission statement and institutional pri-

DeLauder, *continued*

orities. President's make a difference here.

I know that in many respects I have been preaching to the choir. But the need to internationalize our colleges and universities is urgent. Former U.S. Secretary of State Colin Powell said: "We are all students of the world we live in and today our world is more interdependent than ever before. The challenges we face in areas such as security, democratic development, economics and health cannot be addressed by any country acting alone."

And finally, Former U.N. Secretary General Kofi Annan observed that the challenges of our world today are "problems without passports" for which we need "blueprints without borders."

We must do our part to educate globally competent students who will be effective leaders, managers, and workers in the 21st Century and to transform our colleges and universities so that they may effectively carry out their missions in a global society.

Internationalizing English Courses and the English Major

Dr. Daniel Ross and Dr. Barbara Hunt, Department of English at Columbus State University.

Internationalizing of the curriculum is more easily accomplished in some disciplines than in others. Or, at least that would seem to be the case. Business, political science, and history are a few that come to mind as comfortably adapting global awareness and perspectives. English does not. However, at Columbus State University (CSU) in Columbus, Georgia, we have managed to internationalize our curriculum, sometimes in creative ways.

The department began the process by procuring a grant from the University's Center for International Education. The grant monies were used to send two junior faculty members to conferences where they could network and explore ways in which other English programs were implementing international perspectives. We thought it was especially important to include junior faculty in this process since they represent the future of the department; in addition, their more recent graduate training was more likely to have a global emphasis than the training senior members of the department had received. These colleagues then gave a presentation to the department and drafted recommendations for internationalization. Their recommendations formed an important base for the curricular decisions the department would eventually make. One of those recommendations was to create a new course in contemporary Anglophone literature.

Since English is the closest thing to a global language, no wonder, then, that English is often the language of choice for writers in Africa, the Caribbean, and South Asia. Worldwide, more than fifty-five countries predominately use English or consider English the official language or an official language ("List"), many because they are former colonies of Britain. In this upper-division course in contemporary Anglophone literature, the professor has a wide range of authors to choose from: some likely candidates include Chinua Achebe (Nigerian), Athol Fugard (South African), Salman Rushdie (Indian, now British), and Michael Ondaatje (Sri Lankan, now Canadian), to name a few. All these writers write in English, not in Igbo, Afrikaans, Hindi, or Sinhalese. In addition, since most of these writers now move back and forth across international borders, many of them taking posts, temporary or permanent, at American and British universities, nationality seems less relevant to literary study than it once was. Although this course is not required of all majors, they are required to take four of six courses in the category in which this course is offered, so chances are good that the post-colonial course will be one of them.

But this Anglophone literature course represents only one way in which the English Department has internationalized course content. The genre and theory classes for the major are now designed to include readings from world literature, not just British and American literatures. For example, "Introduction to Drama" has recently been retitled "International Drama" because professors intentionally include a range of readings to include Ibsen, Pirandello, Camus, and Japanese Noh drama. In "Introduction to Literary Studies 1: Critical Methods" professors cover modern literary theories including those of Jacques Derrida, Michel Foucault, Edward Said, Homi Bhaba, and Paul de Man. In addition, professors teaching this class are now illustrating post-colonialism by using such works as Kiran Desai's *The Inheritance of Loss* and the Argentinean film, *The Official Story*. Our film classes also often include international films, including those of Ingmar Bergman, Albert Lamorisse, and Federico Fellini. Even the early and colonial American literature class has gone international by including Spanish, Portuguese, and French writers from the 15th through 17th century. Internationalizing course content also extends into a new emphasis on translation—the art, difficulties, and nuances of translation. This translation course has recently been taught twice as a special topics course in the major.

Ross and Hunt, continued

But internationalization does not have to be limited to new courses. Once faculty have begun to think internationally, they often change the way they teach even the most traditional courses. For instance, one of the authors of this article has taught Victorian literature in the department for years. For most of those years it hardly occurred to me to speak of Britain's growing empire in the nineteenth century; after all, I was teaching literature and was focused on texts and texts alone. However, a greater focus on internationalization has caused me to broaden the perspective of the class, and that has meant more emphasis on history and culture. Students in Victorian literature at Columbus State University now learn much more about how Britain's expanding empire affected the development of literature during the period.

Years ago, the "W" designator was a popular way by which schools could emphasize writing across the curriculum. Students were required to take a specific number (which varied from school to school) of "W" courses before graduating. While CSU has not instituted a similar "I" (international) requirement for students, it does have the "I" designator on courses, thereby encouraging an international perspective in the curriculum, both for core classes and upper division classes. Courses with the "I" designator may, for example, encourage students to attend a series of international events outside the classroom such as lectures, films, or enrichments sponsored by international student groups; the "I" designator could also indicate that the content of the course deals with international issues or awareness. English faculty frequently volunteer to participate in freshmen learning communities with the "I" designation on their freshman composition course and often persuade other faculty in the community to add the "I" to their courses as well. Faculty members who implement international content in core classes are often more willing to do the same with their upper-level classes.

Probably the most prominent way in which English faculty have internationalized the curriculum is by encouraging study abroad. CSU is one of the few public universities that owns a house at Oxford University, where we have established year-long, semester-long, and short-term summer programs. Although the Oxford Program is open to all majors, English sends more students than any other major at CSU. The English Department has also provided more site directors for the Oxford program than any other discipline on campus. English majors and English faculty have benefited greatly from this exposure to one of the finest universities in the world and have traveled extensively throughout Europe and the British Isles once there. In addition, the University System of Georgia also sponsors a summer program in London, the program director of which is in the Department of English at CSU. His connection to and advertising of the London program further encourages English majors to study abroad. Majors have also studied in Russia, Italy, Germany, Costa Rica, Africa, the Bahamas, Japan, and many other places. Study abroad internationalizes the curriculum as nothing else can.

While it might seem that English courses and the English major would be difficult to internationalize, the reality is just the opposite. With some creativity and determination on the part of faculty, the shift to a global perspective is quite easily accomplished.

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