

## School of Global Studies and Languages Curriculum Innovation Award Winners

The School of Global Studies and Languages (GSL) is pleased to award six Curriculum Innovation Grants for the 2022-23 academic year. We would also like to congratulate three winners of CAS Rippey Awards whose courses likewise promote the core intellectual mission and academic values of the School.

*Ian F. McNeely, School of Global Studies Executive Director and Professor of History*

### GSL Curriculum Grant Winners

Our Call for Proposals invited proposals for new courses and modifications of existing courses that will enhance current offerings and further the mission and core values of the School. The GSL Curriculum Committee, co-chaired by Robert L. Davis (Romance Languages), Jo Weaver (Global Studies), and Vera Keller (History), designed a process open to both tenure-line and career instructors, and emphasizing the School's four core values of responsibility, resilience, reinvention, and reflection. Two more grant cycles are planned for the 2023-24 and 2024-25 academic years.

#### **ARB 301-303 – Reinventing Intermediate Arabic (David Hollenberg and Hanan Elsherif)**



This proposal revamps the 301, 302, 303-level series of Intermediate Arabic, and will count 12 credits towards the Arabic Studies Minor. This revision will set the stage for 400-level thematic courses that will imaginatively engage real world, relevant issues for contemporary Arab society. Additionally, the courses are informed by contemporary issues such as healthcare, the changing role of women in society, and collective resilience. The revamped sequence will also allow students to develop their capacity to engage in discourse in both vernacular and standard Arabic.

## **EALL 109 – Speaking of Food in East Asia**

**(Zhuo Jing-Schmidt and Kaori Idemaru)**



This new course offers an intellectual feast on the language of food and foodways in East Asia. It introduces students to East Asian food cultures and heritages through the lens of language. Through this course, students will understand the role of food in embodied cognition, verbal taboos, and euphemisms of food and eating, and the semantics of the sensory experience. They will also explore ethnic identity and food-related bias and prejudice. Hands-on public-facing projects focused on experiential learning and community engagement will also be incorporated.

## **EALL 210 – Language and Bilingual Mind**

**(Nayoung Kwon)**



Language is one of the most complex cognitive functions in humans, and as such, it provides a privileged window for human cognition. In this new course, students will examine data suggesting that bilinguals display a higher level of cognitive flexibility than monolinguals, and evaluate common myths, like the idea that bilingualism leads to language impairment.

## **ITAL 350 – Global Histories of Italian Food**

**(Diana Garvin)**



The story of Italian food is a tale of global trade, revealing the historic connections between Italy and the world. This new course will focus on connecting place and people, and will use a historical lens to explore the relationship between an Italian city and a different world capital to illustrate how far-flung nations and empires have shaped Italy's regional cuisines. Local site visits with in-person interviews will encourage students to review and assess global institutions with Italian food history holdings.

## **RUSS 101-103, 201-203, 316-318 – Russian Language Program Re-design**

**(Lara Ravitch)**



The re-design of the Russian language programs will provide an opportunity to align student learning outcomes for each level, course, and unity with ACTFL standards and proficiency guidelines, and provide language proficiency outcomes for interpersonal, interpretive, and presentational communication as well as outcomes related to the standards for culture, connection, comparisons, and communities.

## SPAN 218, 228 – Redesign of Second-year Spanish Sequence in the Spanish Heritage Language Program

(Kelley Howarth and Heather Quarles)



The revamp of these courses is directly related to the core values of GSL, and provides a framework for studying the history and legacy of institutionalized language discrimination in formal education and society (Responsibility). This approach has the goal of empowering students as advocates for heritage language maintenance, valuing all language varieties, and using inclusive language for societal transformation (Reinvention). Personal testimony is central, with student-driven projects based on lived experiences of the languages & linguistic variations of their home communities (Reflection), thus forming a community of practice centered around collective empowerment and solidarity (Resilience).

## GSL Rippey Grant Winners

### Geography 299 – Global Drug Trade

(Xiaobo Su)



The UN estimates that annual revenue from global drugs amounts to over \$500 billion, making it one of the largest trade sectors in the world, with the U.S. accounting for an estimated two thirds of global consumption. The illicit drug trade holds back economic and social development and disproportionately impacts the most vulnerable and marginalize. This course unravels this dark side of globalization and addresses the large disconnect between real risks and public perception.

## **Global Studies 101 – Introduction to International Issues**

**(Yvonne Braun)**



Hunger, racism, gender inequality, climate change, resource depletion, biodiversity loss, and human rights: these are just a few examples of the sometimes overwhelming challenges we face in a globalized world. What has changed significantly are our mobility and access to information and images. Who decides what issues get priority and attention? What informs students' own sense of compassion and focus? Do our heightened connections move us more quickly to resolution or to greater cynicism?

## **Russian, East European, and Eurasian/Comparative Literature 232 – Slavic Vampires**

**(Katya Hokanson)**



The figure of the vampire goes back in Eastern Europe to at least 1047. Utilizing literary, folkloric, artistic, and filmic texts, this class will explore the figure of the vampire in its Slavic context and development in the cultures of Eastern Europe and the Balkans. The figure of the vampire is a complex one, raising questions about human ethics, our reaction to disease and death, the scapegoating of figures seen as outsiders.