Appendix 1.1

Proposed Changes

Total Hours for Graduation: 120
Liberal Studies: 42
Second Major: Variable
International Studies: 30

Core Classes: Students must take both course (6 credits total)

- INST 200 Introduction to International Studies
- INST 400 International Studies Capstone

World Languages: Students must earn at least six credits at the intermediate level in a foreign language (6 credits total)

Engaged Experience: Students must also finish an approved Engaged Learning Experience to complete the requirements for the degree. Each student is required to work with his/her departmental advisor to enter into an Engaged Learning Requirement Contract no later than the end of drop/add period in the semester prior to their graduating semester and must complete the contract no later than the last day of classes of the semester prior to their graduating semester. This contract will detail the specific activities to be undertaken and corresponding deliverables to be produced during the experience. Engaged Learning Experiences may be associated with a travel course, independent study, internship, designated Engaged Learning course, or an independent engaged learning experience, but the timely completion of an Engaged Learning Requirement Contract is required.

Themes: Students must take at least 3 courses from one of the themes listed below (9 credits total):

- Realism/Conflict/Security
  - HIST 317 History of 20th Century IR (Fall 2015)
  - HIST 411 Western Imperialism since 1500 (Spring 2014)
  - HIST 425 Modern European Military (Spring 2016)
  - PSC 241 International Security (Fall 2015)
  - PSC 330 Political Violence (Spring 2015)
PSC 343 Ethnic Conflict (Fall 2015)

**Liberalism/Cooperation**
- CJ 354 Comparative Criminal Justice Systems (Spring 2016)
- CJ 475 International Studies in Law and Society (Spring 2013)
- HIST 452 American Diplomatic History (Fall 2013)
- PSC 242 International Organizations
- PSC 320 International Environmental Politics (Spring 2015)
- PSC 333 International Law (Spring 2014)
- PSC 334 US Foreign Policy (Spring 2015)
- PSC 355 Model UN (Spring 2016)

**Development/Economy**
- ANTH 327 Economy and Society (Spring 2016)
- GEOG 350 Economic Geography (Spring 2015)
- HIST 335 History of Capitalism (Spring 2016)
- PSC 216 Politics of Developing Areas (Fall 2012)
- PSC 321 International Political Economy (Fall 2014)
- SOC 434 Regional and Societal Development (Spring 2015)

**Culture**
- COMM 415 Intercultural Communication (Spring 2016)
- ENGL 242 Cultural Studies & Non-Western Literature (Spring 2016)
- ENGL 470 Post-Colonial Literature (Spring 2014)
- ENGL 496 Seminar in Comparative Literature (Spring 2016)
- GEOG 444 Political Geography (Spring 2016)
- PAR 392 Global Justice (Spring 2016)
- SOC 373 Global Society (Spring 2016)

**Regional**
(Students may complete a regional theme of at least 3 courses, with the approval of the International Studies advisor and director)

**Guided Electives**: Students must take 9 hours from the overall list of approved courses, not used in the Themes (9 total hours): NOTE: Advanced (300 level or higher) World Language Courses can be counted towards the Guided Electives

- ANTH 327 Economy and Society
- ANTH 465 Cultures of Latin America
- ANTH 477 Cultures of sub-Saharan Africa
- CJ 354 Comparative Criminal Justice Systems
- CJ 475 International Studies in Law and Society
COMM 415 Intercultural Communication
ENGL 242 Cultural Studies & Non-Western Literature
ENGL 470 20C & Cont. Post-Colonial Literature
ENGL 496 Seminar in Comparative Literature
GEOG 350 Economic Geography
GEOG 440 Topics in Regional Geography
GEOG 444 Political Geography
HIST 317 20th Century International Relations
HIST 323 British History since 1603
HIST 327 Modern Russia
HIST 330 Modern Germany
HIST 335 History of Capitalism
HIST 361 Latin American History I
HIST 362 Latin American History II
HIST 373 Modern Asia
HIST 375 Middle East since Mohammed
HIST 411 Western Imperialism, 1500 to the Present
HIST 416 Europe in the 20th Century
HIST 425 Modern European Military History
HIST 452 American Diplomatic History
HIST 463 History of the Mexican Nation
PAR 251 Understanding Islamic Traditions
PAR 355 Contemporary Religious Classics
PAR 392 Issues in Global Justice
PSC 215 European Political Systems
PSC 216 Politics of Developing Areas
PSC 219 Latin American Political Systems
PSC 241 International Politics
PSC 242 International Organizations
PSC 311 Politics of the Middle East
PSC 317 Politics of East Asia
PSC 320 International Environmental Politics
PSC 321 International Political Economy
PSC 330 Political Violence
PSC 333 International Law
PSC 334 U.S. Foreign Policy
PSC 343 Politics of Ethnic Conflict
PSC 355 Model United Nations
SOC 373 Global Society
SOC 434 Regional and Societal Development
Appendix 1.2

Justifications for Proposed Changes

Any International Studies degree program that is limited to 30 hours faces some tough choices in its design, and those choices entail costs and benefits. The current degree program is long on foreign languages which necessarily limits the number of topical and thematic courses. Organizing those courses into Core Competencies and requiring students to take at least one in each category leaves only one elective within the major. Because the Core Competencies courses are not always offered each semester or year, the students have few choices as a practical matter. The new INST 200 and INST 400 courses were designed to be one-credit and two-credit respectively, in order to have them count cumulatively as one course in a faculty teaching load. However, the one credit Introduction to International Studies course is limited in its ability to introduce the students to the curriculum, to career possibilities, and to interdisciplinary fields contributing to the major.

The proposed changes address some of these issues, but not without costs. The proposal would drop the PSC 110 Global Issues requirement and reduce the foreign language requirement by 6 credits. At the same time it transforms the INST 200 from 1-credit to 3-credits; and INST 400 from 2-credits to 3-credits. These changes creates space for students to take courses in a theme, thereby concentrating their studies. It also creates space for students to have more choice in International Studies electives. This will do a better job of tying the course together which is important for an interdisciplinary major. The creation of a 3-credit Intro and a 3-credit Capstone will allow a systematic and useful means of assessing student learning in order to continue improving the program. This will expand the teaching load for these courses from 3 credits to 6 credits. If the major grows and the demand requires the courses to be delivered each semester, the load would be close to a full-time faculty member’s load. As long as the INST student credit hours go to the Political Science Department, the pool of potential instructors will be limited to Political Science faculty.
Having a thematic concentration is common in International Studies programs. Applicants to graduate programs in International Studies are frequently asked their area of concentration as an undergraduate. These proposed changes would provide them with an answer. At the same time, the loss of language courses might diminish their chances to get into some programs. Advisors can encourage students considering a graduate program to take advanced language courses, and under this plan, advanced language courses can count toward the thematic concentrations.
Appendix 2.1 WCU Mission and Vision Statement

**Our Mission:**
Western Carolina University creates learning opportunities that incorporate teaching, research, service, and engagement through on campus, off campus, on-line and international experiences. The university focuses its undergraduate, master’s and three doctoral programs, educational outreach, research, creative, and cultural activities to sustain and improve individual lives and enhance economic and community development in Western Carolina and beyond.

**Our Core Values and Guiding Principles:**
- Excellence, Scholarship, Teaching and Learning
- Collaboration with and Respect for our Communities
- Free and Open Interchange of Ideas
- Responsible Stewardship and Organizational Effectiveness
- Organizational and Environmental Sustainability
- Cultural Diversity and Equal Opportunity

**Our Vision:**
To be a national model for student learning and engagement that embraces its responsibilities as a regionally engaged university.
Appendix 2.2: College of Arts & Sciences Mission

College of Arts & Sciences

Strategic Plan

Mission:
The College of Arts and Sciences provides students with a liberal arts foundation where they are taught to think critically, grow academically, and communicate effectively. We prepare our students to be intellectually, socially, culturally, and professionally engaged citizens and leaders who contribute to and promote the sustainability of local and global communities.

Vision:
The College of Arts and Sciences will be a national model among colleges of arts and sciences for student-centered teaching and learning, engagement, and collaboration.
Appendix 2.3 International Studies Mission

**Program Mission Statement**

The International Studies BA program is administratively housed within the Department of Political Science and Public Affairs which is located in the College of Arts and Sciences at Western Carolina University. The program seeks to fashion an interdisciplinary field of study that creates a teaching and learning community in which students develop the attitudes, knowledge, and aptitudes required for responsible and effective participation in global society. Its primary purpose is to prepare students to function in a broad range of professional fields in the US and abroad by providing high quality instruction and encouraging students to expand their horizons. Students choosing this major will gain a multi-faceted grasp of globalization, of international politics, and an appreciation of foreign cultures. In combination with their other major, students will have an understanding of opportunities generated by these forces for the western North Carolina region and beyond.
Appendix 2.4

B.A. International Studies
College of Arts and Sciences
QEP Report

**International Studies QEP Process and Plan:** The International Studies coordinate major (it must be paired with another major of any discipline) was created and launched during the current QEP. It is also a totally interdisciplinary program with courses drawn from 8 different academic departments. As such it was conceived with the goals of synthesis clearly in mind. From our founding document we wrote:

*Western Carolina University’s Quality Enhancement Plan document, approved in 2008, defines as its central organizing concept of synthesis – the ability to integrate knowledge from different areas into an original whole – as the driving framework for teaching and learning. This proposed coordinate major supports this endeavor by allowing students to augment their traditional major with a structured selection of courses that are all international in scope. The introductory course and the advisors will assist students in drawing the connections between their traditional major and the broader global context.*

We are still in the process of creating our assessment plan so we have not yet captured any data on student learning outcomes. Nonetheless, there is ample anecdotal evidence of student behaviors that indicate the program is on its way to meeting several of the QEP learning outcomes. Some of this evidence includes:

1. In only its third year of operation (it began in Fall 2010), the major has attracted 63 majors. For an interdisciplinary program this is healthy and indicative of students’ interests in studying a subject that crosses traditional disciplinary lines.
2. Within those 63 majors a total of 19 other majors serve as the coordinates. This range from the Social Sciences (Anthropology; Business Law; Criminal Justice; Finance; Political Science; Social Work; Psychology; Sociology; Natural Resources Management) to the Humanities (Communication; English; History; Philosophy; Spanish; Special Studies Japanese; Hospitality Tourism and Management) to the Natural Sciences (Environmental Science; Math; Chemistry).
3. Thus far we have graduated 11 International Studies majors. Of those, nine had studied abroad; one was an international student, and only one did not study or live abroad. The major does not require study abroad but we do emphasize its virtues to all our majors. We have gained some majors after students have studied abroad or completed international service learning experiences (e.g., Alternative Spring Break in Jamaica 2012). This indicates that experience abroad caused students to think more broadly about their education.

In terms of one specific QEP learning goal:

*Integrate information from a variety of contexts:* Since students will be taking courses in the major from disciplines as varied as Modern Foreign Language; English; Political Science; Geography; History; Communication; Anthropology; Philosophy; and Sociology almost necessitates that students will be exposed to a wide range of approaches to knowledge and learning. Not all majors will take courses in all these disciplines. But they will all be exposed to several academic disciplines. In addition, the coordinate major feature means that students are getting exposed to one particular discipline in depth.

**Next Steps:**
1. (Under active consideration) – Establish a required capstone course that will assist students in synthesizing their two majors.

2. (Under active collaboration) – Identify learning objectives and means by which we will measure these.
Appendix 3.1

Western Carolina University
Program Assessment Plan
International Studies BA
Political Science and Public Affairs
College of Arts and Sciences
Assessment Plan for 2013-17

Primary Contact Name/Info:
Niall Michelsen, 344 Stillwell, 227-3336

Program Mission Statement

The International Studies BA program is administratively housed within the Department of Political Science and Public Affairs which is located in the College of Arts and Sciences at Western Carolina University. The program seeks to fashion an interdisciplinary field of study that creates a teaching and learning community in which students develop the attitudes, knowledge, and aptitudes required for responsible and effective participation in global society. Its primary purpose is to prepare students to function in a broad range of professional fields in the US and abroad by providing high quality instruction and encouraging students to expand their horizons. Students choosing this major will gain a multi-faceted grasp of globalization, of international politics, and an appreciation of foreign cultures. In combination with their other major, students will have an understanding of opportunities generated by these forces for the western North Carolina region and beyond.

Statement on Alignment of Program Mission with University and College Mission

The courses that are required to complete the International Studies BA are all pulled from a wide variety of departments and disciplines. That fact makes this major very good at integrating information from a variety of courses and disciplines. We as students are required to take upper level classes in a wide range of subjects, everything from sociology, history, philosophy and economics.

Adam Brown, WCU International Studies and Political Science major, 2012

This quote by a recent graduate displays how the program’s curriculum parallels many of the central goals of Western Carolina University’s Quality Enhancement Plan. Through our core competency courses and electives, we cover issues that cross disciplines, requiring students to bring together information from multiple academic areas. The topics covered by an international studies major range from political characteristics of the international system, to specific issues where students can learn how culture, nature, and politics interact, to how globalization is
transforming the world in myriad ways. As a symbol of the interdisciplinary nature of our field, students can currently satisfy their core competencies by taking specialized courses in geography.

The International Studies major was established in Fall 2010 to provide the substance in pursuit of the goal set forth in the Strategic Plan (2006 – 2011) of “The University prepares students to become contributing and informed citizens in a global community.” WCU is currently operating within the 2020 Vision: Focusing our Future. Goal 1.3 reads: Ensure that all programs include cross-curricular, experiential, applied, and international/global awareness opportunities for all students. Further, Initiative 1.3.3 reads: Ensure that meaningful international/global experience opportunities are available to every student, regardless of major, including options to study with international scholars on WCU’s faculty, to participate in faculty-led international travel courses, and to study abroad.

Goal 2.1 emphasizes global and social awareness and Initiative 2.1.6 reads: Expand international experiences for all Western Carolina University students through such strategies as increasing study abroad opportunities, developing exchange programs with international universities, recruiting a sizable international student population to WCU, and enhancing global awareness components of existing curricula.

The international studies program actively advances these plans. The curriculum is designed to allow students from a broad range of majors to select it as a second major. At the end of Spring 2012 the international studies major was combined with 19 other majors. Some of these dual majors can be completed within the minimum 120 hours, but others take more credits. In all cases foreign language acquisition is required, and of the first 11 graduates from the program 10 had either lived or earned academic credit abroad.

The International Studies major is well-positioned to fulfill the University’s QEP goals. The International Studies major is committed to the development and implementation of the QEP as a means of better facilitating the relationships between students’ classroom activities, in particular their connections between two major fields of study, their out-of-class experiences, and their life goals.

**Program Goals/Objectives**

**Educational Goal #1: Integrate information from a variety of contexts**

As the quote from the student above articulates, the international studies major is by its interdisciplinary nature causes students to take courses from an array of different disciplines. This includes diverse disciplines such as the foreign languages, the social sciences, and the humanities. Although each student will pick their own selection of courses in fulfillment of the major requirements it is certain they will all be exposed to a variety of intellectual approaches.
Students can be divided into two categories according to their second major. They can either come from a closely allied major (e.g., political science; history; Spanish) or they can come from a very distinct type of major (e.g., environmental science; forensic science; hospitality and tourism management). In the former case, students will be able to integrate the international studies courses with their main disciplinary courses. This will naturally add depth to their understanding of their second discipline. For example, a history of capitalism course taken to satisfy either the Globalization Competency or as a guided elective in the international studies major will help political science students understand material in PSC 343 (International Political Economy) more deeply. The second group of students will be exposed to a group of courses that are extremely different from their second major. While integrating the two may be more difficult for these students, the payoff might be even higher. For example, a hospitality and tourism major might gain valuable insights into their own field, when taking either the history of capitalism or the international political economy course as part of the international studies major.

Learning Outcome:
- Demonstrate knowledge and understanding of the interrelationships between international studies and their second major.

Assessment:
To achieve these learning outcomes, students will complete the core academic competencies, in language; politics; culture; and globalization. Students commonly satisfy these requirements by taking courses from 3 to 4 academic disciplines. Within their individual classes, students are encouraged to engage their classmates and professor with their cross-discipline knowledge base. As they encounter new materials they will naturally begin to apply diverse perspectives. Students are encouraged to be involved in the student group established in the major’s second year: the International Studies Club. Drawing students together from a range of second majors with a common interest in global events and processes creates wonderful opportunities for these students to discover overlapping and sometimes conflicting views of certain international phenomenon. As our QEP understands, much student learning of this nature takes place outside of the formal classroom and the International Studies Club provides those opportunities and allows students to work together, across secondary academic disciplines. Students will be asked to write about their experiences learning from different perspectives.

Educational Goal #2: Solve complex problems

The ability to identify, categorize, and develop solutions to transnational problems is one of the most important skills needed in today’s increasingly interdependent world. For example, in examining the failure or success of an international attempt to stem climate change, students must be able to recognize and evaluate the alternatives available to that policy while recognizing the external costs from the policies implementation (such as budgetary issues, domestic concerns, ethical considerations, and the political processes of global policy formation).
Learning Outcomes:
- Develop the skills necessary to recognize existing and emerging global problems.
- Develop the skills necessary to recognize multiple problem-solving strategies, in an international context.
- Design a realistic problem-solving strategy appropriate to the problem.
- Develop an intellectual framework from which one may select an appropriate solution based on practical, legal, theoretical, and ethical constraints.

Assessment:
Within their primarily upper level international studies courses, students will complete original research projects, working closely with the instructor. All students are required to take PSC 110 (Global Issues) which introduces the students to a wide range of international issues and of theoretical approaches to these. Students are strongly encouraged, but not required, to take advantage of Study Abroad or faculty-led travel course opportunities. Students who spend time beyond US borders quickly gain an appreciation of the diversity of opinions on global issues, and in particular they gain a new perspective of how the US and its approach to global governance is perceived by others. This new perspective allows students to see problems with a fresh eye for global solutions. An example of this is the faculty-led travel course to Kenya offered by the Anthropology and Sociology Department. Students experience the problems confronting efforts in economic and political development in an immediate way that gives them valuable insights into ongoing global debates on these issues. International studies majors can apply these credits towards the guided elective requirements. Graduating students will be asked to address the specific ways that the major provides skills and opportunities for students in this area.

Educational Goal #3: Communicate Effectively and Responsibly across Cultural Lines

Effective communication is central to a good undergraduate education. Students must learn how to communicate orally and in written form. They must also learn to tailor their message to different audiences including audiences from different cultural and historical contexts. For example, a good-faith effort to develop a cooperative relationship can founder on the rocks of cross-cultural confusion. While it is impossible for anyone to become fluent in every possible cultural environment, students increase their flexibility and sensitivity to cultural differences. The program’s substantial foreign language requirement (6 hours beyond that required for a standard BA degree) is integral to the major and to satisfying the learning goal. Additionally, students can take COMM 415 (Intercultural Communication) for guided elective credit. Other students will work with international students on the WCU campus through organizations such as the International Studies Club. Most students will spend significant time outside the US in which they will gain awareness of cultural differences, whether they are relatively narrow as in the UK, or wide as in China.

Learning Outcomes:
- Develop the ability to communicate with people from different cultural backgrounds.
• Develop oral and written communication skills.

Assessment:
In addition to the foreign language requirement, students are required to take at least one course from our Cultural Competency area. Each of these courses (ANTH 327 Economy and Society; ENGL 470 20th Century and Contemporary Postcolonial Literature; GEOG 440 Regional Geography; SOC 434 Regional and Societal Development) requires that students step outside of their normal point of view to see the world through the eyes of others. A short essay reflecting on this learning outcome will also be part of the graduating student’s exit essays.

Educational Goal #4: Practice Global Civic Engagement

The study of international affairs naturally lends itself to issues of citizenship and participation, community development, and recognition of the impact of international agreements. The program encourages students to be active citizens in their national and international communities and fosters a commitment to these goals throughout the students’ careers. The importance is expressed through our discussion of topics of global poverty and what it means to be a global citizen.

Learning Outcomes:
• Develop an understanding of the importance of civic engagement around the world.
• Develop an understanding of the opportunities to participate in shaping local communities throughout the globe.

Assessment:
Students will have the opportunity to participate in a variety of civic engagement projects when they study abroad. For example, one recent major interned at an orphanage in Botswana. The program supports classes which include service learning activities as requirements for the class. An example is the alternative spring break course to Jamaica. Students may take PSC 355 Model United Nations as a guided elective. This experience requires students to represent a state (rarely is it the US) and to develop resolutions in the voice of that country. In addition the students travel to a Model UN conference in Atlanta or Charlotte where they compete and cooperate with students from other universities in pursuit of their resolutions. A short essay reflecting on this learning outcome will be part of the student’s final essay.

Educational Goal #5: Clarify and Act on Purpose and Values

A key goal of the program is to create life-long learners who will develop a set of skills to use throughout their professional and private lives. One of these important skills is to understand one’s own values and how to choose options that are consistent with these values. Students must also learn that these choices have consequences—both for themselves and for society at large.

Student Learning Outcomes:
• Understand the ethical and moral importance of life choices.
• Understand how to use informed judgments to guide their future plans.
• Clarify their own purposes and values.
• Develop the ability to see opposing viewpoints.
• Develop a plan to act on those values.

Assessment:
Students may take PAR 392 Global Justice, Liberty, and Human Rights to satisfy their Politics Competency, or to partially fulfill the guided electives. Other courses typically include substantial normative elements. Whether course is completely focused on activities outside the US, or if it has the US as part of its subject, it is natural for discussions to focus on what should be done, and what moral responsibilities rest on the advantaged populations of the world including the US. A short essay reflecting on this learning outcome will be part of the student’s exit essay.
Appendix 3.2

June 29, 2015

Western Carolina University
International Studies
Political Science and Public Affairs Department
Annual Assessment Report for 2014-15

Primary Contact Name/Info:
Niall Michelsen
344 Stillwell
227-3336
michelsen@email.wcu.edu

<table>
<thead>
<tr>
<th>Student Learning Outcome(s) Assessed in 2013-14</th>
<th>Method(s) of Assessment</th>
<th>Results of Assessment</th>
<th>Implementation Plan</th>
</tr>
</thead>
</table>
| **Educational Goal #1:** Integrate information from a variety of contexts  
Learning Outcome:  
Demonstrate knowledge and understanding of the interrelationships between international studies and their second major. | Students enrolled in INST 400 submitted final papers in which they were assigned to integrate multiple disciplinary approaches to a particular topic.  
This course will be required for all INST majors, but none of the 4 students in this inaugural version took this as a requirement. | See Table Below | To be discussed by International Studies Advisory Board in 2015-16  
Elaborate on the specific assessment goals we will utilize in the newly established Introduction to International Studies and International Studies Capstone courses. |
Demonstrate knowledge and understanding of the interrelationships between international studies and their second major.

<table>
<thead>
<tr>
<th>X No score</th>
<th>1 -- Emerging</th>
<th>2 -- Developing</th>
<th>3 -- Achieving</th>
<th>4 -- Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>A score of X designates irrelevancy of the category to the assignment, content cannot be viewed or assessed.</td>
<td>Student demonstrates some level of deficiency in most if not all of the skills, lacking the ability to connect content from different disciplines.</td>
<td>Student demonstrates some ability to locate, analyze, synthesize, and/or evaluate information adequately, but is deficient in one or two of the skills required.</td>
<td>Student demonstrates the ability to locate, analyze, synthesize, and evaluate information adequately.</td>
<td>Student demonstrates refined skill in locating, analyzing, synthesizing and evaluating information that exceeds expectations.</td>
</tr>
<tr>
<td>Student 1’s paper was of academic journal quality, and crossed disciplinary lines smoothly.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Student 2’s paper was organized and well synthesized.</td>
<td></td>
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<tr>
<td>Student 3’s paper had good sources but was not well integrated</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 4’s paper was well sourced but did not achieve</td>
<td></td>
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</tr>
</tbody>
</table>
Discussion: Because of the small sample size and the self-selected nature of the students in the course, no generalizations can be made. 2015-2016 is Program Review year for International Studies and assessment of the program will be one of the topics discussed. Throughout the academic year the International Studies Advisory Board will undertake discussions related to the learning objectives, and learning outcomes and their measurement.
**Student Learning Outcome(s) Assessed in 2013-14**

1. Give a brief definition of “culture” in a global context. Please describe how courses in your International Studies curriculum helped you recognize existing and emerging global problems in terms of culture. Specify the particular course(s).

   - Graduating students are asked to write a reflective essay addressing each of these questions. The ISAB was specifically interested in how well the students could define these Competency categories in the major. We were also interested in seeing which courses were

2. Give a brief definition of “international politics” (one or two sentences). Please describe how courses in your International Studies curriculum helped you recognize existing and emerging problems in international politics.

   - GEOG 440

**Method(s) of Assessment**

- 3 students scheduled to graduate in May 2014 or who graduated in December 2013 responded.

**Results of Assessment**

- Two of the three students wrote very good definitions of culture. One student defined it as “how a group of people live in society.” And then wrote that the following major elements helped: “lectures on specific ethnicities, news clippings and videos about ethnic/culture divides, culture class devoted entirely to learning about groups of people, research papers about cultural diverse people, discussions on conflict and brainstorming possible solutions.” GEOG 440

**Implementation Plan**

- To be discussed by International Studies Advisory Board in 2014-15: Establish the specific assessment goals we will utilize in the newly established Introduction to International Studies and International Studies Capstone courses.
Specify the particular course(s).

3. Give a brief definition of “globalization” (one or two sentences). Please describe how courses in your International Studies curriculum helped you recognize existing and emerging problems with globalization. Specify the particular course(s).

<table>
<thead>
<tr>
<th>Topics in Regional Geography was noted by two students as particularly useful.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only one definition of international politics was strong, with the student identifying it as “relationships between countries, policies and procedures that are relevant to a variety of states, governments working in conjunction with one another to achieve goals.” PSC 317 Politics of Asia and PSC 320 International Environmental Politics were cited by two students as especially helpful.</td>
</tr>
<tr>
<td>All three students defined globalization well, with one student saying “Essentially globalization is our world thought of as one culture, which can be understood through its rapidly evolving state.” PSC 110 Global Issues and GEOG 350 were each identified by two students as especially helpful.</td>
</tr>
</tbody>
</table>
Appendix 3.4

June 28, 2013

Western Carolina University
International Studies
Political Science and Public Affairs Department
Annual Assessment Report for 2012-13

Primary Contact Name/Info:
Niall Michelsen
344 Stillwell
227-3336
michelsen@email.wcu.edu

<table>
<thead>
<tr>
<th>Student Learning Outcome(s) Assessed in 2012-13</th>
<th>Method(s) of Assessment</th>
<th>Results of Assessment</th>
<th>Implementation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will integrate information from a variety of courses.</td>
<td>Graduating students are asked to write a reflective essay addressing this question. In particular they are asked to comment on the connection between the International Studies major and their other (required) major.</td>
<td>6 students scheduled to graduate in May or August responded. Students noted and approved of the diversity of courses required for the INST major. One student answered “We as students are required to take upper level classes in a wide range of subjects, everything from sociology, history, philosophy and economics. This makes putting the information we learn in our political science and international studies classes very easy to combine with other disciplines because that is exactly what we do while in those other upper level courses.”</td>
<td>To be discussed by International Studies Advisory Board in 2013-14: Review the MFL requirement; Consider Geography and the course availability issue; Discuss the upper level with no foundation issue;</td>
</tr>
</tbody>
</table>
Students particularly noted the regional courses, mentioning that they received a more in-depth look at other cultures and history. Some students failed to see the connection of the MFL requirement to their field of study. The MFL requirement did evoke a lot of discussion from students but the viewpoints were suggesting very different changes. Among the recommendations made were to make a Geography course required. Another concern voiced by one student is that some upper level courses are tough if the students don’t have the foundation courses. Another student mentioned that sometimes not all the Core Competencies are available.

| | Complete the plans to incorporate a capstone course of some time that would aid in the collection of data. |
Appendix 4.1

SUBJECT: International Studies BA and Minor program governance and responsibilities (Approved Fall 2012)

The INST major and minor is overseen by a Director with one-course release per academic year, and by an International Studies Advisory Board (ISAB) comprised of 8 faculty (excluding DHs) drawn from departments supplying courses to the major. ISAB members serve three year terms (renewable) and new members are selected by the Director in consultation with the extant ISAB, followed by approval of the prospective ISAB member’s home DH. The Director serves three year terms (renewable). Selection of a new Director is made jointly by the Department Head of Political Science and Public Affairs and the ISAB. If the PSC/PA DH and ISAB are unable to reach agreement, the matter will be forwarded to the Dean of CAS for decision. In addition to the Director’s normal AFE process, each year the Director will submit a document detailing his/her work with the INST major to the PSC/PA DH. The PSC/PA DH will then use this self-assessment along with available metrics, and conversations with the ISAB to write an Annual Faculty Evaluation of the Director’s performance. This process will be in addition to the normal faculty AFE process and will occur regardless of the Director’s home department.

The Director is responsible for:

- Convening the ISAB at least once per semester.
- Overseeing recruiting and advising majors and public relations for the program.
- Handling internal and external queries, and is responsible for submitting required paperwork.
- Overseeing program assessment and program reviews.
- Communicating with DHs to encourage the delivery of courses required for the major.
- Formally presenting any staffing or budgetary requests decided upon by the ISAB.
- Communicating with INST majors on important matters and opportunities.
- Distributing minutes of ISAB meetings to the relevant Departments.
- Writing annual letters to the ISAB members and home DHs specifying and documenting the work of the committee.

The International Studies Advisory Board is responsible for:

- Overseeing the curriculum.
- Discussing and designing various ways in which the major can be improved, and ways in which student opportunities can be expanded and enhanced.
- Developing policies to govern the major as appropriate (e.g., developed a policy governing requests from students for waivers of the language requirement).
- Making recommendations regarding staffing needs for the major.
- Advising students who double major in their department.
- Supplying input into the annual faculty evaluation of the Director.
Appendix 5.1

Figure 1 International Studies Majors By Term

Figure 2 International Studies Graduates by Academic Year
## Appendix 5.2 International Studies Graduates – Second Majors; Study Abroad; Honors

<table>
<thead>
<tr>
<th>Student</th>
<th>2nd Major</th>
<th>Foreign Education</th>
<th>Graduation</th>
<th>Honors</th>
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COURSE GOALS AND OBJECTIVES:

This class provides students with a one-credit introduction to the ins and outs of WCU’s International Studies (IS) major. At its core, the discipline of International Studies teaches students to think across perspectives, to make connections between local and global events, and to become more active global citizens. During the course of the semester, students will become familiar with the requirements of the major, and they will discover the various internship, study abroad, and career opportunities available in the field of international studies. Additionally, the class will spend several weeks studying the topic of war/conflict from the various academic perspectives within international studies, including political science, history, geography, language/culture, sociology, philosophy, communications, and criminal justice. This diverse analytical approach will allow students to engage with and experience the interdisciplinary nature that forms the foundation of Western’s IS major.

This course will help students to:

- Identify what makes International Studies unique and different from other disciplines,
- Familiarize themselves with the requirements of WCU’s International Studies major,
- Understand the various career paths available to IS majors,
- Appreciate the importance of global citizenship,
- Improve research, oral/written communication, and analytical skills, and
- Interpret and analyze world events, specifically war and conflict, from an interdisciplinary perspective.

COURSE MATERIALS:

The textbook for this course is:

The book is available for rental through the WCU bookstore. Any additional readings assigned throughout the semester will be posted to Blackboard.

**COURSE POLICIES:**

*Class Attendance:* Regular attendance is important in every class, and it is in this one as well. As a one-credit class, we meet only once a week, so missing a day of class means that you will miss a good bit of the material we’ll cover during the course of the semester. Additionally, most of the material covered in class will NOT come from the textbook, so please understand that this is NOT a class for which you can simply read the book to stay current.

Remember -- if you are absent, you are still responsible for any discussion or lecture material you may have missed.

*Late Policy:* I will also deduct attendance points if you are consistently late to class. If you are late one or two times, that’s not a major problem...I understand that things sometime happen outside of your control. If, however, you are consistently late for class, you will see a significant decline in your attendance points. The moral of the story is --- please come to class on time! Thanks!

*Electronic Devices:* Please turn off all electronic devices (cell phones, iPods, etc...) before class out of respect for me and for your fellow students. I don’t mind if you use laptops to take notes during class, but if you are using your laptop for something other than note-taking and it proves distracting to the students sitting behind you, I will ask you to turn off the laptop and refrain from using it for the rest of the semester.

*Late Assignments/Exams:* Warning!! I am a stickler for deadlines, so there will be penalties when your work is late. I will accept late work up to 48 hours (two days) after an assignment is due, but I will deduct 10 points off of your assignment grade as a late penalty. The 48 hours starts at the beginning of class on the day the assignment was due. After that 48-hour period is over, I will not accept your late assignment (and assignment submission on Blackboard is turned off completely after the 48 hour period), which means that you will receive a zero.

I am willing to grant extensions on assignments under certain circumstances, but you must come and speak to me BEFORE the assignment is due. Do not approach me after the due date and ask for an extension because I will not grant you one. **Communication is key here – please contact me BEFORE you have problems with an assignment, not after.**

*Accommodations for Students with Disabilities:* Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability
Academic Integrity: Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. Cheating—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
b. Fabrication—Intentional falsification of information or citation in an academic exercise.
c. Plagiarism—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.
d. Facilitation of Academic Dishonesty—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

As the instructor, I reserve the right to determine the appropriate sanction or sanctions for academic dishonesty up to and including a final grade of “F” in the course. I will also notify, in writing, the head of my department of the academic dishonesty charge and sanction within five calendar days of the event. Please see the Student Handbook for more information about the process and procedures involved in reporting instances of academic dishonesty.

In this class, examples of academic dishonesty may include, but are not limited to,

- failing to properly cite direct quotes or paraphrased material,
- using an unauthorized aid on an assignment/exam,
- passing off the work of another individual as your own.

Electronic Submission of Assignments: All of the assignments in this class are due via Blackboard. In terms of Blackboard submission, if you have computer issues while you are trying to turn in your assignment (computer freezes, Blackboard is down, etc.), you must contact me within 15 minutes of the due date deadline to tell me that you’re having problems, while also emailing me your assignment within that 15 minute window to prove that the assignment has been completed. Submitting via email is acceptable one time, but if you have consistent problems uploading assignments to Blackboard, then you and I will meet and go through the procedure together so that there are no further issues.

Blackboard and Email: I expect you to check Blackboard and your WCU email account on a regular basis. When I send out a class announcement via email, it is NOT acceptable to tell me that the reason you weren’t aware of the announcement is because you don’t check your email.
I encourage you to email me with any questions or issues you may have, and be aware that each time you email me about a specific issue, I will send you a confirmation email. If you haven’t received a confirmation from me within 24 hours of your original email, please assume that I didn’t receive it, and email me again or contact me in person.

**Grading:** Your final grade will be determined according to the following scale: 100%/A+, 93-99/A, 90-92/A-, 87-89/B+, 84-86/B, 80-83/B-, 77-79/C+, 74-76/C, 70-73/C-, 67-69/D+, 64-66/D, 60-63/D-, and 59 and below/F.

Select extra credit opportunities will be available throughout the semester, and I will announce those opportunities in class. No student will be able to earn more than five extra credit points a semester.

Do not expect to negotiate or bargain for a better grade at the end of the semester. Whatever grade you have earned at the end of the semester is the grade you will receive in the class.

**CLASS ASSIGNMENTS:**

1. **Attendance (10%)** – During each class, I encourage you to ask questions and to comment on the material we are covering. Part of every person’s learning process is being able to discuss issues intelligently with their peers, and I expect this of all of you. As such, attendance and participation are closely connected. Obviously, if you don’t attend class, you cannot participate. It’s really that simple.

   As stated earlier in the syllabus, since we have only one meeting a week, your regular attendance in class is very important, and there will be a seven-point deduction from your attendance grade for each class you miss.

2. **Weekly Assignments aka “Weeklies”** – There are no exams in the class, but you will have one written assignment due each week that relates to the class content we happen to be covering at that moment. A description of each assignment is below, along with its respective due date. General guidelines for the written assignments appear on Blackboard. Each written assignment (with the exception of the resume, which has no set length) should be between 2-3 pages (aim for three), and each assignment is due via Blackboard by 2:30 pm every Thursday during the course of the semester. Please do not wait until 2:29 pm to submit your assignment, just in case there are technical/internet problems. Once the clock turns to 2:30 pm every Thursday, Blackboard will automatically mark your assignment as late (which means that it is subject to the 10 point late penalty). You will avoid this problem if you don’t wait until the last minute.

   **Curriculum Plan (10%)** – We don’t meet on Monday, January 19 due to MLK Day, but you will still have an assignment due. We are required to have a certain number of meeting days during the semester, and since we only meet once a week, we’ll need to make up for missing our in-person class time.

   For this assignment, I want you to think critically about your course of study at WCU – why are you majoring in International Studies, and what classes should you take to achieve your ultimate career goals?
In order to help you be thoughtful about your course of study, this assignment calls for you to provide me with a written outline of your international studies curriculum plan. I’d also like for you to answer some questions about the major (why you decided on these classes, what you like about the major, what you would change, etc.).

Directly after our first class meeting, the curriculum plan assignment will become available on Blackboard, and the document attached within the assignment contains all the information you’ll need to complete your work. **Due via Blackboard by 2:30 pm, on Thursday, January 22.**

**Reaction Papers** (5% each paper for a total of 40%) – For a good chunk of the semester, your weekly assignment consists of a reaction paper. As a central part of our class this semester, you’ll be hearing from several professors who will discuss our class theme of war and conflict from the perspective of their own area of expertise. Each week, after our guest speaker visits, you will write a reaction paper that A) summarizes very BRIEFLY the core ideas the speaker presented (this is to prove to me that you listened closely—no more than a paragraph or two of major themes summary), and most importantly, B) share with me your reaction to the class material for the week. Did you learn something new? Are you interested in taking more classes in that discipline? Do you think that discipline’s approach to the topic of war/conflict is worthwhile or adds something important to the discussion? Why or why not? There are no right or wrong answers here – don’t tell me what you think I want to hear; instead, be honest and thoughtful in your reaction. In essence, these papers will allow you a chance to reflect on and assess the information you’ve been presented with that week. The reaction paper due dates are listed below:

Political Science: **Due via Blackboard by 2:30 pm, on Thursday, January 29**

History: **Due via Blackboard by 2:30 pm, on Thursday, February 5**

Geography: **Due via Blackboard by 2:30 pm, on Thursday, February 12**

Language/Culture: **Due via Blackboard by 2:30 pm, on Thursday, February 19**

Sociology: **Due via Blackboard by 2:30 pm, on Thursday, February 26**

Philosophy: **Due via Blackboard by 2:30 pm, on Thursday, March 5**

Communications: **Due via Blackboard by 2:30 pm, on Thursday, March 19**

Criminal Justice: **Due via Blackboard by 2:30 pm, on Thursday, March 26**

**Resume** (10%) – Submit a resume highlighting your accomplishments up to this point in time, just as you would if you were applying for a job (I’ll have an example posted on Blackboard for you to follow). Then, on a separate page, tell me what accomplishments/experiences you’d like to add to that resume before you graduate, and outline the steps you will take to achieve that goal. Finally, search one (or more) of the job database sites on Blackboard, and name two jobs for which you might like to apply someday...then tell me why you chose those particular jobs. **Due via Blackboard by 2:30 pm, on Thursday, April 9.**
**Diplomacy Simulation** – (three assignments for a total of 20%) Solve the India/Pakistan/China conflict over Kashmir. What should happen to the territory of Kashmir? To whom should Kashmir ultimately belong? You will each be assigned a role to play in a simulation of diplomatic negotiations, and those roles will include the governments of Pakistan, India, and China, along with a UN Secretary-General, and a Human Rights NGO representative (think Amnesty International or Human Rights Watch, etc.). Over the course of two class periods, you will advocate for your position within the group of negotiators, and your group will work collectively to come up with a solution for the issue of Kashmir. There are three assignments associated with this activity:

1) **Position Paper (10%)** – Write a short paper outlining a potential solution to the Kashmir problem from the perspective of your assigned negotiator. This is a fairly informal assignment, but you will need to include citations to let me know where you obtained your background information. **Due via Blackboard by 2:30 pm, on Thursday, April 16.**

2) **First Day Diplomacy Reaction (5%)** – Write a reaction to the first day of negotiations. How did it go? Was it easier or more difficult than you expected it to be? Based upon what happened during the negotiation, do you plan to change your strategy for the second meeting? **Due via Blackboard by 2:30 pm, on Thursday, April 23.**

3) **Overall Simulation Reaction (5%)** – Write a reaction to the entire exercise. What did you think about the diplomacy simulation in general? Were you satisfied with the solution on which the group agreed? What did the simulation teach you (if anything) about how easy or difficult it is to solve issues of war and conflict across the globe? **Due via Blackboard by 2:30 pm, on Thursday, April 30.**

**Final Reflection Paper** (10%) – This is your chance to reflect on the totality of our class experience this semester. Have your feelings about the international studies major changed since the beginning of the semester? What changes, if any, would you like to see the major undergo in the future? Additionally, what are your final thoughts on war and conflict? Which academic perspective(s) do you find most helpful for explaining issues of war and conflict across the globe? Which did you find the least helpful, and why? This paper is also your chance to say anything else you’d like for me to know about your class experience. **Due via Blackboard by 8:30 am on Thursday, May 7 (at the beginning of our assigned final exam time).**

**Tentative Class Outline**

*I reserve the right to make changes to the schedule as necessary.*

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<thead>
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| War/Conflict: Political Science Perspective – Dr. Jennifer Schiff  
Topic: India/Pakistan Kashmir conflict | 3 | Blog Comment and Written Assignment  
Both due via Blackboard by 2:30 pm, on Thursday, January 22  
Supplemental reading assignment BEFORE class meets on January 26 – Textbook, pages 290-311.  
Reaction Paper  
Due via Blackboard by 2:30 pm, on Thursday, January 29 |
| War/Conflict: History Perspective – Dr. Saheed Aderinto  
Topic: Conflict in Africa | 4 | Reaction Paper  
Due via Blackboard by 2:30 pm, on Thursday, February 5 |
| War/Conflict: Geography Perspective – Dr. Jeff Neff  
Topic: Tigris/Euphrates Rivers and ISIS | 5 | Reaction Paper  
Due via Blackboard by 2:30 pm, on Thursday, February 12 |
| War/Conflict: Language/Cultural Perspective – Dr. Lori Oxford  
Topic: Cuba | 6 | Reaction Paper  
Due via Blackboard by 2:30 pm, on Thursday, February 19 |
| War/Conflict: Sociology Perspective – Dr. Tony Hickey  
Topic: TBD | 7 | Reaction Paper  
Due via Blackboard by 2:30 pm, on Thursday, February 26 |
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<tbody>
<tr>
<td>War/Conflict: Philosophy Perspective - TBD</td>
<td>Background reading assignment BEFORE class meets on March 2 – Textbook, pages 312-314.</td>
</tr>
<tr>
<td></td>
<td>Reaction Paper</td>
</tr>
<tr>
<td></td>
<td>Due via Blackboard by 2:30 pm, on Thursday, March 5</td>
</tr>
<tr>
<td>War/Conflict: Communications Perspective – Dr. Katerina Spasovska</td>
<td></td>
</tr>
<tr>
<td>Topic: The Media’s Role in War Coverage</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Reaction Paper</td>
</tr>
<tr>
<td></td>
<td>Due via Blackboard by 2:30 pm, on Thursday, March 19</td>
</tr>
<tr>
<td>War/Conflict: Criminal Justice Perspective – Dr. Cyndy Hughes</td>
<td>10</td>
</tr>
<tr>
<td>Topic: TBD</td>
<td>Reaction Paper</td>
</tr>
<tr>
<td></td>
<td>Due via Blackboard by 2:30 pm, on Thursday, March 26</td>
</tr>
<tr>
<td>International Studies Careers</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>REQUIRED reading assignment BEFORE class meets on March 30 – posted on Blackboard.</td>
</tr>
<tr>
<td></td>
<td>No writing assignment (holiday break)</td>
</tr>
<tr>
<td>Study Abroad Presentation from the Office of International Programs</td>
<td>12</td>
</tr>
<tr>
<td>and Services</td>
<td>REQUIRED reading assignment BEFORE Thursday due date (before you turn in the Resume assignment).</td>
</tr>
<tr>
<td></td>
<td>Resume</td>
</tr>
<tr>
<td></td>
<td>Due via Blackboard by 2:30 pm, on Thursday, April 9</td>
</tr>
<tr>
<td>Resumes and Job Applications Prep for Diplomacy Situation</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Position Paper for Diplomacy Simulation</td>
</tr>
<tr>
<td></td>
<td>Due via Blackboard by 2:30 pm, on Thursday, April 16</td>
</tr>
<tr>
<td>Diplomacy Simulation</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>First Day Diplomacy Reaction</td>
</tr>
<tr>
<td></td>
<td>Due via Blackboard by 2:30 pm, on Thursday, April 23</td>
</tr>
<tr>
<td>Diplomacy Simulation</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Overall Simulation Reaction</td>
</tr>
<tr>
<td></td>
<td>Due via Blackboard by 2:30 pm, on Thursday, April 30</td>
</tr>
<tr>
<td>REFLECTION PAPER DUE VIA BLACKBOARD by 8:30 am on Thursday, May 7</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 6.2

INST 400
International Studies Capstone
Spring 2015
Wednesdays, 2:30 – 4:10 pm
Stillwell 348/Chan Carpenter Library

Instructor – Dr. Jennifer Schiff

Office – Stillwell 350
Email – jsschiff@wcu.edu
Office Hours – Phone – 828.227.3860
Mondays and Wednesdays 12:30-2:30 pm, or by appointment

COURSE GOALS AND OBJECTIVES:

This two-credit capstone class serves as a culminating experience for students completing the BA degree in International Studies. The heart of the course is built around a research project, in which students explore in-depth a current global issue/event of their choice from an interdisciplinary perspective, and a related research paper to be completed in stages, with feedback at each stage from the instructor and, at many points, from peers. The class isn’t all research, though! Students will also spend time engaging in regular discussion of world events, talking about possible career opportunities, as well as role-playing potential solutions to some of the world’s most intractable conflicts.

Upon completion of this course, students will be able to:

- Address a single research question from multiple perspectives,
- Evaluate competing positions in academic debates and use evidence-based arguments to develop and defend his/her own position,
- Conduct and respond to criticism through peer review,
- Synthesize and apply theories and information learned in classes for the international studies major,
- Develop further critical thinking, research, written, and oral communication skills,
- Demonstrate an understanding of the complexities and responsibilities of active participation in a diverse, multi-ethnic, and multi-lingual global community.

COURSE MATERIALS:

The textbook for this course is:

The book is available for rental through the WCU bookstore. Any additional readings assigned throughout the semester will be posted to Blackboard.

**COURSE POLICIES:**

**Class Attendance:** Regular attendance is important in every class, and it is in this one as well. We meet only once a week, so missing a day of class means that you will miss a good bit of the material we'll cover during the course of the semester.

**Remember -- if you are absent, you are still responsible for any assignments due on the day missed.**

**Late Policy:** I will also deduct attendance points if you are consistently late to class. If you are late one or two times, that's not a major problem...I understand that things sometime happen outside of your control. If, however, you are consistently late for class, you will see a significant decline in your attendance points. The moral of the story is --- please come to class on time! Thanks!

**Electronic Devices:** Please turn off all electronic devices (cell phones, iPods, etc...) before class out of respect for me and for your fellow students. I don’t mind if you use laptops to take notes during class, but if you are using your laptop for something other than note-taking and it proves distracting to the students sitting behind you, I will ask you to turn off the laptop and refrain from using it for the rest of the semester.

**Late Assignments/Exams:** Warning!! I am a stickler for deadlines, so there will be penalties when your work is late. I will accept late work up to 48 hours (two days) after an assignment is due, but I will deduct 10 points off of your assignment grade as a late penalty. The 48 hours starts at the time of the initial due date. After that 48-hour period is over, I will *not* accept your late assignment (and assignment submission on Blackboard is turned off completely after the 48 hour period), which means that you will receive a zero.

I am willing to grant extensions on assignments under certain circumstances, but you must come and speak to me BEFORE the assignment is due. Do not approach me after the due date and ask for an extension because I will not grant you one. *Communication is key here -- please contact me BEFORE you have problems with an assignment, not after.*

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office's website: [http://www.wcu.edu/12789.asp](http://www.wcu.edu/12789.asp).
**Academic Integrity**: Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

1. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. **Fabrication**—Intentional falsification of information or citation in an academic exercise.
3. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.
4. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

As the instructor, I reserve the right to determine the appropriate sanction or sanctions for academic dishonesty up to and including a final grade of “F” in the course. I will also notify, in writing, the head of my department of the academic dishonesty charge and sanction within five calendar days of the event. Please see the Student Handbook for more information about the process and procedures involved in reporting instances of academic dishonesty.

In this class, examples of academic dishonesty may include, but are not limited to,

- failing to properly cite direct quotes or paraphrased material,
- using an unauthorized aid on an assignment/exam,
- passing off the work of another individual as your own.

**Electronic Submission of Assignments**: All of the assignments in this class are due via Blackboard. In terms of Blackboard submission, if you have computer issues while you are trying to turn in your assignment (computer freezes, Blackboard is down, etc.), you must contact me within 15 minutes of the due date deadline to tell me that you’re having problems, while also emailing me your assignment within that 15 minute window to prove that the assignment has been completed. Submitting via email is acceptable one time, but if you have consistent problems uploading assignments to Blackboard, then you and I will meet and go through the procedure together so that there are no further issues.

**Blackboard and Email**: I expect you to check Blackboard and your WCU email account on a regular basis. When I send out a class announcement via email, it is NOT acceptable to tell me that the reason you weren’t aware of the announcement is because you don’t check your email.

I encourage you to email me with any questions or issues you may have, and be aware that each time you email me about a specific issue, I will send you a confirmation email. If you haven’t received a
confirmation from me within 24 hours of your original email, please assume that I didn’t receive it, and email me again or contact me in person.

**Grading:** Your final grade will be determined according to the following scale: 100%/A+, 93-99/A, 90-92/A-, 87-89/B+, 84-86/B, 80-83/B-, 77-79/C+, 74-76/C, 70-73/C-, 67-69/D+, 64-66/D, 60-63/D-, and 59 and below/F.

Select extra credit opportunities will be available throughout the semester, and I will announce those opportunities in class. No student will be able to earn more than five extra credit points a semester.

Do not expect to negotiate or bargain for a better grade at the end of the semester. Whatever grade you have earned at the end of the semester is the grade you will receive in the class.

**CLASS ASSIGNMENTS:**

1. **Attendance/Participation (5%)** – During each class, I encourage you to ask questions and to comment on the material we are covering. Part of every person’s learning process is being able to discuss issues intelligently with their peers, and I expect this of all of you. As such, attendance and participation are closely connected. Obviously, if you don’t attend class, you cannot participate. It’s really that simple.

As stated earlier in the syllabus, since we have only one meeting a week, your regular attendance in class is very important, and there will be a seven-point deduction from your attendance/participation grade for each class you miss.

2. **Topics Discussion (TD) (10% each, for a total of 20%)** – During the course of the semester, you will be responsible for leading two different topic discussions for the class (there are only five people in here, so it’s a very small group for which to present – that’s a good thing!). Think of the TD as a lecture (of sorts) where you will convey information about a global current event to the class, which we will then discuss as a group. The guidelines for the TD assignment are:

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Choose a current event that falls within a region (you’ll sign up for specific regions at the beginning of the semester).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Email the class a link to a news article or two that relates to your topic by 2:30 on Monday of the week you are scheduled to present.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Prepare a presentation for the group. This is very informal [you are acting essentially as a discussion leader], but you need to explain the event well enough so that the group has a good understanding of what’s going on. During your explanation, you must choose three international studies disciplines, which you will then use to analyze the event.</td>
</tr>
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</table>


Here’s an example -- if you choose to talk about the current South Sudan conflict, you would want to --

- Tell us what’s going on in South Sudan right now and why we should care – what is the current event you’ve chosen to highlight?,
- Then you would choose three disciplines to apply –
- For instance, you might discuss the **history** of the conflict,
- The **political** issues in South Sudan,
- And perhaps the **philosophical implications** of the conflict – is this a “just war,” for instance? Is there any such thing as a just war?

### Step 4

During your presentation, feel free to use PowerPoint or video clips, or no media at all – it’s your choice, just make sure you find a way to convey the material effectively.

### Step 5

Finally, think of several questions that might lead to a lively discussion of the event when presented to the group. My hope is that the discussion will be the heart of the activity. Lively discussions are always fun!

I will lead the first TD to provide an example of how you might approach the assignment. When it’s your turn to lead, you’ll have the first half of the class (essentially 50 minutes) for the presentation/discussion, but we don’t need to take the full amount of time. Ultimately, it will take whatever time it takes, and when we finish up, we’ll move to the next agenda item.

3. **Research Project** (60%)— The primary purpose of this course is to provide a “capstone” or conclusion to your studies, and as such, the class serves as a culminating experience for students completing the BA degree in International Studies. The course is built around a research paper, and subsequent presentation of that paper, in which you will address a current global issue/event of your choice from at least three of the disciplines that fall within WCU’s International Studies curriculum (IMPORTANT! One of the disciplines you choose must be the discipline of your coordinate major). The purpose of the paper is to see how/if the disciplines work in tandem to help answer your main research question. Papers should be at least 15 pages minimum, and there is no maximum page length.

FYI: here is a list of all of the disciplines that fall within the IS major:

**Political Science, History, Geography, Language/Culture, Sociology, Philosophy, Communications, Criminal Justice**

I want your final paper to be as strong as possible, as well as a paper to which you’ve devoted a good deal of time and effort – meaning not something that is written at the last minute right before it’s due. To ensure that your work is of a high caliber, and also to make your life easier, you are going to write the paper in pieces, with lots of feedback and peer evaluation along the way. That means that at the end of the course, you will have a paper that is thoughtful, cohesive, well researched, and didn’t stress you out too much because you wrote it over the course of an entire semester. Sounds good, right?
Here are all the assignments associated with the paper, along with their respective due dates.

**Paper Proposal** (5%) – This is a short write-up (no set length), which should include the following information:

a. A statement of your planned topic and its potential significance. Why is this an important topic to research?
b. Your actual research question.
c. Your research plan of attack (methodology). How do you intend to find the answer to your research question?
d. Your working thesis statement (obviously, as you engage in research over the course of the semester, this could change, so don’t feel like you’re always tied to the thesis statement with which you start).
e. A list of potential sources. This can be a short list to start...I just want you to get a feel for whether or not you’ll be able to find enough source material to make your case. **Due via Blackboard by 8:00 am on Tuesday, January 20.**

**Annotated Bibliography** (5%) – This assignment requires you to choose six of your sources and write a paragraph about each source that tells me what the source offers you in terms of information, and how you think it will help you as you try to make your argument within the paper. **Due via Blackboard by 8:00 am on Tuesday, January 27.**

**Outline** – (5%) This assignment calls for you to create an outline of your entire paper. I’m not concerned with whether you format the outline "properly" (although you are welcome to do so), but whatever format you choose, you’ll need to walk me through each step of your paper. What ideas are you going to start with? What’s your current thesis statement? How will you organize the paper so that you present the strongest argument possible? What will your conclusion look like? **Due via Blackboard by 8:00 am, on Tuesday, February 3.**

**Introduction** (5%) – For this assignment, you’ll write the introduction of your paper. Your introduction is likely to be more than one paragraph – several paragraphs are usually necessary to introduce the topic for a paper of this length and breadth. **Due via Blackboard by 8:00 am, on Tuesday, February 10.**

**Literature Review** (5%) – Every paper must have a literature review section, with which you summarize and synthesize previous research on your topic. This assignment calls for you to write the literature review portion of your paper, and you will need to include at least six different sources (including at least one from each discipline you’re highlighting within the paper). **Due via Blackboard by 8:00 am, on Tuesday, February 24.**

**Counter-arguments** (5%) – Discuss any potential counter-arguments to your thesis, and give some deep thought. This exercise is helpful because if you can clearly articulate some of the possible objections to
your argument, you have a better chance at persuading your audience that your own argument is convincing. Due via Blackboard by 8:30 am, on Tuesday, March 3.

**Paper Progress #1** (5%) – With this assignment, I want you to have made significant progress writing the first segment of your argument (the section of the paper that appears directly after your literature review). I’m not setting a page requirement here; instead, I’m trusting that you will make headway on your own – remember, you are responsible for your own work. Due via Blackboard by 8:00 am, on Tuesday, March 24.

**Paper Progress #2** (5%) – I want to see that you’ve made progress on your argument compared to what you turned in the previous week. Due via Blackboard by 8:00 am, on Tuesday, March 31.

**Paper Progress #3** (5%) – When you turn in this version of your draft, you will be finished with the bulk of your paper, and your conclusion should be all you have left. Due via Blackboard by 8:00 am, on Tuesday, April 7.

**Conclusions** (5%) – This is the last section of your paper, in which you present your final conclusions, along with a summary of your work. Due via Blackboard by 8:00 am, on Tuesday, April 14.

**Final Paper** (10%) – A final version of your completed paper is due via Blackboard by 8:30 am on Thursday, May 7 (our assigned final exam time).

4. **Research Presentation** (10%) – At the end of the semester, during our final class period on Wednesday, April 29, you will present your research project to the class, as well as to invited guests. This will involve a 10-15 minute presentation on your part, using visual media, in which you talk about the outcome of your paper and answer any questions audience members might have for you. This is your chance to show everyone what you’ve been working so hard on all semester!

5. **International Studies BA Survey/Assessment** (5%) – We are always trying to improve the International Studies major to offer students the best experience possible. As graduating seniors, we want to provide you with the opportunity to tell us what we are doing right with the major and what we might think about changing in the future. A survey to this effect will be posted to Blackboard, and you will need to complete and submit it by 8:30 am on Thursday, May 7.

### Tentative Class Outline

*I reserve the right to make changes to the schedule as necessary.*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Week</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics Discussion: Asia</td>
<td>1</td>
<td>• No written assignment due the first week, but start thinking about your research topic in earnest!</td>
</tr>
<tr>
<td>Research Question Roundtable</td>
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</table>

43
<table>
<thead>
<tr>
<th>Topics Discussion: North/Central America Sources Roundtable</th>
<th>2</th>
<th>Paper Proposal due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Due via Blackboard by 8:00 am on Tuesday, January 20.</td>
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<tr>
<td>Topics Discussion: Europe Outline Roundtable</td>
<td>3</td>
<td>Annotated Bibliography due</td>
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<tr>
<td></td>
<td></td>
<td>• Due via Blackboard by 8:00 am on Tuesday, January 27.</td>
</tr>
<tr>
<td>Topics Discussion: Africa Introduction Roundtable</td>
<td>4</td>
<td>Outline due</td>
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<tr>
<td></td>
<td></td>
<td>• Due via Blackboard by 8:00 am, on Tuesday, February 3</td>
</tr>
<tr>
<td>Topics Discussion: South America Literature Review Roundtable</td>
<td>5</td>
<td>Introduction due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Due via Blackboard by 8:00 am, on Tuesday, February 10</td>
</tr>
<tr>
<td>NO CLASS – I’ll be in at a conference in New Orleans</td>
<td>6</td>
<td>Work on your Lit Review</td>
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<tr>
<td>Topics Discussion: Asia Counter-arguments Roundtable</td>
<td>7</td>
<td>Literature Review due</td>
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<tr>
<td></td>
<td></td>
<td>• Due via Blackboard by 8:00 am, on Tuesday, February 24</td>
</tr>
<tr>
<td>Topics Discussion: North/Central America Israel/Palestine Background for Simulation</td>
<td>8</td>
<td>Counter-arguments due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Due via Blackboard by 8:30 am, on Tuesday, March 3</td>
</tr>
<tr>
<td>Diplomacy Simulation Solve the Israel/Palestine Issue</td>
<td>9</td>
<td>Continue to research and work on your paper. Nothing official is due this week.</td>
</tr>
</tbody>
</table>

44
<table>
<thead>
<tr>
<th>Topics Discussion: Europe Careers Roundtable</th>
<th>10</th>
<th>Paper Progress #1 due</th>
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</thead>
<tbody>
<tr>
<td>(Read Chapter 1 and 2 of textbook before class)</td>
<td></td>
<td>• Due via Blackboard by 8:00 am, on Tuesday, March 24</td>
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<table>
<thead>
<tr>
<th>NO CLASS – Holiday Break</th>
<th>11</th>
<th>Paper Progress #2 due</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Due via Blackboard by 8:00 am, on Tuesday, March 31</td>
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</table>

<table>
<thead>
<tr>
<th>Topics Discussion: Africa Conclusions Roundtable</th>
<th>12</th>
<th>Paper Progress #3 due</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Due via Blackboard by 8:00 am, on Tuesday, April 7</td>
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<table>
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<tr>
<th>Topics Discussion: South America Presentation Skills Roundtable</th>
<th>13</th>
<th>Conclusions due</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Due via Blackboard by 8:00 am, on Tuesday, April 14</td>
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<table>
<thead>
<tr>
<th>Topics Discussion: Middle East Practice Presentations</th>
<th>14</th>
<th>Be ready to give a quick run-through of your presentation, so the group can offer feedback.</th>
</tr>
</thead>
</table>

| Presentations                                          | 15 | Present your paper! Enjoy your success!         |

**By 8:30 am on Thursday, May 7 you will need to complete and submit via Blackboard:**

A) The International Studies BA Survey  
B) The final version of your research project
Appendix 6.3

PSC 110: Global Issues
Spring 2015

Instructor: Mike McDonald
Email: mkmcdonald@email.wcu.edu
Phone: (828) 227-3863
Office: Stillwell 359
Office Hours: Mon. & Wed. 1:30pm – 3:00pm and by appointment

Course Description

This class will provide you with a basic introduction to the international system and the decision-makers who affect global politics, as well as the ever-evolving relationship between governments, corporations, non-governmental organizations, and individuals. During the course of the semester, we will consider the key theoretical perspectives of international relations as we connect the abstract world of theory to the reality of current events in today’s world.

More specifically, this class will examine the behavior of state and non-state decision-makers in terms of some of the major issues presently facing the international community -- issues such as interstate conflict and cooperation, the relevance of state sovereignty, terrorism, the globalization of trade and culture, population growth, disease transmission, environmental degradation, and human rights.

This course will allow students to:

- Further develop their critical thinking, research, and written communication skills,
- Acquire a substantive knowledge of international relations theory,
- Be able to explain or predict the outcome of current international political events,
- Prepare for more advanced study in international relations and comparative politics.

In terms of our Liberal Studies learning goals, this course will enable students to:

- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments;
- Demonstrate an understanding of
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
• Demonstrate an excitement for and love of learning

Readings

The official textbook, available via rental from the bookstore, is:


All textbook reading is optional. The book is there to provide additional explanations for difficult concepts and helpful examples. Use the book to fill gaps in your understanding and to help you prepare for exams.

There will, however, be one required reading. During week 3 we will have a case study that we will discuss in class. More details about the case can be found below.

Course Requirements

Class Participation

You are expected to be in class during every class period and participate actively in what we are doing. A lot of the time I will be lecturing and your participation will come in the form of asking clarifying questions and taking notes. Other times we will have a discussion, either as a class or in small groups. My expectation is that you will participate actively in all these aspects of the course. Your class participation grade will also be hurt if you are talking or otherwise distracting your peers while they are trying to learn.

Current Event Reports

Keeping up with current world events is not only good for your personal and academic growth, but it will also help you make sense of the material we cover in this class. Most weeks (starting the third week of classes), you will submit a 250 – 500 word current event report by 5pm on Friday evening on the Blackboard site (feel free to turn it in as early in the week as you like). In your report, you must discuss a news article from that week that appeared in a major national or international newspaper, magazine, or journal. Your article must be about an international current event, not a domestic one. Current event reports will not be accepted after the 5pm Friday deadline.

To get full credit for your report, you must do all of the following: (a) list the full citation for the article you are discussing (including title, author, source, date, page number, etc) AND either provide a URL link to that article or attach a copy of the article; (b) briefly summarize the article in 1-2 paragraphs; and (c) relate this current event to some aspect of our class: a theory we have discussed, an organization or institution we have talked about, or some other aspect of the class.
Each Monday, I will pick a few of your articles for the class to discuss. If I pick your article, you get extra credit points, which should give you an incentive to do a good job on your current event report. Each report is worth 10 points, and if I pick your article for the class to discuss, you get an extra 5 points for that week.

Here is a list of recommended news sources that have excellent international coverage:

- The Washington Post (http://www.washingtonpost.com)
- The BBC (http://www.bbc.co.uk)
- The Christian Science Monitor (http://www.csmonitor.com)
- The Economist Magazine (http://www.economist.com)
- Foreign Policy Magazine (http://www.foreignpolicy.com)

Many of these sources restrict access to their articles, but you can access all of them through Hunter Library's Electronic Journal Section. If you have trouble accessing these sites, visit the reference desk at Hunter Library for assistance. Other high quality sources are acceptable, but you should avoid local/regional newspapers and sources that have clear biases (i.e. Fox News and MSNBC).

**Case Study and Film Response Papers**

You are required to purchase one case study from the Georgetown Institute for the Study of Diplomacy (www.guisd.org). As soon as possible, you should visit this website, search for the case study (#281, "One Rock, Two Principles: The Gibraltar Problem"), and purchase it. You can download the case in PDF format for $3.50.

We will discuss this case study during the 3rd week of class. To encourage you to read the case and to prepare for class discussion, you will submit a 500 – 750 word response paper on Blackboard. I will provide you with questions to answer in your response, but feel free to discuss anything you found interesting, in addition to my questions. The case response is due on Blackboard BEFORE the class in which we will discuss the case.

Additionally, we will watch three films in class. For each film, you will submit a 500 – 750 word response to the film. I will give you questions to think about as you write your response papers. These papers are due on Blackboard by class time on the listed due date. Late papers will not be accepted.

**Exams**

There will be three in-class exams, each accounting for 20% of your final grade. You are encouraged to form a study group and work together to prepare for the exams.

**Your grade will be computed as follows:**
5% Class Participation  
15% Current Event Reports  
20% Response Papers (4 papers worth 5% each)  
60% Exams (3 exams worth 20% each)  

You will be graded on the following scale:

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Organizational Matters

Electronic Devices

Please turn off all electronic devices (laptops, cell phones, iPods, etc...) before class, unless we are using them for a class activity. I don’t mind if you use laptops to take notes during class, but if you are using your laptop for something other than note-taking, or if your laptop becomes a distraction for you or others, I will ask you to turn the laptop off and refrain from using it for the rest of the semester.

Academic Integrity

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time...
to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

Violations of the Academic Integrity Policy include:

- **Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Fabrication** - Creating and/or falsifying information or citation in any academic exercise.
- **Plagiarism** - Representing the words or ideas of someone else as one’s own in any academic exercise.
- **Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

As the instructor, I reserve the right to determine the appropriate sanction or sanctions for academic dishonesty up to and including a final grade of “F” in the course. I will also notify the head of my department in writing of the academic dishonesty charge and sanction within five calendar days of the event. Please see the Student Handbook for more information about the process and procedures involved in reporting instances of academic dishonesty.

In this class, examples of academic dishonesty may include, but are not limited to,

- failing to properly cite direct quotes or paraphrased material in current events papers / film response papers
- using an unauthorized aid on an assignment/exam
- using the work of another individual and passing it off as your own.

**Students with Disabilities**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services. All information is confidential. Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

**Student Support Services**

Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email sssprogram@wcu.edu for more information. SSS is located in the Killian Annex, room 138.

*The Writing and Learning Commons*
The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (http://walc.wcu.edu) or call 828-227-2274.

**Religious Holidays**

You will not be penalized for the observance of religious holidays. Please inform me within the first two days of class if your religious beliefs will cause you to miss any class or assignment.

**Inclement Weather**

If we’re lucky, there will be some snow this winter. You can check the status of the university on the website homepage or here: http://news-prod.wcu.edu/weather-related-schedule-changes/. As a general rule, if the university is open, I will be here and we will have class. That said, there *might* be a time when the university is open but I am unable to get here. If that happens, I will e-mail you and let you know. If you have any question about whether we have class, check your email.
## Course Outline
(Subject to Change)

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Appendix 7.1

Core Competencies Delivered With Enrollments

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**Politics:**
PSC 241 International Security
HIST 317 20th Century International Relations
PAR 392 Issues in Global Justice
GEOG 444 Political Geography

**Culture:**
ANTH 327 Economy and Society
SOC 434 Regional and Societal Development
GEOG 440 Topics in Regional Geography
ENGL 470 20th Century and Contemporary Postcolonial Literature

**Globalization**
PSC 321 International Political Economy
HIST 335 History of Capitalism
GEOG 350 Economic Geography
SOC 373 Global Society
Appendix 7.2

Proposed Changes Course Delivery and Enrollments

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</table>
Appendix 7.3

**BA International Studies**

120 Hour Program -- Liberal Studies requirement of 42 hours

The BA International Studies major requires 30 hours

**Modern Foreign Languages (12 hours):**
MFL 231-232 or 240 (6 hours) and 6 hours of MFL at the 300 level in the same language

Language: ___________  ______  ______  ______  ______

**OR**
MFL 231-232 or 240 (6 hours) in one language and 6 hours MFL in a second language

First Language: ___________  ______  ______  ______  ______

And Second Language: ___________  ______  ______  ______  ______

**Required Courses:** (6 hours)
- PSC 110 Global Issues (3)
- INST 200 Introduction to International Studies (1)
- INST 400 International Studies Capstone (2)

**Core Competencies (9 hours required)**

**Politics:** (select one)
- PSC 241 International Security, or
- HIST 317 20th Century International Relations, or
- PAR 392 Issues in Global Justice, or
- GEOG 444 Political Geography

**Culture:** (select one)
- ANTH 327 Economy and Society, or
- SOC 434 Regional and Societal Development, or
- GEOG 440 Topics in Regional Geography, or
- ENGL 470 20th Century and Contemp Postcolonial Lit

**Globalization:** (select one)
- PSC 321 International Political Economy, or
- HIST 335 History of Capitalism, or
- GEOG 350 Economic Geography, or
- SOC 373 Global Society

**Guided Electives (3 hours required from the list below exclusive of courses taken to fulfill a Core Competency requirement.)**
- ANTH 327 Economy and Society
- ANTH 465 Cultures of Latin America
- ANTH 477 Cultures of sub-Saharan Africa
- ART 202 Art of World Cultures
- CJ 354 Comparative Criminal Justice Systems
- CJ 475 International Studies in Law and Society
- COMM 415 Intercultural Communication
- ENGL 470 20th C & Cont. Post-Colonial Literature
- ENGL 496 Seminar in Comparative Literature
- GEOG 350 Economic Geography
Students majoring in a discipline that contributes courses to this major may take a maximum of 6 hours which would count toward satisfying both majors. To complete the program (48 hours) a second major is required and general electives. At least 30 hours of the courses taken at WCU must be at the junior-senior level to meet one of the general university degree requirements.

Second Major _________________________________

**Double Degrees:** require a minimum of 120 to 128 hours and completion of all the requirements of both programs. You need to submit two graduation applications, one from each program, in order to graduate with two degrees. This area will be marked as "MET" at the end of your final semester once all other areas in both programs have been satisfied. The International Studies BA Degree Audit may indicate requirements MET when in fact requirements are NOT MET. If your other program is Anthropology, Communications, English, Geography, German, History, Political Science, Philosophy, Sociology, or Spanish. Your International Studies advisor will have to manually assess completion of the International Studies BA program to exclude courses from your other major. This area will show met when your International Studies advisor certifies that you have indeed completed all the requirements of the
International Studies program and clears you for graduation.

I have read and understand the double degree requirements for this major.

________________________________________
Student Signature                             Date

Final Approval for Completion of Degree Requirements

________________________________________
International Studies Adviser                 Date
Appendix 7.4

**BA International Studies**
**Spring 2016 Courses**

**120 Hour Program**
**Liberal Studies requirement of 42 hours**
**The BA International Studies major requires 30 hours and a second major**

<table>
<thead>
<tr>
<th>Modern Foreign Languages (12 hours):</th>
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<tbody>
<tr>
<td>Cherokee 132; 232; 310</td>
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<td>French 101; 102; 232</td>
</tr>
<tr>
<td>German 102; 232; 452</td>
</tr>
<tr>
<td>Japanese 101; 102; 232; 393</td>
</tr>
<tr>
<td>Spanish 101; 102; 231;232; 301; 302; 322; 452; 493</td>
</tr>
</tbody>
</table>

**Required Courses: (6 hours) FOR Summer 14 and Fall 14 new majors**
- INST 200 Introduction to International Studies (Schiff W 2:30 – 3:20) (1 credit)
- INST 400 International Studies Capstone (junior or senior status) (Schiff M 2:30 – 4:10) (2 credits)
- PSC 110 Global Issues (7 sections)

**Core Competencies (9 hours required)**

**Politics:**
- GEOG 444 Political Geography (Dobbs – TR 2:00 – 3:15)
- PAR 392 Issues in Global Justice (Hale – TR 9:30 – 10:45)

**Culture:**
- ANTH 327 Economy and Society (Veteto – TR 2:00 – 3:15)

**Globalization:**
- HIST 335 History of Capitalism (Cruz – TR 5:00 – 6:15)
- SOC 373 Global Society (Hickey – MWF 8:00 – 8:50)

**Guided Electives:**
- ANTH 327 Economy and Society (Veteto – TR 2:00 – 3:15)
- COMM 415 Intercultural Communication (Manning – MWF 12:20 – 1:10)
- COMM 415 Intercultural Communication (Manning – MWF 1:25 – 2:15)
- ENGL 496 Seminar in Comparative Literature (Worley – MWF 10:10 --- 11:00)
- GEOG 444 Political Geography (Dobbs – TR 2:00 – 3:15)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Days</th>
<th>Time</th>
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<tr>
<td>HIST 330</td>
<td>Modern Germany</td>
<td>Dorondo</td>
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<td>3:30 – 4:45</td>
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<tr>
<td>HIST 335</td>
<td>History of Capitalism</td>
<td>Cruz</td>
<td>TR</td>
<td>5:00 – 6:15</td>
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<tr>
<td>HIST 425</td>
<td>Modern European Military History</td>
<td>Dorondo</td>
<td>TR</td>
<td>11:00 – 12:15</td>
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<tr>
<td>PAR 355</td>
<td>Contemporary Religious Classics: Buddhism</td>
<td>Sorensen</td>
<td>TR</td>
<td>11:00 – 12:15</td>
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<tr>
<td>PAR 392</td>
<td>Issues in Global Justice</td>
<td>Hale</td>
<td>TR</td>
<td>9:30 – 10:45</td>
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<tr>
<td>PSC 215</td>
<td>European Political Systems</td>
<td>Fagan</td>
<td>MWF</td>
<td>12:20 – 1:10</td>
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<td>PSC 317</td>
<td>Politics of Asia</td>
<td>Schiff</td>
<td>MWF</td>
<td>11:15 – 12:05</td>
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<td>PSC 355</td>
<td>Model United Nations</td>
<td>Sievert</td>
<td>TR</td>
<td>3:30 – 4:45</td>
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<td>PSC 484</td>
<td>African Politics</td>
<td>McDonald</td>
<td>W</td>
<td>5:00 – 7:50</td>
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<td>SOC 373</td>
<td>Global Society</td>
<td>Hickey</td>
<td>MWF</td>
<td>8:00 – 8:50</td>
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</table>
Appendix 7.5

TEMPLE: ADVISING SHEET
BA International Studies –

120 Hour Program
Liberal Studies requirement of 42 hours
The BA International Studies major requires 30 hours

Graduation Goal:

Second Major:

Modern Foreign Languages (12 hours):
Through the 300 level:
Through the 200 level:
Through the 100 level:

Introductory Course: (6 hours)

___ PSC 110 Global Issues
___ INST 200
___ INST 400

Core Competencies (9 hours required)

Politics: (select one)
___ PSC 241 International Politics, or
___ HIST 317 20th Century International Relations, or
___ GEOG 444 Political Geography
___ PAR 392 Issues in Global Justice

Culture: (select one)
___ ANTH 327 Economy and Society, or
___ GEOG 440 Topics in Regional Geography, or
___ SOC 434 Regional and Societal Development
___ ENGL 470 20th Century and Contemp Postcolonial Lit

Globalization: (select one)
___ GEOG 350 Economic Geography, or
___ HIST 335 History of Capitalism, or
___ PSC 321 International Political Economy
___ SOC 373 Global Society

Guided Electives (3 hours)

___
___

Note: Some students may be able to double-count up to 6 hours in their second major. For BA
students this will typically consist of MFL 231-232. The bottom line is that students must complete at least 24 **unduplicated** hours. Indicate whether this is the case here.
Appendix 8.1 Faculty Roster --- Director and ISAB Members (current)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Ph.D. Institution</th>
<th>Role</th>
<th>Courses Taught in Program</th>
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</thead>
<tbody>
<tr>
<td>Dr. Niall Michelsen</td>
<td>PSC/PA</td>
<td>North Carolina</td>
<td>Director</td>
<td>PSC 110; PSC 241; PSC 242; PSC 334</td>
</tr>
<tr>
<td>Dr. Saheed Aderinto</td>
<td>HIST</td>
<td>Texas</td>
<td>ISAB</td>
<td>HIST Topics</td>
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<tr>
<td>Dr. Windy Gordon</td>
<td>PSY</td>
<td>North Carolina</td>
<td>ISAB</td>
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<tr>
<td>Dr. Daryl Hale</td>
<td>PAR</td>
<td>Vanderbilt</td>
<td>ISAB</td>
<td>PAR 392</td>
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<tr>
<td>Dr. Anthony Hickey</td>
<td>ANTH/SOC</td>
<td>Cornell</td>
<td>ISAB</td>
<td>SOC 373; SOC 434</td>
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<tr>
<td>Dr. Cyndy Hughes</td>
<td>CJ</td>
<td>Florida State</td>
<td>ISAB</td>
<td>CJ Topics</td>
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<tr>
<td>Dr. Lori Oxford</td>
<td>WL</td>
<td>Georgia</td>
<td>ISAB</td>
<td>SPAN -----------</td>
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<tr>
<td>Dr. Jen Schiff</td>
<td>PSC/PA</td>
<td>Old Dominion</td>
<td>ISAB</td>
<td>PSC 110; PSC 317; PSC 320; PSC 321; PSC 343; PSC 355</td>
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<tr>
<td>Dr. Katerina Spasovska</td>
<td>COMM</td>
<td>Tennessee</td>
<td>ISAB</td>
<td>COMM Topics</td>
</tr>
</tbody>
</table>
Appendix 8.2

NIALL GUY MICHELSEN
michelsen@email.wcu.edu
(828) 227-3336
344 Stillwell

Associate Professor, Political Science and Public Affairs
Director, International Studies BA
Western Carolina University
Cullowhee, NC 28723

DATE OF EMPLOYMENT August 2001

PREVIOUS EMPLOYMENT
Associate Professor of Political Science, Roosevelt University 1989-2001

ADMINISTRATIVE ROLES
Director of International Studies BA 2010-present
Acting Dean of the College of Arts and Sciences 2011
Associate Dean of the College of Arts and Sciences 2008-2011
Interim Director of the Humanities Program 2010-2011
Department Head of Political Science and Public Affairs 2001-2008

EDUCATION
University of North Carolina, Chapel Hill
Ph.D. in Political Science May 1990
Ph.D. Topic: “Disarmed and Defended: The Requirements of Strategic Stability”
University of North Carolina, Chapel Hill
M.A. in Political Science May 1985
University of Chicago, Chicago, IL
B.A. in Social Science and Anthropology, December 1976

COURSES TAUGHT
Political Science Capstone
Introduction to Political Science
European Political Systems
Modern Political Thought
Global Environmental Politics
Problems of US Foreign Policy
Global Issues
Regional Diplomacy
Great Power Politics
Strategic Studies
Introduction to American Politics
The Atomic Bomb in History and Culture
Introduction to Comparative Politics
Theories of World Politics
Introduction to International Relations
US Foreign Policy
RESEARCH INTERESTS

- International Organizations
- International Security
- Nuclear Arms Control and Disarmament
- American Foreign Policy
- Global Environmental Politics
- Regionalism in Global Politics
- International Rivers

PUBLICATIONS

- Dorondo, David, and Niall Michelsen and Jen Schiff. “Russia, Ukraine and the absence of a simple solution.” Asheville Citizen Times, April 26, 2014.

BOOK REVIEWS

- Michael P. Cullinane and David Ryan, eds. U.S. Foreign Policy and the Other in International Social Science Review, Vol. 91, no.1, April 2015.
- Stefam Aust, Baader-Meinhof: The Inside Story of the RAF, Fall 2010 in International Social Science Review.
• Priya Satia, *Spies in Arabia: The Great War and the Cultural Foundations of Britain’s Covert Empire in the Middle East* September 2009 in *International Social Science Review*.


• Robert Holland (ed.), *Emergencies and Disorder in the European Empires After 1945* in *Political Studies* September 1996.

**PROFESSIONAL PRESENTATIONS WHILE AT WCU**


• “Realists Make Us Live in a Realist World” with Hayden Smith at the International Studies Association annual meeting in New Orleans, February 2015.

• “G20 Summits and Agendas” at the Seventh Transatlantic Studies Conference: Global Challenges to the Transatlantic World in Alcala de Henares Spain October 24-26, 2013.

• “The Great Powers in the G20” at the Midwest Political Science Association annual meeting, April 2013.

• “The Transatlantic Partners face China in the G-20” at the Sixth Transatlantic Studies Conference: North and South: The United States, European Union and the Developing World in Alcala de Henares, Spain October 22, 2011.

• Invited Talk at Glamorgan University in Wales, titled: “Teaching International Politics with Zombies” October 17, 2011.

• “Europe in the Age of Obama, or Obama in the Age of Europe?” at the Middleburg Center for Transatlantic Studies, Middleburg, Netherlands October 28, 2010.

• “Teaching World Politics with Zombies” at the American Political Science Association annual meeting September 2, 2010.


• “Democratic Electoral Politics and International Cooperation” at the Midwest Political Science Association Annual Meeting, April 2009.

• Panel Chair and Discussant “Democracy, Autocracy, and War” at the Midwest Political Science Association Annual Meeting, April 2009.

68
• “International Politics Cumulative Exercise” at the American Political Science Association Teaching and Learning Conference. 2008.
• “A Regional Approach to Global Governance” at the Southern Political Science Association Annual Meeting, 2005.
• “Contending Theories of International Politics” at the Southern Political Science Association Annual Meeting, 2005.
• Chair of Panel “Self-Presentation in Public Diplomacy” at the Midwest Political Science Association Annual Meeting, 2003.
• Chair of Panel “Global Politics - The Human and Institutional Dimensions” at the North Carolina Political Association Annual Meeting, 2003.

PROFESSIONAL DEVELOPMENT
• Japan Studies Institute Fellowship, July 5 – July 18, 2015. Funded by AASCU, Japan-US Friendship Foundation, and WCU, held in Japan including visits to 4 Japanese universities.
• Japan Studies Institute Fellowship, June 9 – June 22, 2014. Funded by AASCU and WCU, held at San Diego State University.

ACADEMIC ACTIVITIES
• Interviewed by WLOS-TV May 12, 2011 to discuss the political significance of the killing of Osama bin Laden.
• Reviewed an article manuscript and reviewed the revised manuscript for PS: Political Science & Politics, Fall 2008 and Spring 2009.
• Attended the annual meeting of the American Democracy Project in Philadelphia, Pennsylvania June 2007.
• Interviewed by WLOS-TV regarding North Korean Missile Tests, aired July 5, 2006.
• Taped a Public Service Announcement promoting WCU’s participation in the American Democracy Project, taped June 27, 2006 aired on WLOS-TV.
Attended the annual meeting of the American Democracy Project in Snowbird, Utah, June 14-17, 2006.

Reviewed an article manuscript for Illinois Political Science Review, Spring 2006.


Chaired a panel at the Scholarship of Teaching and Learning Faire, 2006.

Chaired a panel at the Scholarship of Teaching and Learning Faire, 2005.

Interviewed and quoted by the Asheville Citizen Times “Arafat's `grave condition' brings questions about Mideast's future” printed November 5, 2004.


“Introductory Remarks on the War in Iraq” Legislative Youth Assembly, Asheville, 3/29/03.

“Perspectives on the War in Iraq: A Discussion” panel discussion at WCU 3/31/03.

Interviewed by WLOS-TV regarding the war with Iraq, broadcast 3/31/03.

Interviewed and quoted by the Asheville Citizen Times “U.N. passes Iraq resolution” printed November 9, 2002.

WCU OFFICES AND COMMITTEES

- Faculty Senate, 2015-present
- Member of the International Programs and Services Strategic Planning Committee, 2015-present
- Member of the International Programs Advisory Council, 2015-present
- Liberal Studies Committee, 2012-2015
- Member of the 2020 Commission Subcommittee on Enriching the Student Experience, 2012
- Member of the WCU Poverty Project Steering Committee, 2011-12
- Director of International Studies Program, 2010-present
- Director of Humanities Program, 2010-2011
- Member of Transfer Advisory Group, 2010-2012
- Member of International Programs Advisory Council, 2009-
- Member of Summer Session Task Force, 2008-2010
- Member of Registrar’s Advisory Board, 2008-present
- Member of the American Democracy Project Steering Committee, 2007-2011
- Member of Distance Learning Institutional Strategies Task Force, 2009-2010
- Member of Winter Session Task Force, 2009-2010
- Campus liaison for the UNC in Washington Internship Program, 2004-2009
- Internal Reviewer for Sociology Program Review, 2007
- Department of Applied Criminology TPR Committee 2004-2006
- Department of Social Work TPR Committee, 2002-2006
- College of Arts and Sciences Curriculum Committee, 2004-2007
- College of Arts and Sciences Conditions of Faculty Employment Committee, 2004-2005
- Learning Community Steering Committee, 2004
- Criminal Justice Department Head Search Committee, 2003-2004
- Member of Hallmarks of Excellence Task Force, 2003
- Department of Sociology and Anthropology TPR Committee, 2003

70
Subcommittee Chair on Diversity in the First-Year Experience, 2003
College of Arts and Sciences Secretary, 2002-2005
College of Arts and Sciences Committee on Committees, 2002-2005

ACHIEVEMENTS AS DEPARTMENT HEAD OF POLITICAL SCIENCE AND PUBLIC AFFAIRS 2001-2008

- Undergraduate enrollments doubled (42 in Fall 2001, 94 in Spring 2007)
- Two major revisions of the undergraduate curriculum
- Incorporated the Local Government Training Program into the PSC Department
- Established annual departmental end-of-year banquets
- Hired nearly half of departmental tenure-line faculty as of 2008
- Worked with alumni donor to renew generous support of the department
- Issued the first two editions of departmental alumni newsletter

PROFESSIONAL AFFILIATIONS

- American Political Science Association
- International Studies Association—South
- Midwest Political Science Association
- North Carolina Political Science Association
- Omicron Delta Kappa national leadership honor society
- Phi Beta Delta international education honor society
Appendix 8.3

Saheed Aderinto

Fall 2015

Address:
286 Central Drive
Cullowhee, NC 28723
Email: saderinto@email.wcu.edu
Phone (Office): 828-227-3868
Email: saderinto@email.wcu.edu

Education

PhD., (African History) University of Texas at Austin, 2010
M.A., (History) University of Texas at Austin, 2007
B.A., (History) University of Ibadan, Nigeria, 2004

Employment History

• Assistant Professor of History (Tenure Track), Western Carolina University, since Fall 2010
• Assistant Instructor of History, University of Texas at Austin, Fall 2009-Spring 2010
• Adjunct Instructor of History, Huston-Tillotson University, Austin TX, Fall 2008-Fall 2009
• Teaching Assistant, University of Texas at Austin, Spring 2006-Spring 2009
• Undergraduate Research Assistant to the Directors, The French Institute for Research in Africa, University of Ibadan, Nigeria, 2001-2004

Courses Taught at Western Carolina University
Africa before 1880
Africa since 1880
African Diaspora
Western Imperialism since 1500
World Cultures in Historical Perspectives
Postcolonialisms (Graduate Seminar)
African Historiography (Graduate Seminar)
Research Interest

Region and Country: West Africa and Nigeria (precolonial, colonial, and postcolonial eras)
Thematic fields: Gender and sexuality; nationalism; historical method; peace and conflict; children and youth; popular and expressive culture; African diaspora

Publication

Books

Authored


• *Nigeria, Nationalism, and Writing History* (University of Rochester Press, 2010) 356pp. co-authored with Toyin Falola

For reviews of this book, see
(4) *African Studies Quarterly* 13, nos. 1&2 (2012): 140-142

Edited


Peer Reviewed Journal Articles


• “‘O! Sir I Do Not Know Either to Kill Myself or to Stay’: Childhood Emotion, Poverty, and Literary Culture in Nigeria, 1900-1960,” Journal of the History of Childhood and Youth 8, no.2 (2015): 273-294


• “Cutting the Head of the Roaring Monster’: Homosexuality and Repression in Africa,” African Study Monographs 30, no.3 (2009): 121-135, co-authored with Kwame Essien


Book Chapters


75


• “Ijebu a b’eyan...?” (“Ijebu or a human being...?”): Nineteenth Century Origin of Discrimination against Ijebu Strangers in colonial Ibadan, Nigeria,” In Chima J. Korieh and Michael Mbanaso (eds.), Minorities and the State in Africa (Amherst, New York: Cambria Press, 2010), 143-168

• “European Invasion and African Resistance,” in Hakeem Ibikunle Tijani, Tiffany Jones and Raphael Njoku (eds.), Africa and the Wider World (Boston, MA: Pearson, 2010), 247-261


Encyclopedia Entries


• “Cultural Interaction: Africa,” (German translation) “Kulturkontakt, globaler – Afrika” in Enzyklopaedie der Neuzeit 7 (Stuttgart/Weimar: J.B. Metzler Verlag, 2008), 290-294

• “Accident and Explosions” “Allada” “Bonny” “Crew” “Ethnicity” “Fort, St. Louis” “Indian Ocean” “Lagos” “Licensing” “Phillips, Thomas” “Regulations” “Seasons” “Shipyards” “Slave Merchants” “Smuggling” “Storms” “Taxes” “Windward Coast” in Toyin Falola and Amanda Warnock (eds.,) *Encyclopedia of the Middle Passage* (Westport, CT: Greenwood Press, 2007), 16-17; 33-34; 64; 120-121; 165-166; 179-180; 228-230; 250-151; 259-260; 303; 320-321; 337; 343-344; 347-348; 357-358; 361-362; 367-368; 401-402


**Book Reviews**


Research Grants, Awards, Prizes and Honors


2013  Award of Excellence, given by the Students’ Historical Society of Nigeria, University of Lagos, June 17, 2013

2013  Summer Research Grant, Department of History, Western Carolina University

2013  Scholar in Residence, French Institute for Research in Africa, Ibadan, Nigeria (Summer)

2012  Scholar in Residence, French Institute for Research in Africa, Ibadan, Nigeria (Summer)

2012  Summer Research Grant, Department of History, Western Carolina University

2012  Senior Research Fellowship, French Institute for Research in Africa, Ibadan, Nigeria (Summer)

2009  Dissertation Writing Fellowship, University of Texas at Austin

2009  Warfield Center for African and African American Studies, Summer Research Grant

2008  The Patrice Lumumba Research Fellowship in African History

2008  Research Grant for Doctoral Dissertation, The University of Texas at Austin

2007  Warfield Center for African and African American Studies, Summer Research Grant

2007  Research Grant for Doctoral Dissertation, The University of Texas at Austin

2006  The Patrice Lumumba Research Fellowship in African History

2005  The Nalle Fellowship, University of Texas at Austin

2003  The Oba Lipede Prize in History, University of Ibadan
Service to the Department, College, and University

Institution

• Member, 2015-17 Campus Interdisciplinary Theme, titled, “Africa! More than a Continent”
• Visiting Scholar Committee, Fall 2014-present
• International Festival, 2011-present
• Open House, 2014-present

College

• Member of International Studies Advisory Board, Fall 2012-present
• Dean’s Advisory Board, Fall 2014-present
• Student Appeal, Fall 2014-present

Department

• Member of Undergraduate Committee, Fall 2015-present
• Chair of Undergraduate Committee, 2014-2015
• Member of Task Force on Curriculum Revision, Fall 2014-present
• Member of Early Modern European History Search Committee, 2013-2014
• Member of Undergraduate Committee, 2010-2012 and 2013/2014
• Editor of Department’s Newsletter, 2013-2015
• Department Secretary— 2012/2013
• Member of QEP Committee—2012/2013
• Member of Early America Search Committee—2012/2013
• Chair, Colloquy and Conversation—Fall 2011-present

Service to External Constituencies

Membership of Journal Editorial Board since 2010

• Global Humanities: Studies in Histories, Cultures, and Societies
• Nigeria Studies: IFRA-Nigeria Journal of Social Sciences, Humanities, and Peace Studies
• Agidigbo: Journal of the Humanities
• Consulting Editor of Contention: The Multidisciplinary Journal of Social Protest
• Journal of Retracing Africa
• Ibadan Journal of Peace and Development

External PhD Thesis Examiner

• University of Cape Town, South Africa for PhD thesis titled, The Nigerian History Machine and the Production of Middle Belt Historiography by Mr. Samaila Suleiman. May/June 2015

Manuscript Evaluation for Journals, since 2010

• Canadian Journal of African Studies
• African Studies Review

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• Social Dynamics: A Journal of African Studies
• Journal of Asian and African Studies
• Decolonization: Indigeneity, Education & Society
• Journal of Colonialism and Colonial History
• Journal of Lesbian Studies
• Africa Today
• History Compass
• Journal of Commonwealth Literature
• Cultural History: Journal of the International Society for Cultural History
• OFO: Journal of Transatlantic Studies
• International Social Science Review
• Journal of Retracing Africa
• Global South

Book Manuscript Evaluation for Publishers, 2010-
• Oxford University Press
• Palgrave Macmillan
• Lexington Books
• The French Institute for Research in Africa

Professional Development Activities: Presentations Given on Campus, 2010-present
• “Historical Perspectives on Wars and Conflict in Africa.” Guest Lecture presented to Dr. Jen Schiff’s “Introduction to International Studies” class. Western Carolina University, February 9, 2015
• “Education in Africa.” Guest Lecture presented to Dr. Russell Binkley's “Comparative Education” class. Western Carolina University, November 18, 2014
• “Fighting for the Empire: Africa and Africans in the WWII.” Paper presented at the Carolina Roundtable on the World Wars” Western Carolina University, Cullowhee NC, February 19, 2014
• “Internationalizing WCU Curriculum through World History Courses.” Paper given at the International Education Week, Western Carolina University, November 12, 2012
• “Yoruba Dress in Time and Space.” Presentation given at the International Festival, Western Carolina University, April 2012
• “Panelist, Open Access Week.” Coulter Faculty Commons, Western Carolina University, October 26, 2011
• “Yoruba Dress Exhibition.” International Festival, Western Carolina University, April 16, 2011
• “Yoruba Religion in Africa and the Atlantic World.” Paper given at the Department of Philosophy and Religion, Western Carolina University, March 7, 2011

Professional Development Activities: Presentations given off Campus, 2010-present

• Book Lecture: “Writing Sexuality into Nigerian History.” Department of History and Strategic Studies, University of Lagos, Nigeria, May 28, 2015
• “Rape and Sexual Violence in Historical Perspective.” Paper presented to the “Humanist Association for Peace and Social Tolerance Advancement,” University of Ibadan, Nigeria, June 26, 2014
• “Engaging the History of Arms and Gun Control in Nigeria.” Paper presented at the Staff/Postgraduate Seminar, Department of History, Ahmadu Bello University, Zaria, Nigeria, June 11, 2014
• “Bridging the Gap between Research and Teaching.” Lead Paper presented at the “Workshop on Infusing Africa and Africans into the 324 Curriculum” University of North Carolina–Asheville, May 21, 2014
• “History and the Way Forward.” Guest Lecture presented at the Public Symposium organized by the University of Lagos Chapter of the Students’ Historical Society of Nigeria, June 17, 2013
• “Guns and Arms Control in Nigerian History.” Public Lecture presented at Afe Babalola University, Ado Ekiti, Nigeria on May 28, 2013
• “Of Eras, Events, and Production of Knowledge: The Three Waves of Historical Scholarship on Nigeria.” Ibadan Inter-disciplinary Discourse Department of Archaeology and Anthropology, University of Ibadan, Nigeria, June 4, 2012

**Media and Outreach**

• Granted an interview titled, “Before they were Educators: Saheed Aderinto” to Western Carolinian. Published on March 3, 2014

**Membership of Professional Associations**

• African Studies Association
• West Africa Research Association
• BISA Africa and International Studies Working Group
Appendix 8.4

CURRICULUM VITAE

Daryl L. Hale
Associate Professor
Department of Philosophy & Religion, Western Carolina University
2206 Blanton Branch Road
Sylva, NC 28779
Stillwell 230
Cullowhee, NC 28723
Home: (828) 586-3993
Office: (828) 227-3853

EDUCATION

Vanderbilt University (TN), Ph.D., Philosophy, 1991
Vanderbilt University, M.A., Philosophy, 1988
Calvin College (MI), B.A., Philosophy, 1976
Oakland City College (IN), B.S., Religious Studies, 1973

AREAS OF SPECIALIZATION

Kant
Early Modern Philosophy, including Jefferson
Neoplatonism
Late Antiquity (Stoicism, Epicureanism, early Christianity)

AREAS OF COMPETENCE

Ancient Philosophy
Medieval Philosophy
John Rawls
Alasdair MacIntyre
Philosophy of Religion
Ethics (Western Moral Traditions, & Meta-Ethical Debates)

TEACHING EXPERIENCE

Associate Professor, Western Carolina University: Fall 1999-
Assistant Professor, Western Carolina University: Fall 1994-Spring 1999
Visiting Assistant Professor, Western Carolina University: Fall 1993-Spring 1994; Fall 1992-Spring 1993.
Instructor, Fisk University: Fall 1986.
Instructor, Vanderbilt University: Fall 1983-Spring 1984.
Teaching Assistant, Vanderbilt University: Spring 1982-Spring 1983.
### COURSES TAUGHT

#### A. Vanderbilt University and Fisk University, Nashville, TN
- **Introduction to Philosophy**  --  Vanderbilt University (2 sem.)
- **Introduction to Logic**  --  Fisk University (1 sem.)
- **Social & Political Philosophy**  --  Fisk University (1 sem.)

#### B. Western Carolina University, Cullowhee, NC
- **Introduction to Philosophy**  --  Western Carolina U. (30 sections)
- **FYS Seminar: Freedom, Culture, Utopia**  --  WCU (8 sem.)
- **Ancient Philosophy**  --  WCU (18 sem.)
- **Late Antiquity (Stoics, Epicureans)**  --  WCU (2 sem.)
- **Medieval Philosophy**  --  WCU (8 sem.)
- **Medieval & Reformation Theology**  --  WCU (4 sem.)
- **Modern Philosophy**  --  WCU (20 sem.)
- **Introduction to Ethics**  --  WCU (8 sem.)
- **Kant Seminar**  --  WCU (5 sem.)
- **Rousseau & Kant on History**  --  WCU (1 sem.; Topics course)
- **Neoplatonism**  --  WCU (2 sem.; Topics course)
- **Kierkegaard’s Phil. of Relig.**  --  WCU (2 sem.; Topics course)
- **Contemporary Philosophy**  --  WCU (1 sem.)
- **Enlightenment Phil. of Relig.**  --  WCU (2 sem.; Seminar)
- **Philosophy of Law**  --  WCU (3 sem.)
- **Philosophy of Religion**  --  WCU (1 sem.)
- **Origins of Early Christian Traditions**  --  WCU (6 sem.)
- **Religion and Science**  --  WCU (6 sem.)
- **John Rawls Seminar**  --  WCU (2 sem.)
- **Dietrich Bonhoeffer Seminar**  --  WCU (1 sem.)
- **Alasdair MacIntyre**  --  WCU (2 sem.)
- **The New Atheists and Critics**  --  WCU (1 sem.)
- **Global Justice Seminar**  --  WCU (2 sem.)

#### C. Senior Seminar Projects Directed (30-page thesis paper; weekly meeting)
- **Samantha Helms:**  ‘The Unjust Execution of Socrates’; Fall 2002
- **Daniel Lewis:**  ‘Augustine and the Problem of Evil’; Spring 2003
- **Rebecca Pace:**  ‘The New Republic: Defending Immanuel Kant’s *Perpetual Peace*’; Fall 2004
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Joseph Ross</td>
<td>‘God Saw that it was Good: The Need for Theological Naturalism against Naturalism’;</td>
<td>Fall 2004</td>
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<tr>
<td>Katie Arnold</td>
<td>‘St. Anselm’s <em>Cur Deus Homo</em>: The Fittingness of Atonement’;</td>
<td>Spring 2005</td>
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<tr>
<td>Brian Englert</td>
<td>‘Plato’s Women’;</td>
<td>Fall 2005</td>
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<tr>
<td>Frank Riddle</td>
<td>‘Locke’s Individual’;</td>
<td>Fall 2005</td>
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<td>Zach Denton</td>
<td>‘Aristotle on Happiness and the Good Life’;</td>
<td>Fall 2006</td>
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<tr>
<td>Casey Zegilla</td>
<td>‘Philosophy in the Church: Virtue and Christ’;</td>
<td>Fall 2006</td>
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<tr>
<td>Amanda McLain</td>
<td>‘Confronting Calvinism’;</td>
<td>Fall 2006</td>
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<tr>
<td>Ryan Norton</td>
<td>‘All You Need to Know: Examining the Use of Plato’s Noble Lie in Modern Geopolitical Discourse’;</td>
<td>Spring 2007</td>
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<tr>
<td>David Fox</td>
<td>‘Athanasius: Savage or Saint?’;</td>
<td>Spring 2007</td>
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<tr>
<td>Mark Huggins</td>
<td>‘Sustainable Global Economics for Environmental Preservation’;</td>
<td>Fall 2007</td>
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<tr>
<td>Katie Rath</td>
<td>‘De-Gendering God: Examining the Relationships between Us and Him/Her/It/What?’;</td>
<td>Spring 2008</td>
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<tr>
<td>Maleah Pusz</td>
<td>‘Individuals, Persons and Community in Kierkegaard, Bonhoeffer, and Moltmann’;</td>
<td>Spring 2008</td>
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<tr>
<td>Ryan Becknell</td>
<td>‘Unbinding the Man in Chains: Examining the Social Contract’;</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>David Young</td>
<td>‘Utilitarianism is a Humanism: In Defense of Mill’s Utilitarian Philosophy’;</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Norman Brown</td>
<td>‘The Moral Value of Tragedy in Relation to Living a Good Life’;</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>Marshall Solomon</td>
<td>‘Alasdair MacIntyre’s Defense of Tradition, the Virtues, and the Narrative Unity of Human Life’;</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>Daniel Shuskey</td>
<td>‘Augustine on the Problem of Evil’;</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>Bob McNeill</td>
<td>‘How to Heal an Entire Race: A Progressive Democratic Prescription’;</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Amanda Mitchell</td>
<td>‘Resurrecting Deism’;</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>Hunter Waldrop</td>
<td>‘The Beauty of Grace and Suffering in Simone Weil’;</td>
<td>Spring 2014</td>
</tr>
</tbody>
</table>
PUBLICATIONS


“Persons as Supra Pretium: Kant’s Neglected Argument for Personalism?”, given at 12th International Conference on Persons, U. of Lund (Sweden), Aug. 9, 2013; forthcoming article in The Pluralist


“Thomas Jefferson: Sublime or Sublimated Philosopher?”; International Social Science Review, Vol. 72, Numbers 3 and 4 (Fall 1997)

Manuscript “The Stoics and Epicureans”, written for Knowledge Products (Nashville, TN), Great Ideas in Philosophy audiocassette series; written June 1995; recorded by Lynn Redgrave, October 1995

“‘Leading Geometry out of Calypso’s Arms’: Kant’s Neoplatonic Re-Visions of Knowing”, read at international conference of Neoplatonist scholars at Binghamton University, NY; pub. in The Journal of Neoplatonic Studies, Spring 1995

WORKS IN PROGRESS

“Corrupting the Arts: Why Biblos and Didaskalos Need Technai”, read at Eleventh International Conference on Books and Publishing, Sept. 25, 2013 at U. of Regensburg (Germany); scouting for journal on Medieval Studies

“Religion, Reason, & Reticence: Kant on Academic Freedom”, Ch. 5 of Restoring the Appearances

"'Our Master Epicurus': Thomas Jefferson's Stoicurean Philosophical Vision" (sent to William & Mary Quarterly Fall 2003: editor and Jefferson scholar praised it, suggest sending it to Journal of History of Ideas); revised Fall 2008, Spring 2010, Spring 2014 for Journal of History of Ideas

HONORS AND AWARDS

Certificate of Appreciation for Teaching First-Year Students, Spring 2013

87
Nomination, College of Arts & Sciences Teaching Award, WCU, Spring 2010
Certificate of Appreciation, Dept. of Residential Living & Resident Student
Success (Recognition of Teaching by First-Year Students); Nov. 19, 2009
Finalist for Chancellor’s Distinguished Teaching Award, Fall 2004
Scholarly Development Leave Assignment, Fall 2003
Integration of Learning Award, Student Affairs, WCU, 2003-4 for Humanities
Program-Humanities House Proposal
Invited Lecturer, Highlands (NC) Lecture Series, 1997; 1999; 2000; 2001; 2014
Listed in Who’s Who Among America’s Teachers, 1993; 2000; 2004
Finalist, College of Arts & Sciences Teaching Award, WCU, 1998
Teaching Fellowship, Vanderbilt University, Spring 1982-Spring 1984

PRESENTATIONS
“Deists, Atheists, or Reluctant Theists: Two Doubting Thomases from America’s Enlightenment”; Highlands Lecture, Summer 2014
“Persons as Supra Pretium: Kant’s Neglected Argument for Personalism”; given at 12th International Conference on Persons, U. of Lund, Lund, Sweden; Aug. 9, 2013
Presenter and Faculty Discussion Leader for Stephen Hawking’s The Grand Design, Fall 2010
Presenter and Faculty Discussion Leader for Susan Neiman’s Moral Clarity, Spring 2010
Presenter and Faculty Discussion Leader for Matthew Crawford’s Shopclass as Soulcraft: An Inquiry into the Value of Work, Nov. 13, 2009; 2nd session, Dec. 4, 2009
“(How) Can We Teach Virtue or Goodness?”, Leader of 4-day session on Teaching Ethics for Non-Philosophers at WCU, Summer Institute for Teaching and Learning, May 2008
“The Iterative Development of Kant’s Ethics”; invited public lecture, Emory and Henry College, Emory VA; March 3, 2008
“Persons as Supra Pretium: Kant and Moltmann on Human Dignity”, International Forum on Persons, UNC-A, Asheville, NC, July 31-Aug 1, 2007

88
“Religion, Reason & Reticence: Kant on Academic Freedom”, given at NC Religious Studies Conference, Fall 2004, Western Carolina University

"Religion, Reticence, and Reason: Kant on Academic Freedom" invited lecture at Highland Lecture Series, Highlands, NC; July 2001

"The Corruptions of Christianity: Theological Reflections of John Adams and Thomas Jefferson"; invited lecture at Highlands Lecture Series, June 2000


“Thomas Jefferson’s Epicurean Pleasures”; invited lecture at Highlands Lecture Series, Highlands, North Carolina, October 9, 1996

“Thomas Jefferson: Sublime or Sublimated Philosopher?; guest lecture for Dept. of Philosophy, Emory & Henry College (VA), March 20, 1996

"THE VIRTUE OF CRAFTS: Technai in Mark Twain and Gorgias”; presented to Tennessee Philosophical Association, Vanderbilt University, November 11, 1995

“Leading Geometry Out of Calypso’s Arms: Kant’s Neo-Platonic Re-Visions of Knowing”; presented to Institute of Global Cultural Studies, Binghamton University (SUNY-Binghamton, NY, October 15, 1994


“Restoring Integrity: The Wisdom of Humility”; invited response to Prof. Sam Schuman’s address to North Carolina Honors Association, Annual Meeting, Western Carolina University, September 30, 1994

“Despotisms and Petty Humiliation: Bonhoeffer and Kant on Human Dignity”; presented to North Carolina Philosophical Society, Appalachian State University, Nov. 20, 1993

“That Noblest Enterprise of Antiquity: Kant’s Restoration of the Socratic Moral Vision”; presented to the Inter-Mountain Philosophy Conference, Appalachian State University, April 22, 1993

“Kant and Keats on ‘Cold Philosophy’: Beyond Dogmatism and Scepticism”; presented to the North Carolina Philosophical Society, UNC-Charlotte, Feb. 27, 1993


Commentator on Susan Robbins’ paper “Kant on God and Science”, Tennessee Philosophical Association Annual Meeting, November 16, 1991

89
“‘Calling Forth Archimedes’: Geometrical and Moral Imperatives in Kant and Wordsworth”, presented to the Alabama Philosophical Society, October 27, 1990
“‘A Shadow of a Magnitude’: Kant and Keats on Aesthetics”, presented to the Vanderbilt Philosophy Colloquium, April 14, 1989.

LANGUAGES
Classical, New Testament Greek; German

GRADUATE COURSES AND SEMINARS AT VANDERBILT UNIVERSITY (1981-84)
Immanuel Kant (Tlumak)
Seminar: History of Ancient Philosophy (Teloh)
Seminar: Philosophy of Hermeneutics (Scott)
Medieval Philosophy (Teloh)
Seminar: Rationalism (Tlumak)
Seminar: Metaphysics (Post)
Seminar: Wittgenstein (Hodges)
God’s Law and Natural Law (Joy)
Contemporary Philosophy (Tlumak)
Seminar: Kant (Tlumak), audit
Readings in Philosophy: Aristotle (Teloh), audit
German Romanticism (Abbott), audit
Seminar: 19th Century German Idealism (Lachs), audit
Philosophical Readings in Classical Languages:
  Greek grammar, Plato, Aristotle (3 semesters; Teloh)

COURSES AND SEMINARS AT UNIVERSITY OF ROCHESTER (1980-81)
Introductory Logic (Weirich) John Rawls Seminar (Weirich)
Philosophy of Mind (Turbayne) Kant Seminar (Meerbote)
Philosophy of Science (Weirich)
Social Science and Social Action (Weirich)

UNIVERSITY SERVICE
International Studies Advisory Board, 2010-14
Dean’s Advisory Committee, 2009-2011
Acting Dept Head, January – July 2008; chaired 2 searches (DH: completed; tenure-track in Environmental Ethics: completed as term position)
Numerous consultations on Ethics course designs for non-Philosophy majors: Computer
Science, Business Ethics, Communications Disorders, Media Ethics
Outside Reader for TPR decisions in Math & Computer Science, Communications, 2007-9
Faculty Senate, 2000-3
Council on Instruction & Curriculum, 2001-4
Arts & Sciences College Curriculum Committee, 2001-3
Arts & Sciences College TPR Committee, 2001-4, 2004-6, 2010-2011
Head, Dept. of Philosophy & Religion, 2000-3; with colleague, helped save
Philosophy major from elimination by university (restructured curriculum, offered
new courses in Ethics & expanded Religion concentration; increased
majors/graduates dramatically)
Honors Dean Search Committee, 1999-2000
Biodiversity Task Force, 1999-2000
General Education Review Committee, 1996-9: produced new Liberal Studies
proposal; LS program implemented Fall 2001
Faculty Advisor, League of Women Students, 1998
Conference Co-Chair Intermountain Philosophy Conference, Fall 1996 (at WCU)
Program Chair, 1995 Intermountain Philosophy Conference
Acting Department Head, Dept. of Philosophy & Religion, Summer School 1995
Co-Chair, 1994 Intermountain Philosophy Conference, September 23-4, Western
Carolina University (first time held at WCU under my sponsorship)
Council on Student Affairs, 1995-7 (I wrote arguments for & against changing to
12 point grading scale that were presented to Faculty Senate)
Student Recruitment Committee, 1994-6
Co-Chair, Humanities Focus Group, W.C.U., 1993-6 (I wrote educational goals
statement)
Mentor, University Teaching Fellow, 1993-6; Faculty Mentor, 1999-2004
Sponsor, Philosophy Club, Western Carolina University, 1992-7
Guest Lecturer on interdisciplinary topics in Departments of English, Education,
Psychology, Music, Honors Program

DISSERTATION

Restoring the Appearances: Kant’s Copernican Experiment in Metaphysics
Director: John Lachs
Readers: Jeffery Tlumak, Charles Scott, John Compton, and Vereen Bell
(English Department)

Restoring the Appearances presents Kant’s ‘Copernican turn’ as a noteworthy departure
from the metaphysical-epistemological systems of his predecessors. Many of the earlier inquirers
had tended toward a philosophical idealism, wherein the world of appearances was considered to
have a lesser degree (or kind) of reality than some (other) transcendent world. However, other systems, primarily sceptical in method or disposition, had arisen which took to task the dogmatic idealists.

According to Kant, the history of philosophy was composed largely of disputes that had taken place between the dogmatists and sceptics, especially regarding the natures of God, human freedom, and the soul. With the advent of modern science, it was assumed that the new method employed in the sciences could be imitated by those disciplines, such as a philosophy and theology, that wished to be ‘set on the sure path of a science’. Accordingly, many commentators have insisted that the Copernican turn consisted in turning attention from the objects themselves to the appearances alone of those objects. Following the sceptics’ advice, metaphysical progress was to be obtained by attending only to the appearances while avoiding dogmatic adherence to the noumenal realm that grounded those appearances.

This manuscript suggests that such a view gains plausibility only by ignoring Kant’s broader philosophical and cultural interests. Kant’s critique of human reason was to be the free and open examination of the human cognitive faculties of sensibility and understanding, as these were under the governance of Reason. Thus, Kant’s innovations rejected the endeavors of both dogmatists and sceptics to posit mere spontaneity or mere receptivity as constitutive of human subjects. Kant’s Copernican experiment invoked the necessity of a dialectical interaction between the spontaneous faculty (understanding) and the receptive faculty (sensibility), thereby enabling human beings to attain scientific knowledge while acknowledging the incompleteness of such cognition unless related to the ‘essential ends of human reason’. As complements to Kant’s positions on these matters, the manuscript draws heavily on the history of science (investigations of Copernicus and Galileo) to underline Kant’s notion of ‘experiment’ and his conception of scientific progress. Few scholars have examined the broad range of interests found in Kant’s thought, usually focusing on narrow epistemic, metaphysical, or even ethical strands. On the basis of historical research on Kant’s views in geometry, natural science, and philosophical theology, I am currently working on a book on Kant’s overall systematic thought in the areas of mathematics, natural science, and religion/philosophical theology.

**CURRENT RESEARCH INTERESTS**

Research on the Stoics and Epicureans has led to research of Stoic influences in the Early Modern period. Philosophers from Descartes to Kant covertly rely upon Stoic and Epicurean philosophical positions: these influences have not been discussed very extensively in the literature; so, much of my research is oriented at producing books aimed at making accessible to a generally educated public this coherent and fascinating set of scientific, logical, and ethical influences.

This background proved fundamental in my being able to write a book, *Our Master Epicurus: Thomas Jefferson’s American Philosophical Vision* on the philosophical interests of
Thomas Jefferson, a topic long neglected by American philosophers. In the fall of 2014, I spent the semester doing research in Germany, and writing 8 chapters of my book on Kant, *Honoring the Rabble*; over summer 2015, I added another chapter, and the final chapter was written Fall 2015.

OTHER AREAS OF INTEREST

Carpenter, with 30+ years experience remodeling, building and finishing conventional houses, timber frame homes, log cabin structures, barns, and other restoration projects, as well as cabinets, furniture, and decks.

Member, the Wilderness Society, Sierra Club, and Defenders of Wildlife, with abiding interest in wise stewardship of old-growth timber forests.

REFERENCES

Dr. John Lachs  
Department of Philosophy  
Vanderbilt University  
Nashville, TN  37235

Dr. David Dorondo  
Department of History  
Western Carolina University  
Cullowhee, NC 28723

Dr. Michael Hodges  
Dept. of Philosophy  
Vanderbilt University  
Nashville, TN 37235

Dr. James M. McLachlan  
Dept. of Philosophy and Religion  
Western Carolina University  
Cullowhee, NC 28723
VITA
Anthony Andrew Hickey

Office: Department of Anthropology and Sociology
        107B McKee
        Western Carolina University
        Cullowhee, NC 28723
        (828) 227-3832 / hickey@wcu.edu

Home: 812 Safari Dr.
       Sylva, NC 28779
       (828) 507-6496

EDUCATION:
Ph. D. Cornell University, Ithaca, New York, 1973-1975,
     Major: Development Sociology
     Minors: Research Methods and Community Service Education
     Dissertation: "Inequality and Service Delivery: The Utilization of Medical Services."

M.S. Cornell University, Ithaca, New York, 1972-1973,
     Major: Development Sociology
     Minor: Rural Sociology
     Thesis: "Level of Living: A Methodological Assessment."

B.S. Cornell University, Ithaca, New York, 1967-1971,
     Major: Rural Sociology

PROFESSIONAL EXPERIENCE:
Professor of Sociology
Western Carolina University
Cullowhee, NC 28723
1986-present

Dean, Research and Graduate Studies
Western Carolina University
Cullowhee, NC 28723
1986-1997

Assistant; Associate Dean, Graduate School
George Mason University
Fairfax, VA 22030
1982-1986

Associate Professor of Sociology
George Mason University
Fairfax, VA 22030
1979-1986

Visiting Professor
Padagogische Hochschule
Hannover, Federal Republic of Germany
Summer 1978-
Acting Chair, Department of Sociology 1976-1977
George Mason University
Fairfax, VA 22030

Assistant Professor of Sociology 1975-1979
George Mason University
Fairfax, VA 22030

Research Associate 1974
Institute on Man and Science
Rensselaer, New York

HONORS AND FELLOWSHIPS:
- Finalist, College of Arts and Sciences Teaching Award, Western Carolina University, 2000, 2001.
- Governor’s Award for Outstanding Volunteer Service. 2000

BOOKS:


Migration, Mobility and Borders: Issues of Theory and Policy, Edited (With Thomas Geisen and Allen Karcher), Frankfort, Germany: IKO-Verlag, 2004

ARTICLES:
“Introduction” (Co-Author) in: Migration, Mobility and Borders: Issues of Theory and Policy, Geisen, Thomas, Anthony Andrew Hickey and Allen Karcher Eds. IKO-Verlag, Frankfort, 2004


“Community Attachment and Migration”, In: Mobilities and Mentalities, Thomas Geisen, Editor IKO-Verlag, Frankfurt, Germany March 2002.


BOOK REVIEWS (SELECTED):


After the Disaster: Re-Creating Community and Well-Being at Buffalo Creek since the Notorious Coal Mining Disaster in 1972. T. P. Schwartz-Barcott, Cambria Press, 2008 Choice, 2009


Persistence and Change in Rural Communities: A 50 Year Follow Up to Six Classic Studies. Lulof, Al and Richard Krannich, Editors, Choice, 2003


Handbook of Environmental Sociology. Dunlap. Riley and William Michelson, Editors, Choice, 2002


Community Development around the World: Practice, Theory, Research, Training, Hubert Campfens, Editor, Choice, 1997.
Gender and Development: Rethinking Modernization and Dependency Theory, Catherine V. Scott, Choice, 1996
Against all Odds: Rural Community in the Information Age, John Allen and Don A. Dillman, Choice, 1995.
Rural Policies for the 1990s, Cornelia Flora and James Christianson, Choice, 1992.
The Community in Rural America, Kenneth P. Wilkinson, Choice, 1991


**PAPERS PRESENTED:**

“Conflict in Community Development: Has Conflict in a Small Appalachian Town in North Carolina from Development?” Southern Sociological Society, Charlotte, NC., April, 2014 (with Chasity Ledford)

“The Outsiders: An Analysis of Locality in Rural North Carolina” Southern Sociological Society, Atlanta, Ga., April 2013 (with Katharine Sudol)

“On Rural Sprawl and the Simulated: A Qualitative Study.” North central Sociological Association, Pittsburgh, Pa.,April, 2012 (with Nicholas Weitzel)


“Rural Sprawl: The Effects of Second Home Development and Tourism on a Small Appalachian Community”. Presented at the Rural Sociological Society Meetings, August, 2010 (with Morgan Childers)

“Social Capital and Second Home Development in Rural Communities” Mid-West Sociological Society Annual Meetings, April, 2010 (with Morgan Childers)

“Revitalization and Community Satisfaction”, I7 Futures Forum, Western Carolina University, April, 2003


“Community Attachment and Migration”, Trier, Germany, Mobilities and Mentalities. July, 2001


"Community Participation in Voluntary Associations of Dentists," presented at the meetings of the International Association for Dental Research and the American Association for Dental Research, Atlanta, GA, March 1979 (with Thomasina Borkman and William A. Ayer).


TECHNICAL REPORTS:

"A Report to the Stecoah Community" (with Morgan Childers) October, 2010


**MAJOR RESEARCH PROJECTS:**

2012-2014 Study of Hayesville, North Carolina

2009-2011 Study of Stecoah, North Carolina

2007-08 Needs Assessment for Cashiers, North Carolina, Funded by the Community Foundation of Cashiers. $7725.00

1999- present: Study of Community Attachment in Rural Small Towns in Western North Carolina.


1981-82: National Council on Aging grant for development of position papers for the 1981 White House Conference on Aging. Responsible for sections dealing with the rural elderly. Also assisting NCOA on various research proposals in the area of research design.

1976-78 Fairfax Community Action Program of hidden poverty, assessment of needs and service availability in Fairfax County, Virginia.

1976-79 National Science Foundation Grant to Virginia Department of Agriculture and Commerce to study capacity-building needs of rural governments. Responsible for study design, survey instrument design, analysis of data and final report.

1974-75 Study of Attitudes Toward the Environment in the Catskill Region. Contracted by the Institute of Man and Science. Presented to the Catskill Regional Commission in 1975. Staff Consultant to the Project.


1973 Study of Manpower Development Through Service Delivery Affiliation with
Cooperative Extension, Schoharie County, New York. Part of the National "Project Hitchhike," Department of Labor.

**PROFESSIONAL SERVICE:**

2003- present: Institute on Regional Migration, Trier, Germany: Advisory Council

2000-present: Presenter to Leadership programs in Buncombe, Jackson, Haywood Counties

1997- present: Galway-Mayo Institute of Technology: Galway, Ireland: Consultation


1987-97 Conference of Southern Graduate Schools:
- Workshop Coordinator (1987-88)
- Publications Committee (1987-88)
- Membership Committee (1988-90)

1987-88 Rural Sociological Society, Program Committee.

1987-89 Board of Directors, Mountain Aquaculture Research Center.

1987-97 North Carolina Conference of Graduate Schools,
- President (1989-90)
- Vice-President (1988-89)


1980-87 National Institute for Alcohol and Alcohol Abuse. Evaluation of research needs, programs and proposals.

**TEACHING EXPERIENCE:**

- Society and The Environment
- Global Society
- Statistics and Methods
- Stratification and Inequality
- Societal and Regional Development
- Conflict and Conflict Resolution
- Political and Social Change and the Community
- Population Dynamics
RESEARCH INTERESTS:

- Environmental Sociology
- Community Development
- Political and Social Development of Rural Areas
- Inequality and Social Policy
- Third World Development
- Methodological and Computer Applications to Social Research

PROFESSIONAL SOCIETIES:

Rural Sociological Society
Southern Sociological Society
Phi Kappa Phi
Sigma Xi
CURRICULUM VITAE
CYNDY CARAVELIS HUGHES
caravelis@email.wcu

CURRENT POSITION
Associate Professor
Western Carolina University
Department of Criminology and Criminal Justice
Belk 410-N
Cullowhee, NC 28723

EDUCATION
Ph.D., Florida State University. Department of Criminology and Criminal Justice.
M.S., Florida State University. Department of Criminology and Criminal Justice.
B.A., Florida State University. Department of Criminology and Criminal Justice.

RESEARCH INTERESTS
• Social threat and social control
• Race, ethnicity and crime
• Social justice
• Capital punishment
• Theoretical criminology

PEER-REVIEWED PUBLICATIONS


PROFESSIONAL PRESENTATIONS


Caravelis, Cyndy and Matt Robinson (2013). Examining Law Enforcement Attitudes about Capital Punishment.” Panel presentation at the annual meeting of the American Society of Criminology in Atlanta, Georgia.


Lori Oxford

McKee 128B
Western Carolina University
Cullowhee, NC 28723
lfoxford@email.wcu.edu
office: (828) 227-2769

EDUCATION:


PUBLICATIONS:
Refereed/Peer-reviewed:

2015: Journal article. “Questionable Humanity: Degrees of Otherness in XXY and El niño pez.” Currently under consideration by Hispanic Studies Review.


2011: Journal article. “No Pride in Prejudice.” In MountainRise, an international online journal for the Scholarship of Teaching and Learning. Co-authored with Dr. Jamie Davis, Western Carolina University. Vol. 6, No. 3.


Non-Traditionally Refereed:


**CONFERENCE PRESENTATIONS:**


“#AyotzinapaSomosTodos: Musical Responses to a Mexican Tragedy.” Carolina Conference on Romance Languages. University of North Carolina at Chapel Hill. April 2015.


“Transformando la modernidad chilanga con la memoria colectiva rockera: Maldita Vecindad vis à vis García Canclini.” MIFLC (Mountain Interstate Foreign Language Conference), Radford University, Roanoke, VA. October 2010.


“Balsa or salsa? Musical Intertextualities as Escape Vehicle in Special Period Cuba.” MIFLC (Mountain Interstate Foreign Language Conference), Furman University, Greenville, SC. October 2009.


SERVICE:
Service to the institution:

- **Search Committee for Associate Director of the Writing and Learning Commons.** Committee member. Fall 2013.

- **Search Committee for Associate Director of the Writing and Learning Commons.** Focus group member. Fall 2012.

- **Steering Committee for Global Poverty Project.** Member of committee to coordinate multimedia presentation, resulting in engaged teaching, learning, service, and creative and scholarly opportunities centered on poverty, both locally and globally. Fall 2011-Spring 2012.

- **University Council of Diversity and Inclusion.** Member. Spring 2011-Spring 2013.

- **Faculty Marshal.** Fall 2010-present.

- **Writing and Learning Commons / Catamount Academic Tutoring Center Advisory Board.** Member. Fall 2010-present.

- **Intercultural Diversity Week.** Co-organized and presented at session “The State of Immigration Affairs: Media and Politics” with Dr. Jamie Davis and Dr. Mark Couture. September 2011.

- **WOW (Week of Welcome) @ WCU.** Participated in “welcome events” and assisted incoming freshmen in moving into their dorms on move-in day. August 2011.

Service to the college:

- **Dean’s Advisory Board.** Member. Fall 2014-present.

- **International Studies Advisory Board.** Member. Fall 2010-present.

Service to the department:

- **Spanish Language Film Series.** Coordinated series of five films in Spanish. September-October 2015.

- **Coordinator for the Spanish BA Program.** September 2014-present. Responsibilities include: facilitating creation and implementation of Spanish BA program, including proposals for all changes in Curriculog; organizing course schedules for all Spanish classes in the BA; coordinating representation of Spanish faculty at all relevant events; coordinating Spanish section of yearly Foreign Language Contest; maintaining social media presence for Spanish program; creating event flyers and monthly program newsletters, coordinating weekly *tertulias* (Spanish conversation hour), etc.

- **Dean’s Outstanding Students Awards Ceremony.** Presented the Department of Modern Foreign Languages - Most Outstanding Student in Spanish award to Bryce Payne. April 2015.
• **Cine en español Film Festival.** Coordinated series of five films in Spanish. September-October 2014.

• **Dean’s Outstanding Students Awards Ceremony.** Presented the Department of Modern Foreign Languages - Most Outstanding Student in Spanish award to Mattie Horine. April 2014.

• **Search Committee for full time faculty member in Spanish.** Member. Spring 2014.

• **Search Committee for Assistant Professor in Japanese.** Member. Spring 2011.

• **Liaison for the Department of Modern Foreign Languages for Western Carolina University’s Quality Enhancement Plan Initiative.** Fall 2009-present.

• **Cine en español Film Festival.** Coordinated series of four films in Spanish. Presented and led thematic discussion for *Whisky*. September-October 2013.

• **Open House.** Represented Modern Foreign Languages at WCU Open House to recruit incoming freshmen. Spring 2015 (twice), Spring 2014, Fall 2013, Spring 2013, Fall 2012, Spring 2012, Fall 2011, Spring 2011, Fall 2010, Spring 2010, Fall 2009.

• **Intercultural Dialogues.** Initiated a series of presentations by Modern Foreign Languages faculty to interested students. I coordinate all the dialogues (April 2015, October 2014, April 2014, December 2013, and April 2013) and have presented research at four of them (April 2015, October 2014, April and December 2013).


• **@SpanishWCU.** Manage twitter account for Spanish Program. January 2013-present.

• **Cine en español Film Festival.** Coordinated series of five films in Spanish. Presented and led thematic discussion for *El secreto de sus ojos* and *Juan de los muertos*. September-October 2012.

• **Spanish and Latin American Film Festival.** Presented and conducted thematic discussion for *Which Way Home*. October 2011.

• **Dean’s Outstanding Students Awards Ceremony.** Presented the Department of Modern Foreign Languages - Most Outstanding Student in Spanish award to Kassie McKie. April 2011.

• **Spanish and Latin American Film Festival.** Presented and conducted thematic discussion for *Suite Habana*. November 2010.

• **Spanish and Latin American Film Festival.** Presented and conducted thematic discussion for *Palabras encadenadas*. Western Carolina University, November 2009.
• **Spanish and Latin American Film Festival.** Presented and conducted thematic discussion for *Nueba Yol*. Western Carolina University, September 2008.

**Service to the community:**

• **Volunteering at Candler Elementary School.** Served as a proctor for fourth grade End of Grade testing. May 2015.

• **Vecinos Farmworker Clinic.** Interpreted for patients and care providers at a health clinic for local farmworkers, organized by Vecinos. Two sessions, March 2015 and April 2015.

• **Volunteering at Candler Elementary School.** Volunteer in classrooms on a weekly/biweekly basis during the school year reading aloud to students and helping them read on their own. Fall 2014-Spring 2015.

• **Vecinos Farmworker Clinic.** Interpreted for patients and care providers at a health clinic for local farmworkers, organized by Vecinos. Two sessions, April 2014.

• **Volunteering at Candler Elementary School.** Volunteer in classrooms on a weekly/biweekly basis during the school year helping ELL students expand vocabulary in English and Spanish and assisting teachers with tasks. Fall 2013-Spring 2014.

• **Service Learning at Cullowhee Valley School.** Co-organizer with Dr. Jamie Davis of a program pairing students of Spanish at Western Carolina University with local elementary students identified as having limited English proficiency. Fall 2008-Fall 2009.

• **Big Brothers Big Sisters of Western North Carolina.** Served as a “Big Sister” to a local high school student. July 2008-September 2010.

**SPONSORED UNDERGRADUATE RESEARCH PRESENTATIONS/PUBLICATIONS:**

• **Jessica McLamb, presentation:** “*El sistema nacional de salud de España*: Spain’s National Healthcare System.” National Council on Undergraduate Research (NCUR), March 2014.

• **Jessica McLamb, presentation:** “*El sistema nacional de salud de España*: Spain’s National Healthcare System.” WCU Undergraduate Expo, March 2014.

• **Angelette Stevens, presentation:** “Cuban Healthcare and the Fight Against AIDS.” WCU Undergraduate Expo, March 2014.

• **Jessica McLamb, presentation:** “North Carolina’s Harvest of Shame.” National Conference on Undergraduate Research (NCUR), March 2013.

• **Corey Atten, presentation:** “Our Habanos: Elucidating the Phenomenon of Cuban Cigars.” National Conference on Undergraduate Research (NCUR), March 2012.
• **Mary-Beth Fallin, presentation:** “Framing Liberation in Latin American Social Movements.” Accepted for presentation at National Conference on Undergraduate Research (NCUR), March 2011.


• **Mary-Beth Fallin, presentation:** “Rigoberta Menchú y la guerra sucia: El poder contra la veracidad en testimonio.” Presented at Southern Regional Honors Council (SRHC), Greenville, SC. March 2010.

• **Christine M. Weathers, presentation:** “ESL: The Good, the Bad, and the Ugly.” Presented at WCU Undergraduate Expo, March 2010 and at National Conference on Undergraduate Research (NCUR), February 2010.

**COURSES TAUGHT:**

The Feminine in the Spanish-speaking World  
Cuban Culture  
Cuban Film  
U.S. Latino/a Literature and Culture  
South American Literature and Culture  
Latin American Literature – 20th and 21st centuries  
North American and Caribbean Literature and Culture  
Latin American Cultures and Civilizations  
Advanced Grammar and Stylistics (taught in Spain)  
Introduction to Literature in Spanish  
All levels of Conversation and Composition in Spanish  
All levels of Spanish language instruction, including accelerated classes.
Independent Studies taught at WCU:

- **The Rassias Method and Other Communicative Exercises** (Fall 2014 – Cola Williamson)
- **Neo-Colonialist Hegemonies in Latin American Literature** (Spring 2014 – Eugene McNabbs-Friedman)
- **The Communicative Approach in Teaching Spanish** (Spring 2013 – Brittany Mastromatteo)
- **Post-colonialism in Caribbean Literature** (Fall 2012 – Jessica Jaqua)
- **Latin American Immigration: Effects on the American Political Spectrum** (Spring 2012 – Edson Parra Ramos)
- **Revolutionary Ideology and Rhetoric** (Fall 2010 – Mary Beth Fallin)
- **Contemporary Hispanophone Caribbean Literature** (Spring 2010 – Marysa Burchett)
- **Subversive Groups in Latin America** (Spring 2010 – Thomas Havilland-Pabst)
- **Narcocorridos** (Spring 2010 – Paul Brotherton).

Each of these students presented the findings of their research in a forum open to the public at the end of the semester in which they conducted their projects.

TRAVEL COURSES COORDINATED WITH STUDENTS:
As of October 2015 I have taken 71 students on faculty led travel courses to two countries.

**WCU en La Habana – 2015.** Coordinated a week-long trip to Havana, Cuba for four students as part of SPAN 493 (Cuban culture) class. Trip included lectures and presentations by Cuban intellectuals. October 8-16, 2015.

**WCU en Valencia – 2015.** Coordinated a faculty-led study abroad program in Valencia, Spain for twelve WCU students and one UNCA student in Summer 2015, along with Dr. Alberto Centeno-Pulido. Students took SPAN 481 and SPAN 493, totalling six hours of credit.

**WCU en Valencia – 2014.** Coordinated a faculty-led study abroad program in Valencia, Spain for eleven WCU students and one UNCA student in Summer 2014, along with Dr. Alberto Centeno-Pulido. Students took SPAN 481 and SPAN 493, totalling six hours of credit.

**WCU en La Habana – 2013.** Coordinated a week-long trip to Havana, Cuba for eight students as part of SPAN 493 (Cuban culture) class. Trip included lectures and presentations by a leading Cuban intellectual. October 4-11, 2013.

**WCU en Valencia – 2013.** Coordinated a faculty-led study abroad program in Valencia, Spain for eight WCU students, May 1-June 5, 2013, along with Dr. Alberto Centeno-Pulido. Students took SPAN 481 and SPAN 493, totalling six hours of credit.

**WCU en Valencia – 2012.** Coordinated a faculty-led study abroad program in Valencia, Spain for eight WCU students, June 3-25, 2012, along with Dr. Alberto Centeno-Pulido. Students took SPAN 481 and SPAN 493, totalling six hours of credit.
WCU en La Habana – 2011. Coordinated a week-long trip to Havana, Cuba for seven students as part of SPAN 493 (Cuban culture) class. Trip included lectures and presentations by a leading Cuban intellectual. October 11-18, 2011.

WCU en Valencia – 2011. Coordinated and directed a faculty-led study abroad program in Valencia, Spain for eleven WCU students, June 5-28, 2011, along with Dr. Alberto Centeno-Pulido. Students took SPAN 481 and SPAN 493, totalling six hours of credit.

WCU en Valencia – 2010. Coordinated and directed a faculty-led study abroad program in Valencia, Spain for eight WCU students, June 14-July 5, 2010, along with Dr. Alberto Centeno-Pulido. Students took SPAN 481 and SPAN 493, totalling six hours of credit.

OTHER ACTIVITIES:
Invited talks:

“A Changing Cuba.” Invited speaker for Global Spotlight, an event organized by WCU’s International Studies Program to focus on how recent diplomatic developments between Cuba and the US have changed life on the island. October 2015.

“How Cuts Hurt Foreign Languages.” Invited speaker for Cuts Hurt forum, an initiative developed by UNC Association of Student Governments to raise awareness of how statewide budget cuts directly affect quality of education. WCU. December 2011.


“Immigration, the Dream Act, and Education in North Carolina.” Invited speaker at Immigration and the Dream Act, a session organized by L.A.S.O. (Latino Appreciation Student Organization) at WCU. April 2011.


Other professional involvement:

Visiting scholar invitation. Coordinated visit from prominent Cuban intellectual Juan Nicolás Padrón to WCU and facilitated his visits to five other institutions during stay in USA. Served as official host and contact during activities at WCU. USA visit: October 2015 to December 2015.

FACE group – Internationalizing Curriculum. Participant in a Faculty Associates for Campus Engagement group on bringing a more global focus to curriculum. Joined August 2015.


High school outreach. Conducted activities in Spanish with Mrs. Meredith White’s students of all levels via skype at Benedictine Military School in Savannah, Georgia. (Fall 2010-Fall 2011)


Reader for Undergraduate Honors Thesis for William Michael Lynch. Member of honors thesis committee with Dr. José B. Álvarez, IV (director) and Dr. Elena Adell, Univ. of Georgia, Spring 2006.

Spanish Film Festival. Introduced film and conducted thematic discussion for Flores de otro mundo (Icíar Bollaín, 1999). Univ. of Georgia, Mar. 2006.

Latin@ and Latin American literature reading group, Athens, Georgia community. Coordinated and organized a semimonthly discussion group for Latin@ and Latin American literature and immigration issues after receiving requests from University students interested in studying the topic beyond what UGA’s classes offered. Jan. 2006 – Dec. 2006.


Spanish Film Festival. Collaborated with organizer Dr. José B. Álvarez, IV. Opened festival, introduced film and conducted thematic discussion for Héctor (Gracia Querejeta, 2004). Univ. of Georgia, Mar. 2005.

Graduate and Professional Student Council. Representative of graduate students of Dept. of Romance Languages in university-wide council. Univ. of Georgia. Fall 2004.


HONORS AND AWARDS:
Nominee, Board of Governors Award for Excellence in Teaching. Western Carolina University. Fall 2015.

Nominee, First Year Experience Advocate Award. Western Carolina University. Spring 2015.

Nominee, Board of Governors Award for Excellence in Teaching. Western Carolina University. Fall 2014.

Winner, College of Arts and Sciences Teaching Award. Western Carolina University. Spring 2014.

Nominee, First Year Experience Advocate Award. Western Carolina University. Spring 2014.


Nominee, First Year Experience Advocate Award. Western Carolina University. Spring 2013.

Finalist, College of Arts and Sciences Teaching Award. Western Carolina University. Spring 2013.

Semi-finalist, College of Arts and Sciences Teaching Award. Western Carolina University. Spring 2012.

Dolores Artau Award. Given to two graduate students as recognition for academic excellence. Dept. of Romance Languages. Univ. of Georgia. Spring 2006.

Dean’s Award. Monetary award given to ten outstanding graduate students in order to assist them in carrying out research for the dissertation. Graduate School, Univ. of Georgia. Spring 2005.

Outstanding Teaching Assistant Award. Given to the outstanding teaching assistants of the year within Dept. of Romance Languages, Univ. of Georgia. Spring 2004.

Francis W. Bradley Romance Language Award. Given to the outstanding undergraduate in Spanish or French of the year. Univ. of South Carolina. Spring 1997.


Other recognition:
Chancellor’s List, Invited Faculty. Chosen by Brittany Garber as her guest faculty member at a reception to honor students who earned a spot on the Chancellor’s List (GPA of 3.8 or higher). September 2015.

Alpha Chi Omega Professor Potluck. Invited by a member to recognize professors’ impact on the WCU experience. March 2015.

Chancellor’s List, Invited Faculty. Chosen by Thomas Allison as his guest faculty member at a reception to honor students who earned a spot on the Chancellor’s List (GPA of 3.8 or higher). February 2015.

4.0 Banquet, Invited Faculty. Chosen by Bryce Payne as faculty member that most inspired and supported her in her achievement of a 4.0 GPA. September 2014.

Alpha Chi Omega Professor Potluck. Invited by Sara Furr, member, to recognize professors’ impact on the WCU experience. April 2014.

4.0 Banquet, Invited Faculty. Chosen by Jessica McLamb as faculty member that most inspired and supported her in her achievement of a 4.0 GPA. February 2014.

4.0 Banquet, Invited Faculty. Chosen by Jessica McLamb as faculty member that most inspired and supported her in her achievement of a 4.0 GPA. January 2013.

GRANTS FUNDED:
Internal grant. Visiting Scholar Fund. Awarded $1200 to invite Juan Nicolás Padrón from Havana, Cuba for classes, a poetry reading, a film presentation, and participation in a Global Spotlight event (International Studies Program). October 2015.


EXPERIENCE:
Associate Professor of Spanish. Department of Modern Foreign Languages, Western Carolina University, Cullowhee, NC. 2014-present.
Assistant Professor of Spanish. Department of Modern Foreign Languages, Western Carolina University, Cullowhee, NC. 2009-2014.

Lecturer. Department of Modern Foreign Languages, Western Carolina University, Cullowhee, NC. 2008-2009.

Assistant Professor of Spanish. Department of Foreign Languages, Lebanon Valley College, Annville, PA. 2007-2008.

Graduate Teaching Assistant. Department of Romance Languages, University of Georgia, Athens, GA. 2002-2007.

Instructor/Graduate Teaching Assistant. Department of Modern and Classical Languages, Georgia State University, Atlanta, GA. 2000-2002.


MEMBERSHIPS IN ORGANIZATIONS:
  American Association for University Women. (AAUW)
  Association for Research on Mothering. (ARM – currently defunct for lack of funding)

LANGUAGES:
  English—native.
  Spanish—near native.
  Italian—proficient in reading.
Appendix 8.7

Jennifer S. Schiff

Department of Political Science and Public Affairs
Western Carolina University
Cullowhee, NC 28723

Office: Stillwell 350
Telephone: 828.227.3860
Email: jsschiff@wcu.edu

EMPLOYMENT

Assistant Professor of Political Science and Public Affairs
August 2010-Present
Western Carolina University
Cullowhee, NC

Secondary Appointment
August 2015-Present
Faculty Fellow for Internationalization,
Joint appointment with Coulter Faculty Commons and
International Programs and Services

EDUCATION

Old Dominion University
2004-2010
Ph.D., International Studies
Fields of Concentration: international political economy, transnationalism and interdependence

Dissertation Title: “Integrated Water Resources Management – A Theoretical Exploration of the Implementation Gap between the Developed and Developing Worlds.” Committee: Dr. David Earnest (chair), Dr. Kurt Taylor Gaubatz, and Dr. Glen Sussman.

Cleveland State University
2000-2001
M.A., History

University of Virginia
1993-1997
B.A., History

TEACHING EXPERIENCE

Western Carolina University
Global Issues
Global Issues – Honors
Politics of Ethnic Conflict
International Political Economy
International Environmental Politics
Model United Nations
Politics of Asia
Introduction to International Studies
International Studies Capstone
Simulations in Diplomacy (online)

Old Dominion University
Introduction to International Politics
World Politics – Writing Intensive
New Portals to Appreciating the Global Environment

RESEARCH

Peer-Refereed Publications


Newspaper Op-Eds


Conference Papers and Presentations


SERVICE

Discipline
Peer Referee. PS: Political Science and Politics. Summer 2015.

University
Member, Liberal Studies Committee, Fall 2015-present.
Member, International Programs and Services Strategic Planning Process Committee, Fall 2015 – present.
Member, Faculty Awards Committee, Fall 2015-present.
Member, Majors Fair Committee, Spring 2015-present.
Member, Paul A. Reid Service Award Committee, Spring 2015.
Member, Excellence in Teaching Liberal Studies Committee, Spring 2015.
Member, Majors Fair Committee, Spring 2015-present.
Member, Search Committee for Assistant/Associate Vice-Chancellor for International and Extended Programs. Spring/Summer 2013.
WCU Faculty Representative, UNC-India Summit at UNC General Administration, Chapel Hill, NC, January 30, 2013.

College of Arts and Sciences
Member, International Studies Advisory Board. Fall 2010-present.
Department of Political Science and Public Affairs
Member, Teaching Review Committee. Spring 2012 – Spring 2013, and Fall 2014 to present.
Member, IR/Comparative Politics Search Committee. Fall 2013.
Chair, Student Awards and Events Committee. Fall 2012 – Spring 2014.
Member, Comparative Politics Search Committee. Fall 2010.
Faculty Advisor, College Democrats. Fall 2011-Spring 2014.
Faculty Advisor, Phi Beta Delta. Spring 2011-Spring 2012.
Faculty Advisor, Model United Nations. Fall 2010-Spring 2011.

Campus/Student/Community Outreach
Panelist, Global Spotlight Series on Climate Change Policy, Western Carolina University, March 6, 2015.
Panelist, Global Spotlight Series on the Ebola Crisis, Western Carolina University, November 4, 2014.
Organizer, Catamount Global Challenge Event for International Education Week, Fall 2014.
Panelist, Global Spotlight Series on Iraq, Western Carolina University, September 2, 2014.
Facilitator, Global Spotlight Series of Panel Discussions, Western Carolina University, Fall 2014-present.
Media Appearance on WLOS/Channel 13 News, July 18, 2014.
Faculty Sponsor, Marian Drane Graham Scholars Program 2014, for student Breanna Moe, Summer 2014.
Panelist, Russia/Ukraine Crisis Academic Discussion, Western Carolina University, April 2014.
Media Appearance on WLOS/Channel 13 News, August 31, 2013.
Guest Speaker, Freshman Convocation, Western Carolina University, August 2012.
Panelist, Scholarship of Teaching and Learning Conference, Western Carolina University, May 2012.

TEACHING AWARDS/NOMINATIONS
Finalist, 2014, Chancellor’s Distinguished Teaching Award, Western Carolina University
Recipient, 2013, College of Arts and Sciences Teaching Award, Western Carolina University.
Recipient, 2012, Excellence in the Teaching of Liberal Studies Award, Western Carolina University.
Recipient, 2008 Old Dominion University Graduate Teaching Assistant of the Year Award.

OTHER AWARDS/NOMINATIONS
Nominee, 2015, First Year Advocate Award, Office of Undergraduate Studies, Western Carolina University.
Nominee, 2014, First Year Advocate Award, Office of Undergraduate Studies, Western Carolina University.
Nominee, 2013, First Year Advocate Award, Office of Undergraduate Studies, Western Carolina University.
Finalist, 2012 First Year Advocate Award, Office of Undergraduate Studies, Western Carolina University.
Recipient, 2009 Grand Prize Award – Graduate Student Paper Competition -International Studies Association/South.
Recipient, 2009 Best Graduate Research Paper Award -National Technology and Social Science Conference.
Recipient, 2009 Best Research Paper Award – Old Dominion University Graduate Research Conference.
Recipient, 2001 Cleveland State University Graduate Student of the Year Award/College of Arts and Sciences
PROFESSIONAL DEVELOPMENT

Japan Studies Institute (JSI) – San Diego State University, San Diego, California
(June 9-20-2015)
I was awarded a fellowship to attend the JSI 2015, a two-week residential and interdisciplinary institute co-sponsored by the American Association of State Colleges and Universities and San Diego State University. The theme of JSI 2015 was “Incorporating Japanese Studies into the Undergraduate Curriculum,” and as a participant, I spent 12 hours a day immersed in all things Japanese. Topic seminars included Japanese history, literature, music, film, geography, anime, foreign policy, brush painting, Ikebana, architecture, Buddhism, Shinto, economics, and Kendo. Additionally, as a Fellow, I attended daily Japanese language classes. As a final project, I submitted and presented a curriculum plan to the San Diego State community detailing the ways in which I plan to integrate further Japan-related information into my undergraduate classes.

Coulter Faculty Commons – Teaching and Learning Workshops
(Fall 2014)
As a corollary to the independent study class I taught in Fall 2014, I attended three half-day workshops at the Coulter Faculty Commons. The topics covered by each workshop included 1) Backward Course Design (September 9, 2014), Assessment (October 7, 2014), and Classroom Management (November 4, 2014).

2013 Marine Corps Educators' and Key Leaders' Workshop – Quantico, Virginia
(June 24-28, 2013)
This workshop highlighted the education and training men and women undergo to become Marine Officers capable of leading Marines in combat. Activities included combat leadership skills, collaboration with faculty at Marine Corps University, and participation in training at the Officer Candidates School.

Joint Forces Staff College/National Defense University, Purple Lightning Exercise, Norfolk, Virginia
(March – September 2007 and 2008; multiple exercises)
Purple Lightening is a training exercise that simulates a humanitarian crisis and then calls for active duty military personnel to react and address that crisis. During my time with Purple Lightning, I role-played both a United Nations Ambassador and an NGO representative within the simulations in order to help train service members how to respond to the challenges inherent in situations calling for civil society/military cooperation.

ASSOCIATION MEMBERSHIPS

American Political Science Association and International Studies Association
Appendix 8.8

Katerina Spasovska
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EDUCATION

University of Tennessee, Knoxville, TN
Ph.D. in Communication and Information, School of Journalism and Electronic Media, 2011
Dissertation: *Journalism Under Siege: An Investigation into How Journalists in Macedonia Understand Professionalism and Their Role in the Development of Democracy*
Chair: Dr. Peter Gross

University of Missouri, Columbia, MO
Master of Arts in Journalism, 2000
Project topic: *Case Study of Postnet.com: Practicing Civic Journalism Online*
Chair: Dr. Byron Scott

University of Ss. Cyril and Methodius, Skopje, Macedonia
Bachelor of Arts in Journalism, December 1995

TEACHING EXPERIENCE

Western Carolina University
Assistant Professor
Fall 2010 – present

- Courses taught: News Reporting I; News Reporting II; Writing for Broadcast; News Practicum; International Media and Reporting; Public Affairs Reporting; Travel Writing; Investigative Reporting; Feature Writing; Introduction to Professional Development and Professional Development Seminar
• Work with students and advise *The Western Carolina Journalist*, student online news publishing platform. The site has around 1000 stories/multimedia content produced by over 120 authors (students).

**University of Tennessee, Knoxville**

**Teaching Associate, School of Journalism and Electronic Media**

**Fall 2007 – Summer 2010**

• Course taught: Introduction to News Writing

**SCHOLARSHIP**

*Publications (external peer reviewed)*


Manuscripts under review/in progress


Conference presentations (peer reviewed)


Spasovska, K. (2010, March). “Macedonian Journalists and Their Understanding of


Panels (peer reviewed)


Participated on the panel with the following panelists: Dr. Emma Wertz, Kennesaw State University; Dr. Charles Gee, Duquesne University; Dr. Alla Kushniryk, Mount Saint Vincent University, Canada; Dr. Nurhaya Muchtar, University of Indiana, Pennsylvania; and Dr. Glenn T. Hubbard, East Carolina University.


Participated on the panel with the following panelists: Dr. Bernardo H. Motta, Bridgewater College; Dr. Charles Gee, Duquesne University; Dr. Emma Wertz, Kennesaw State University; Dr. Alla Kushniryk, Mount Saint Vincent University, Canada; Dr. Sora Kim, University of Florida; Dr. Nurhaya Muchtar, University of Indiana, Pennsylvania.

Consulting (pro bono)

International Research and Exchange Board (IREX) Eurasia Partnership Program (EPP) University partnership program, March 7-15, 2015

- Visited School of Journalism at the South Ural State University and School of Journalism at Lomonosov Moscow State University.
- Taught master classes to the journalism students at the universities in multimedia journalism and social media with an emphasis on the importance of freedom of expression and international standards of high-quality journalism.
- Presented and led discussion sessions with faculties on best practices from U.S. and Western Carolina University to help journalism educators redesign their journalism curriculum.
RELATED TEACHING/PROFESSIONAL EXPERIENCE

Belgian Association for Professional Journalists (AJPro), Brussels, Belgium
July 13, 2013

- Workshop leader: Using Fusion Tables for Data Visualization.

School of Journalism and Public Relations, Skopje, Macedonia.
September-December, 2012

- Instructor on record for online class “Multimedia and Public Relations” in their Masters of Strategic Communication Program.

Communication Instructor, Project GRAD Summer Institute, Knoxville, TN
June 2008, 2009, and 2010

- Worked with students from two Knoxville high schools involved in Project GRAD on basic communication and writing skills.

Trainer and mentor at the Training Program for Young Roma Journalists
Fall 2005 – Summer 2007

The program, supported by the Open Society Institute, Budapest, Hungary, was for inclusion of aspiring Roma journalists to work in the Macedonian language mainstream media. It consisted of basic journalism training and a four month internship with a media outlet that partnered in the program.

- Served as an instructor in basic news writing and writing for print modules.
- Mentored during students’ internships.

The Macedonian Institute for Media - Trainer at the One-Year Diploma Course Program (OYDCP)
Fall 2004 – Summer 2007

The program was designed as a non-degree training program for young journalists, with different modules throughout the year and followed by practical training.

- Served as one of the core trainers in designing the program in coordination with Danish School of Journalism.
- Instructor for Basic News Writing and Computer-Assisted Reporting Seminar.

Computer-Assisted Reporting Trainer (CAR)
2003-2007

- Designed and conducted twice-a-year intensive five days training in computer-assisted reporting for journalists in Macedonia

**Trainer** and participant at the first Investigative Reporting conference in Southeast Europe, Budapest, Hungary, October 2005.

**Participant and co-trainer** in CAR session at the 2nd Global Investigative and CAR conference in Copenhagen, Denmark, April 2003.

**PROFESSIONAL EXPERIENCE**

**National Coordinator** for SCOOP & South East Europe Investigative Reporters Network,
May 2005 - January 2008

SCOOP is a project of the Danish Association of Investigative Reporters and the SEE Network of investigative reporters supports investigative stories on the local and regional level.

- Approved and coordinated national and regional investigative projects whose stories were published in various print media in Macedonia and the region.
- Coordinated an investigation on the fake diplomas in Macedonia, Albania, Kosovo and Bulgaria. That story received an award from the Macedonian Institute for Media (with support from IREX and Press Now) for best investigative story in 2006.

**Online Editor**, *LOBI*, a weekly political magazine, and the tri-lingual online magazine *Pressonline* (currently inactive), Skopje, Macedonia,
May 2003 – August 2007

- Responsibilities included: organizing and overseeing the functioning of the site, coordinating with the Albanian language weekly LOBI on story production and publishing, as well as writing stories for the weekly and the site.
- Editor of an award-winning series on *Sex Trafficking in Macedonia* in 2003/04, with support from U.S. Embassy in Macedonia. The series won The Best Investigative Story award from the Macedonian Institute for Media in 2003.

**Local Media Coordinator, IREX ProMedia**, USAID-supported Media Development Project, Skopje, Macedonia,
August 2000 – May 2003
• Assisted the resident adviser in implementing the IREX ProMedia work plan for Macedonia, and assisted in the day-to-day running of the various projects – training, audience research for media; maintained and developed contacts with the media, local and international non-governmental organizations.

• Represented IREX in their projects with the Journalism Program in Skopje on their changes of the curriculum; developed the longer training programs at the Macedonian Institute for Media; and worked with the Association of Journalists of Macedonia on the new code of ethics and reform of the Association.

Web producer, St. Louis Post Dispatch, St. Louis, MO
January – April, 2000

Reporter/Anchor, Voice of America, Washington D.C.
May – August, 1999

Reporter, Daily Dnevnik, Skopje, Macedonia,
February 1996 - December 1997


SERVICE

To the University

• Member of the Chancellor’s Distinguished Teaching Award Committee, 2015 - present.
• Finish Line coach, WCU grant-funded project, ongoing.
• Member of the WCU 2012-13 interdisciplinary learning theme “Citizenship and Civility” steering committee, which allowed me to involve my students in various activities during the 2012 elections. I also organized a panel discussion on the access to public documents as part of the “Civil Discussions on____” series.
• Member of the Swain Senior Advisory Board working with the Center for Service Learning on assessing the needs of seniors living in Swain County as well as the resources currently available to them.
• Liaison between the School of Journalism and Public Relations from Macedonia and WCU in establishing a formal cooperation. The agreement was signed and implement in 2012. I am helping to establish similar cooperation between WCU and the Institute for Communication Studies, Skopje, Macedonia.

To the College

• Member of the Faculty Senate, 2015 (3-year position).
• Member of the Arts and Sciences Dean’s Advisory Committee, 2014 – present.
• Member of the International Studies Advisory Board, 2012 – present. As part of the Board I participated in the International Education Week 2014 in a panel discussion on “25 years after
the fall of the Berlin Wall” with Dr. Niall Michelsen, Political Science, and Dr. David Dorondo, History.

To the Communication Department

- Chair of the Curriculum Review Committee, Summer 2013 – present. The Communication program was revised and with the new catalog from Fall 2015 implemented. Under the changes the program remains 40 credit hours; with less communication classes (19 hours) and more hours toward each concentration (21 hours).
- Chair of the committee for review of the Communication Department website, 2011- present. The site was redesigned in 2013 with the new CMS and is regularly maintained. The committee started and maintains the department’s social media accounts on Facebook, Twitter and LinkedIn, with assistance from the Communication students and the department head for the LinkedIn.
- Member of the Assessment Report Committee for 2013-2014 producing the annual report for the communication department.
- Chair of the 2020 Vision Committee to align the Communication Department’s strategic plan with WCU 2020 Vision, Fall 2012.
- Served on search committees for tenure –track positions in broadcasting and public relations concentrations, Spring 2013 and 2014.
- Member of the AFE committee in 2012 and 2013.
- Member of space committee, Fall 2011.
- I have participated in commencement ceremonies and open house events at least once per semester since 2010.

To WCU students

- I serve as an adviser to 25 to 30 communication students per semester.
- I am the adviser of the Western Carolina University Society of Professional Journalists (WCU SPJ) student chapter. The chapter was established April, 2013 and since then students have attended SPJ Region 2 conference in Washington, D.C., March 2014; the Excellence in Journalism conferences in 2014 and 2015. Two of the chapter leaders have attended Howard Scripts Leadership Institute in 2013 and 2014. WCU SPJ each year has many events and workshops open to all WCU students.
- Adviser for The Western Carolina Journalist, working with students on establishing and implementing the editorial policy of the site; continuing maintenance and production of content. 2010 – Present.
- Students participated in the Public Records Workshops organized in 2011/2012/2013 by the Carolina Public Press.
To outside community

- Discussant for AEJMC International Communication Division (CD) poster and paper presentation on AEJMC conference in 2015 and 2013.
- Member of the AEJMC Future of News Audience Engagement Committee, August 2013 – present
- Reviewer for 2013 AEJMC International Communication mid-winter 2013 conference in Norman, OK.
- Judge from the Region 2 for the Green Eyeshade Awards with the Oklahoma Chapter of SPJ, Spring 2015.
- Communication department representative in the Open WNC Partnership with Carolina Public Press (CPP), 2014 – present. This is a new project that involves several communication and journalism programs in the region and other community partners.
- Workshop leader: Using Fusion Tables for Data Visualization for Belgian Association for Professional Journalists (AJPro), Brussels, Belgium, July 13, 2013. Invited to hold the workshop after consultations with the AJPro program coordinator Dr. Amandine Degand.
- Board member of the e-Journal of Research in Social Sciences and Humanities of the Institute for Sociological, Political and Judicial Research, University of Ss. Cyril and Methodius, Skopje, Macedonia, November 2012 – present.
- Instructor of the online class “Multimedia and Public Relations” for the School of Journalism and Public Relations, Skopje, Master Program of Strategic Communication, September-November, 2012.
- Panelist on the discussion “Ethics and the Media in the 21st Century,” with representatives from local media organizations WLOS and WCQS. The discussion was organized by Leadership Asheville, community leadership development program, April, 2013.
- Member of the PTA at Cullowhee Valley School, Jackson County, in the organizing committee to the Fall Festival 2014, biggest fundraising event for the school.
- Volunteered time at the local organization Spectrum Farm, 2014
- Worked with Vet to Vet organization to help promote their activities, 2014 and 2015.

MEMBERSHIPS

- Association for Education in Journalism & Mass Communication (AEJMC), 2009 – present.