

DTF FACULTY SURVEY RESULTS

3A. Types of material introduced into teaching:

Foreign Media

3rd World literature, African lit. , African history, Arab. lit., Arab culture/history

Poetry, lore, cultural music, developing issues of orality & literacy

International issues in development & pollution, 3rd world econ. trade issues

Comparative religion, cultural differences

Japanese management

Books, slides, maps, guest speakers, films

Intercultural/multicultural perspectives

Multicultural music/socio-historical contexts of music

Experiences in USSR, S.America, Europe & China

Works by non- US authors

Faculty guest lecturers w/international experience

World population data, cross-cultural comparative material, policy differences

Global population dynamics, worldwide views on species extinction & habitat loss

Japanese perspective on sea resources & maritime affairs

International ecological issues

Artworks, writings by authors from Asia, Africa, S. America, Japan, etc.

Newspapers, periodicals

Non-US historical studies

Case studies of geologic environmental hazards

Material in Russia/USSR/history, ideologic foreign relations, econ., socially oriented lit.

International communication & media issues

Third world agriculture, Chinese science, Native American ethnobotany

Social history

Translation of other opinions in lecture

Global concept of society, study of cultural movements

Mythology, world review

Computer tech. in Japan, Japanese culture

Literature & philosophy in translation, ethnography, anthropology

Environmental & natural resource problems of Europe, South Asia and elsewhere

3B. Other:

More than interested in International studies and would like to create new material, specific program proposals, and take active role in programs

Interest in biogeography and its application to "conservation biology" as international affairs

Not interested in traditional international relations/interest in some global issues and area studies

Integrate international subjects in MPA

Dangerous in 2 ways (1) Used to satisfy "multicultural literacy" in elitist way
(2) Become little specialty popular w/business as legislature isolated from coordinated studies

If coordinated studies commitment is made, must be willing to do #2 & #3

Interested in international coop. of research scientists, would like to participate in exchange

4. Culture	Level	Name
Africa/Latin America	Knowledgeable	P. Bohmer
African Lit	Intro/Intermed.	V. Darney
Australian/Scandinavian	?	A. Wiedemann
Belize/C. America Carribean	Upper div./ intro	P. Henderson
Brazil/ Latin America Papua New Guinea/ So Pac/ Southern Africa (esp. former Portuguese colonies)	Advanced	Gilliam
England (past/present)		L. Dougherty
French	Intro/Advanced	S. Fiksdal
French, Japanese	Low	Judy Cushing
French	Intro	Haft
Germanic	Advan/Interm.	C. Teske
India/United Kingdom/ Central America	Intro-excerpts & selections	J. Perkins
Intercultural Communication	Intro/ Upper div.	L. King
Japanese	Senior	R. Alexander
Japan, Peru, Ecuador	Intro	P. Butler
Latin America	Intro	?
Near East/Mexico/So. Pac.	Interm & Adv.	E. Larson
Russian/Soviet/Lithuanian Italian/German/Swedish/ French	All	A. Hanfman
Spanish	Intro/Advanced	S. Fiksdal
So. American	community dev issues-advanced, Contemp-intro	Russ Fox
World Mythology Medieval & Renaissance Comparative Art History Classical Greece & Rome	The Best	G. Beck

Language	Level	Name
French	Intro/Advanced	S. Fiksdal
French	low	Judy Cushing
French		J. Gilbert
French	Conversational	P. Henderson
French	All	A. Hanfman
German	"	"
German	Conversational	C. Teske
Italian	All	A. Hanfman
Lithuanian	All	"
Portuguese		J. Gilbert
Russian	All	A. Hanfman
Spanish	Intro/Advanced	S. Fiksdal
Spanish	Conversational	Russ Fox
Spanish		G. Salcedo
Spanish	Conversational	P. Henderson
Spanish	Translation only	P. Bohmer
Spanish		J. Gilbert

6. Other & reasons for choice:

- * Leave students prepared to understand culture most influenced by
- * Pick areas that should be integrated into coord. studies organized around themes, not places
- * "important politically" doesn't mean dominant
- * #1 fits personal interest #2 Become interested in exploring European heritage
- * Important spiritually & culturally
- * Will need to attract grant funds
- * Environment transcends/encompasses economics & politics?
- * Personally interested in social & psychological aspects of culture
- * Pick areas that are important in the development of long-term, stable, planetary economic & political system, tending towards peace and responsible stewardship of the earth
- * Great interest in ecological problems
- * Artistic/Cultural heritage
- * Lets focus on environment, arts, lit., music, history, not on economics
- * International studies as means to enhance awareness of ethnic related issues
- * We need to understand OUR culture first
- * Based on image of geo-politics & US political economy
- * Prefer global perspective social systems approach
- * Areas determined to be different than western culture so we don't waste funds going back to where we began, also non-christian cultures very important
- * Go beyond Pacific Rim (Africa as it relates to multicultural issues)
- * Look futuristically, look at indigenous people's issues, escape short-term "sexy" interests of faculty
- * Link to strengths of curriculum
- * Areas of expertise and where students will function effectively
- * Third World focus

7. OTHER:

- * White people are minority in world, International studies should reflect this reality and relate it to the preservation & understanding of minority rights and cultures throughout the world, including the US
- * Develop understanding & knowledge of diverse cultures through expanded curricular development across curriculum. Application & competition for new budget should be available to all
- * Define concept of intercultural literacy; construct non-hierarchical studies
- * Emphasize 2nd statement for practical reasons

9. OTHER:

- * 1st priority should be to attract members of historically oppressed national minorities to get a better cultural mix
- * Admit foreign students only if willing to support them w/tutoring, counseling, etc.
- * These are disgusting choices
- * Arrange exchanges so that host country will benefit from our presence
- * Very helpful if not segregated in curriculum
- * Foreign nationals educate Americans by their very presence
- * If we set up exchange programs, it would be useful to recruit students from those countries
- * Very important, but needs major revisions in curriculum, housing, attitudes, facilities
- * Find ways to link w/foreign nationals already present in US
- * By necessity Evergreen already focusses on American students, there is a dire need for foreign students on campus

10. OTHER:

- * You continue to pose apple/orange choices
- * Need faculty w/intercultural literacy; need foreign nationals teaching
- * Do both
- * If we put lots of money into real international studies, then foreign national are essential
- * Combination of both, no emphasis on foreign nationals at expense of American people of color
- * Idea of international faculty exchange is great!
- * Must everyone be American? People of color from other countries are important for the understanding of Third World issues.
- * These choices are very bad. We need to focus on people of color both from US and other countries

12. I'D PUT IT: BECAUSE: MAIN PURPOSE

- * Costa Rica: relative political stability: center for education in environmental & political matters of Latin America
- * Central America/ Indonesia/Mexico: Mex. closest neighbor & we need to develop responsibility towards them; Indonesia for reasons related to management of environment
- * Japan: they are willing to pay us & give us land so it would not be as expensive: spreading interdisciplinary studies, recruiting students, out of country experience
- * Depends on content of program: you can't teach Russian studies in Hong Kong
- * Perth/Sydney/Melbourne, Australia; San Jose, Costa Rica; One of major trade cities in China: Purpose: our educational presence
- * Athens/Rome, alternate years: there is great student demand: Purpose; expand classical studies
- * Someplace warm & sunny: low expense faculty visits & retirement possibilities, could be staffed w/emeritus colleagues

13. LED PROGRAMS

- * Beijing
- * France
- * China, Great Britain
- * USSR, France, Italy (spring 89)
- * Latin America, Europe
- * Britain, France, Spain, Italy, Germany, Greece, Austria, Yugoslavia, Poland, Czechoslovakia
- * Near East, Africa
- * Mexico, France

OTHER:

- * Semester at sea program
- * Tropical Biology in Maui
- * Worked 6 yr for the experiment in international living
- * Travelled w/students to Belize
- * Research in Switzerland
- * Travelled to S. America & C. America as grad student
- * Taught in Hong Kong
- * British library research
- * Lived, worked, studied in France
- * UC Davis extension: 7 trips to Peru, 4 Ecuador & Galapagos, 3 in Japan
- * Faculty exchange; Japan
- * Lived in England
- * Studied in Rome
- * Psychology study in/of Russia
- * Travelled Europe, Mexico, Bangladesh, Thailand
- * Studied in Brazil & Mexico, taught in Portugal & So. Pac., attended conferences in Mexico, Kenya, PNG, New Caledonia, Cuba, Fiji, Brazil, India
- * Studied Spanish & archaeological sites in Mexico
- * Taught w/Pacific Island specialists faculty in coord. studies in Hawaii; toured agricultural projects in Mexico; 1 Year field work in Alaskan eskimo village studying subsistence economics; 6mo archaeology in France
- * Worked overseas for US govt., lived in Russia, Baltic states; studied in Munich, Berlin; travelled in most W. European countries, Turkey, Lebanon, N.Africa; maintained contacts w/African diplomats in Italy; worked Italian state archives(1978)
- * Travel, research & work in Mexico, Nicaragua (self-financed)
- * Collaborative work & research w/foreign universities
- * Lived overseas
- * US state dept. leader, cultural exchange for faculty & students, Eastern Europe
- * Sorbonne homestay programs

15. Avoiding Turf Traps

- * Choose questions such as "What constitutes Imperialism"? and examine it in Pacific Rim historical context, or (offered by faculty position candidate) look at unsolvable problems such as Middle East conflict.
- * Multinational or global studies in labor, trade, etc.
- * "international studies" is a "turf trap"
- * I like to think in terms of physiographic and biotic regions w/"human ecology" added bioregions
- * Global studies
- * Bioregions, cultural groups
- * Use geographical categories
- * Geographical commonalities of Art, Music, etc
- * Design integrated intercultural communication studies in coord. study
- * "Turf trap" as covert racism to divert attention from cultural studies
- * Area studies: Regional programs, Topical themes, Comparative Cross-cultural programs, geographic/environmental themes
- * Culture regions or environmental regions
- * Mandatory rotation of faculty so area specialist bring an area to core
- * Be selfish - each program can develop own interest, tie places to ideas, current and future programs
- * Themes: cultural survival, geopolitical environmental issues, food, forests, etc.

16. BOLD ideas:

- * Offer intensive language study every summer w/strong focus on the arts.
- * Allow faculty strengths to dictate which cultures are addressed
- * Each seminar consider a governance document
- * Place in context of minority studies
- * Hire 10 new faculty w/ broad international expertise
- * Field Studies Center, Classical studies:Athens/Rome
- * Every faculty integrate global, race, gender and class issues in curriculum
- * The Evergreen Safe House: overseas site offering shelter, support, and relief for students doing own explorations, class sessions are pointless, immersion is where benefits gained
- * Have B. Gardner or B. Adams get in touch with Arias of Costa Rica and inquire about advisement, assuming they'd have us
- * Global studies: multicultural, multimedia, technology, society, arts, politics
- * Send faculty on information gathering trips to various countries
- * Paid Leave!
- * Study major rivers and the cultures, language, music and art focused in each delta area
- * A bachelor/Master program in foreign service
- * Program outlined to study major cultural groupings
- * Shift language culture programs to regional programs
- * Offer students one of two language, students could teach each other about their sub-areas interest/research
- * Have teachers ed students teach in New Zealand for one of their quarters (or Seattle's Central Dist.)
- * Encourage faculty to do one yr/ten abroad, support w/language training
- * Buy a freighter and establish port philosophy
- * Have Evergreen adopt an issue important to specific country
- * Learn language, go to country 9mo-1yr
- * Require 6mo or 1yr mandatory abroad in internship or peace corps, don't be afraid to create exclusive upper div. intern. studies

- * Not so bold: GO SLOW
- * Require intercultural studies of all students and faculty
- * Get \$2million to start
- * Work on continuum between orality and literacy
- * It is necessary to understand group/cultural loyalties
- * Use our strengths & uniqueness, don't compete w/UW or other Universities
- * Include work experience in other countries as part of study

17. Questions Failed to Ask:

Q. Is cultural literacy a useful term for what we want?

A. NO. The application of the very word "literacy" as synonymous with "informed awareness" imports a bias against largely oral cultures which I find inappropriate.

Q. What will we do when Andrew Hanfmann retires?

Q. Who gets to do this? What about funding? Where is coordination coming from? Financial Aid for travel? Library acquisitions? etc

Q. What areas are present faculty interested in? What countries do we begin exchanges with? How can faculty, students, staff learn language sufficiently to live, work in foreign countries?
How will financially needy students participate?

Q. What is the definition of International studies?

Q. Where do you see problems?

A. Some faculty see these ideas threatening to their current status.

Q. Will faculty support foreign students?

Q. Will we have administrative support?

Q. How are present faculty going to participate?

Q. How does this impact budgetary considerations? What natural resources are important to Washington state

Q. Why limit ourselves to the Pacific Rim?