

## Project Narrative

**Intellectual Rationale.** Mount St. Mary's College (MSMC) proposes a faculty development project that will establish a model for both: a) integrating international cultures into our undergraduate and graduate curricula, and b) strengthening the connection to the humanities in our professional schools of nursing, physical therapy, education and business. MSMC is a Catholic women's college with an ethnically diverse student body and a mission to create "graduates who are committed to using their knowledge and skills to better themselves, their environments, and the world (MSMC mission statement)." And while our graduates distinguish themselves in areas of service to the community – particularly nursing and teaching – they would benefit from a more global perspective. To develop a model that brings depth to our teaching of world cultures, a cross-section of faculty in both the humanities and professions will focus on a single culture – China – and explore it through study in history, philosophy, literature and the arts with an emphasis on women. As a result of this project, we will: 1) Modify or create 15 courses across three degree levels and eight majors; 2) Develop our Cultural Studies minor into a major; 3) Deepen our relationship with China's Nanjing University for ongoing student/faculty dialogue and the development of shared coursework; and 4) Expand MSMC's Center for Cultural Fluency as a forum for ongoing dialogue and sharing among faculty by creating a "China Resource Network" under its auspices.

China, with its rapidly growing influence on global politics, economics and culture, is one of the most important international cultures to study in the 21<sup>st</sup> century. However, it is largely unknown to MSMC undergraduates – many of whom are Latina, first-generation college students from low-income family backgrounds who have not had the opportunity to travel outside of Southern California. Over the years, in an effort to bridge this gap, individual faculty members

have taken the initiative to develop a variety of co-curricular activities related to China, such as annual student trips organized by the Business department and a visiting faculty program with Nanjing University. In 1994, MSMC created the Center for Cultural Fluency to provide classroom resources and professional development in the areas of cultural diversity and social justice. However, as part of the Education department, the Center has primarily served K – 12 teachers in local schools. As a small college that requires faculty to sustain large teaching loads, MSMC has few resources to build upon these disparate efforts and to pursue a concerted and sustained approach that would effectively infuse Chinese culture into our curriculum. The proposed project will allow us to accomplish this and, in so doing, pilot a model that we can apply to other world cultures in the future.

In line with our mission as a women's college and the importance of understanding gender roles across cultures, the project will approach Chinese culture through the lens of "Women in China." Moreover, to ensure the depth and scope of understanding necessary to have an impact across our academic programs, we will explore women in Chinese culture from multiple humanities perspectives, i.e. through history, philosophy, literature and the arts.

Audience. The primary audience will be a cohort of eight full-time faculty members who have a broad impact across the MSMC community in terms of the number of students they teach and their ability to shape curriculum and foster interdisciplinary collaboration. Representatives from the humanities and from the professions include: Montserrat Reguant, Chair, Language & Culture (Project Co-Director); Julie Feldman-Abe (Project Co-Director), Director of the Center for Cultural Fluency (Education); Michelle Fine, Associate Professor, Language & Culture and History; Jane Crawford, Lecturer, History; Paul Green, Assistant Professor, Philosophy; David Leese, Professor, Business Administration and English; Patty Melnick, Assistant Professor,

Nursing; and, Alan Lee, Associate Professor, Physical Therapy.

The inclusion of faculty from professional disciplines underscores our strong belief that a deep understanding of cultural perspectives within a humanities framework is a prerequisite for patient-centered healthcare, successful business administration, and effectiveness as educators. For example, an understanding of fundamental Confucian concepts such as filial piety (*xiao*), which places high value on respect for parents and elderly family members, can further enhance students' development as culturally-sensitive and competent healthcare providers. Studies have cited that filial piety, a key value in Chinese culture, can have a strong influence on a family's decision regarding long-term care for elderly family members (Chow 2006; Lai 2009).

Students will benefit from the new and modified courses, several of which will include the opportunity for direct communication with Nanjing University students. These courses will inform students' global outlook and provide them with a solid foundation in the humanities. Through the public lecture component of the project, the College will also attract the broader community, including K – 12 teachers from throughout the city.

**Content and design.** The project will span two years. The first year encompasses an intensive learning experience for the faculty cohort that includes: a) readings; b) six public lectures by visiting scholars; c) seminars with visiting scholars expanding on themes from the public lectures and providing mentoring opportunities between the visiting scholars and the faculty cohort; d) six follow-up discussion sessions for the faculty cohort to reflect on and develop connections between the readings, lectures, and seminars, and their course development work; and e) a seven-day visit to China that includes meetings and seminars with faculty at Nanjing University, and guided visits to key cultural sites that complement the cohort's studies and course development work. Upon return from China, the faculty cohort will use the

knowledge they have gained – as well as their new connections to Nanjing faculty – to revise their courses. In the second year, the faculty cohort will teach the revised courses and build the China Resource Network as a means to sustain and expand the learning experience.

The pilot project will officially launch in July 2012. The faculty cohort will take the Intercultural Development Inventory (IDI), a statistically reliable, cross-culturally valid measure of intercultural competence adapted from the Developmental Model of Intercultural Sensitivity, to establish a baseline for their overall cultural competency (Hammer and Wiseman 2003). They will write a reflective essay on what they hope to learn as a result of this project. In addition, the faculty cohort will begin reading foundational works in Chinese history and philosophy suggested by the visiting scholars, including: The Analects of Confucius translated by Chichung Huang, 1997; Dao De Jing: The Book of Way translated by Moss Roberts, 2004; The New Chinese America: Class, Economy and Social Hierarchy by Xiaojian Zhao; China in the 21<sup>st</sup> Century: What Everyone Needs to Know by Jeff Wasserstrom; The Cambridge Illustrated History of China by Patricia Ebrey, 2010; and Women in China's Long Twentieth Century by Gail Hershatter, 2007.

The period of September 2012 through March 2013 will feature a series of public lectures and faculty seminars conducted by visiting scholars, followed by discussions facilitated by members of the faculty cohort. The program will focus on women in China, with an emphasis on changing gender roles over time from ancient China (1700 BCE) through the 21<sup>st</sup> century. Visiting scholars with expertise in China and gender were selected from several major research universities in Southern California with an eye toward building institutional partnerships in the future. Each visiting scholar will conduct a one-hour public lecture on one day, followed the next day by a two-hour seminar with the faculty cohort. The lecture and seminar topics will

include (see Appendix A for detailed descriptions and complete reading lists):

1) **Women in Chinese History.** Ping Yao, Professor, Department of History, and Director, Asian and Asian American Studies, California State University Los Angeles. Dr. Yao will provide an overview of Chinese gender constructs and gender institutions, as well as women's life and their domestic and societal roles from antiquity to 1912. Readings include Women and Family in Chinese History by Patricia Ebrey, 2002.

2) **Understanding Chinese Yinyang Thinking.** Robin Wang, Professor of Philosophy, Director of Asian and Pacific Studies at Loyola Marymount University. Dr. Wang will provide an overview of the classical Chinese philosophy of yinyang, which has penetrated all aspects of Chinese thought and culture for thousands of years. Readings include Women in Daoism by Catherine Despeaux and Livia Kohn, 2003.

3) **Women of Classical Chinese Poetry.** Hu Ying, Associate Professor of Chinese Literature, Department of East Asian Languages and Literatures, University of California, Irvine. Dr. Ying will survey women poets in the tradition of classical Chinese poetry, presenting the works of prominent poets such as Li Qingzhao (12<sup>th</sup> c) and Qiu Jin (early 20<sup>th</sup> c), and exploring the feminine voice and formation of the poetic canon. Readings include Gendered Persona and Poetic Voice: The Abandoned Woman in Early Chinese Song Lyrics by Maija Bell Samei, 2004.

4) **Empresses, Art and Agency.** Hui-shu Lee, Associate Professor of Art History at University of California at Los Angeles. Drawing on her research on the imperial patronage of the Song dynasty (Empresses, Art and Agency in Song China, 2010) and the role of court women in the production of art, courtesan culture of Ming dynasty Nanjing, and 17<sup>th</sup> century individualist painter Bada Shanren, Dr. Lee will compare historical depictions of women in art to representations of women by modern and contemporary Chinese visual artists.

5) **Women in 20<sup>th</sup> Century Chinese Literature.** Shu-mei Shih, Professor, Comparative Literature /Asian Languages and Cultures /Asian American Studies, University of California, Los Angeles. Dr. Shih will focus on the representation of women in the context of major historical upheavals throughout the century: the Republican revolution, the May Fourth Movement, the Communist Revolution, the Cultural Revolution, and Postsocialism, addressing how women writers have responded to changes in gender ideology in China. Readings include The Song of Everlasting Sorrow: A Novel of Shanghai by Wang Anyi, 2010.

6) **What Can Chinese Films Tell Us About Modern Chinese History?** Zhiwei Xiao, Associate Professor of History at California State University San Marcos. Dr. Xiao will examine selected issues in 20<sup>th</sup> century China, such as nationalism, tensions between tradition and modernity, and gender equality, as addressed in popular films. Readings include Women Through the Lens: Gender and Nation in a Century of Chinese Cinema by Shuqin Cui, 2003.

One week following each lecture and seminar with the visiting scholar, a member of the faculty cohort will lead a discussion session to reinforce the knowledge gained and explore connections to possible course modifications. More importantly, these discussion sessions will foster a closer working relationship between faculty in the humanities and the professions, in addition to directly helping faculty develop new content on China for their courses.

In March 2013, the faculty cohort will travel to Beijing and Nanjing to reinforce their connection to the materials through scholarly facilitated access to exhibits and historical sites (see Appendix A for detailed travel itinerary). They will also deepen their understanding of the Chinese culture and build relationships through personal engagement with academics in the humanities. For the Chinese, *guanxi* (personal connections) are paramount in business and education, and must be nurtured in direct, face-to-face engagement (Clydesdale, 2009). The

faculty cohort will meet eight scholars from Nanjing University's English Department who visited MSMC over the previous decade. The Nanjing University scholars will work with the individual members of the faculty cohort to develop shared assignments between Nanjing and MSMC students. The Nanjing scholars will also provide the faculty cohort with feedback on their course developments and revisions.

The cohort will participate in two seminars led by Nanjing faculty:

1) **Chinese History Through Pearl S. Buck.** Liu Haiping, Professor of English and President, China Association for the Study of American Literature. Pearl S. Buck, winner of the Nobel Prize for Literature in the 1930s, is the first American author to capture the history of China's rural peasantry. The discussion of this unique cross-cultural figure will take place in the house Pearl S. Buck lived in during the upheaval of the 1920s.

2) **The Nanjing Massacre.** Fan Hao, Lecturer, English. The exploration of the Japanese invasion of 1937 will include an interactive session at the Nanjing Massacre Museum and John Rabe House. The Massacre, also known as The Rape of Nanjing, is one of the foremost examples of war's uniquely brutal impact on women.

Upon their return from China, the faculty cohort will retake the Intercultural Development Inventory test and write an essay on their entire learning experience and how they will incorporate this knowledge into their future courses. They will then revise and develop the following courses to be offered during the 2013-2014 school year: **Undergraduate humanities courses:** CULT 107B – Cultural Models and Global Realities; CULT 117 – Women's Literature in Translation; HIS 150 – Introduction to Asian Civilization; ENG 126 – Women's Voices: A Comparison of Chinese and American Women's Poetry; PHI 15 – Introduction to Philosophy; PHI 21 – Moral Values and Ethical Decisions; PHI 152 – Theory of Knowledge; **Graduate**

**humanities courses:** HUM 264 – Culture and History; HUM 271 – Landscapes and Timelines; HUM 289 – Special Topics: Chinese Poetry from the Middle Ages; **Professional courses:** BUS 183 – Management Seminar; NUR 160 – Adaptation Nursing: Childbearing Family; NUR 161 – Practicum: Adaptation of the Childbearing Family; PT 476 – Patient/Client Management: Geriatrics; EDU 199/299 – Special Topics in Instructional Leadership: Understanding China. See Appendix B for descriptions of the courses.

In spring 2014, the faculty cohort will develop the China Resource Network (CRN) as an integral part of the Center for Cultural Fluency. The CRN will have a dedicated web site through which interested participants can maintain a dialogue, support each other's efforts, contribute and identify new resources. The initial collection of resources to be housed in the CRN web site will be the materials generated and gathered during this project, including digital recordings of all of the public lectures described above.

**Institutional context.** MSMC is a Hispanic Serving Institution committed to providing a superior education enhanced by an emphasis on building leadership skills and fostering a spirit to serve others. In the College's 86-year history, this commitment has been realized through our approach to liberal arts education and the preparation of professionals in areas of service to the community, particularly nursing and teaching. Professional programs encompass more than one third of our students – with nursing being our largest department. Integrating professional development with a strong foundation in the humanities has always been a hallmark of the college; our entire curriculum requires grounding in philosophy, history and literature.

MSMC offers programs in the humanities within a traditional undergraduate program, a Weekend College for non-traditional students, and graduate programs culminating in a Master of Arts in Humanities and in Religious Studies. Undergraduate majors in the humanities include

American Studies, English, French Studies, History, Philosophy, Religious Studies and Spanish Studies. The General Studies requirements for all undergraduates include a minimum of eight courses in Philosophy, Religious Studies, Language & Culture, Literature, and History. The college has 21 full-time (15 tenured) and 33 part-time faculty in the humanities.

Over the years, MSMC has taken many steps toward infusing international perspectives into the curriculum broadly, and building connections to China specifically. The Language & Cultures department developed a minor in Cultural Studies and initiated classes in the Mandarin language. Many of our faculty have pursued their own interest in China with research projects, classes and informal activities. Perhaps our most significant effort has been the “Bridging Cultures: U.S./China Program,” which was established 12 years ago by Nancy Pine, Ph.D. The program, which has a multidisciplinary advisory board, has hosted eight visiting scholars from Nanjing University and conducted a successful student email exchange program.

Founded in 1902, Nanjing University is one of the oldest and most prestigious institutions of higher learning in China and is rated among the top five universities in the country. In 1920, the school became the first in China to recruit coeducational students, and, in 1921, the first to establish a Western Literature department. Although Chinese universities today are heavily focused on the sciences and business, Nanjing University continues to have a strong humanities program. The English Department, rated one of the top in the country, is a vibrant part of the School of Foreign Studies. See attached Memorandum of Understanding and commitments of scholars.

**Follow-up and dissemination.** In fall 2013, the faculty cohort will conduct a panel presentation at the College’s convocation (a meeting of all faculty at the beginning of each semester to share important initiatives) describing the process and project goals to the entire

MSMC faculty. As a result of the 15 revised or newly created courses, several courses will be eligible to be cross-listed under Cultural Studies. This increase in course offerings – along with the new resources and enthusiasm for cross-cultural exploration fostered by this project – will enable the Department of Language & Culture to create and launch a Cultural Studies major. Furthermore, curricular revisions in our professional courses will provide a model for strengthening the connections between the humanities and other academic disciplines throughout the College. Our students' learning will also be enhanced by the shared assignments with Nanjing University students. Under the Center for Cultural Fluency, we will launch the China Resource Network web site that will house curricular ideas, sample syllabi, reflections, recommendations for books/films/activities in and off campus, referrals to experts, and other resources. The CRN page will also link to a site that captures the entirety of this project, including digital recordings of each public lecture.

We will also seek to share the results of this faculty development project – focusing on how an immersive cultural study of the humanities can help internationalize a liberal arts curriculum and enhance training in the professions – through papers at professional conferences and articles in academic journals. Finally, we will adapt and apply this model to other countries as recommended from the learning outcomes of the faculty cohort.

**Evaluation.** We will measure the impact on faculty through pre- and post- assessments utilizing: 1) the Intercultural Development Inventory (IDI) and 2) essay reflections. The faculty cohort will meet at the beginning and end of each semester to reflect and discuss progress toward the project goals. The impact on students will be measured by specific questions added to the course evaluation forms for courses that have been modified as a result of the project. Public lectures will be assessed through attendance and feedback on post-session evaluation forms.

## Budget Justification

### Personnel

The project will be co-directed by Montserrat Reguant, PhD, Chair of the Department of Language & Culture, and Julie Feldman-Abe, PhD, Director of the Center for Cultural Fluency. Each will contribute █% effort to the project and their partnership will secure the link between the humanities and the institutional framework for faculty development/public dissemination (i.e., Center for Cultural Fluency).

- Dr. Reguant will primarily oversee the content and curricular revisions. She will:
  - Attend all lectures, seminars, discussions; travel to China; and attend NEH program directors meeting.
  - Make arrangements for the faculty seminars and follow-up discussions.
  - Track and advise on cohort's curricular revisions.
  - Develop the complete plan for a Cultural Studies major.
  - Create one new course and revise one course.
  - Develop and launch webpage to serve as documentation of the entire NEH grant experience.
- Dr. Feldman-Abe will primarily oversee the structural components that link the project to the public, the humanities to the professions, and MSMC to Nanjing University. She will:
  - Attend all lectures, seminars, and discussions.
  - Coordinate and publicize all lectures and ensure their digital recordings.
  - Administer the IDI and reflection assessments and provide analysis of results.
  - Create, launch, and maintain the Chinese Resource Network.
  - Create one new course.
- A Program Assistant (20% FTE) will provide administrative support and logistics such as securing program space for lectures, seminars and discussions; maintaining the project calendar and ensuring all participants are aware of all dates; coordinate visiting scholar accommodations and all travel arrangements; printing and copying program materials, event invitations, etc., provide clerical support.
- Fringe benefits are calculated at the institutional rate of 24% of wages.
- Faculty Stipends: Faculty will be paid \$150 for participating in each of the six faculty seminars and each of the six follow-up discussions (which will require their attendance at the public lecture and doing the readings). They will also receive a \$1,000 stipend for their work integrating the faculty development experience into the development of new courses and modifications to existing courses.

### Consultant Fees

- Each of the visiting scholars will be paid for two days at \$750/day: 1 day for public lecture and 1 day for faculty seminar.

- Liu Haiping & Fan Hao of Nanjing University will each be paid \$750 for providing a faculty seminar and facilitated excursion to local sites.
- The other scholars at Nanjing University will be offered a small honorarium (\$100 each) for their engagement with the faculty cohort, including personalized discussion regarding course modifications and facilitated excursions to local sites.

### **Travel**

- ***The cost of the trip to China will be paid by MSMC.*** Airfare, hotel and per diem are based on MSMC's prior experience with organizing such trips.
- One Project Director will travel to Washington, DC for the NEH meeting: \$175/night for hotel for 1 night + \$450 roundtrip airfare.
- Dr. Xiao will travel 100 miles from San Marcos. Therefore, we will offer two nights hotel at \$150/night for his participation.

### **Supplies & Materials**

- The price for each of the books and films recommended by the visiting scholars was researched and totaled to \$1,859. These items will be purchased and housed in the Center for Cultural Fluency resource center for use by the faculty cohort and the rest of the MSMC community upon completion of the project.

### **Services**

- ***The cost of implementing the IDI will be paid by MSMC.*** Initial cost of \$1,800 plus \$15 per individual to be assessed, i.e., eight faculty = \$120 pre- and \$120 post-. Total of \$2,040.
- Digitization and web site:
  - Digital recordings of the six public lectures is \$500/each, i.e. \$3,000 total.
  - Web site design for the China Resource Network will be completed through MSMC's Office of Information Technology at the institutional rate of \$25/hour for an estimated 60 hours = \$1,500.
- Printing & postage associated with publicizing public lectures, printing/copying program materials, and correspondence with visiting and Nanjing scholars.

### **Indirect Costs**

- MSMC does not have a negotiated rate and will accept the 12% allowed by NEH.
- Indirect costs are not applied to MSMC cost share items: China travel and IDI.

### **Project Funding & Cost Sharing**

- MSMC is requesting \$100,000 from NEH over two years: \$58,077 in Year 1 and \$41,923 in Year 2.
- MSMC will pay for the travel to China and the IDI evaluation costs.