



May 22, 2012

To the Regents Scholarship of Teaching and Learning Award Committee:

Please allow me to recommend Dr. Susan Hrach for the Scholarship of Teaching and Learning Award for her many accomplishments at Columbus State University. I have known Dr. Hrach as a colleague for several years. In 2011, I supported her nomination for the Regents Teaching Excellence Award for her work in the classroom, specifically for her work in Study Abroad programs and for her work with students in encouraging them to develop works of literary translation. It is my pleasure to support her nomination for the Scholarship of Teaching and Learning Award for new work she is doing in three major areas: reading and assessing literature in translation with core curriculum students; analyzing the historical and cultural function of translated literature (including poetry, drama, film, musical lyric, and literary prose) with upper-level students across the curriculum; and managing culture shock in study abroad programs.

Dr. Hrach strives in her work to create in her students a deep awareness of their place in the world through their work with literary translation. Through comparison of various texts, students become aware of the perspectives of different translators and are invited to develop their own perspective regarding the meaning of the text being translated.

Dr. Hrach's creation of the first online version of World Literature has enabled her to explore with her students a wide variety of collaborative strategies that incorporates Peer Writing Fellows in coaching students in their work related to the analysis of texts from other countries.

Students from Dr. Hrach's classes presented their work related to translation and multiple text analysis to the campus in the Celebration of Student Writing event held in our Schuster Center. I was fortunate to be present for this event and was treated to the scholarly work of her students. Suffice it to say that the work of her students was multi-layered, many textured, and highly sophisticated for undergraduate students. As an English major myself, I was extremely impressed and delighted with the results of the student scholarly work.

Finally, Dr. Hrach's students are the most vocal advocates of her teaching techniques and the high standards of her classes. Recently, one of her students (not a literature major) was heard to say that Dr. Hrach's approach to true learning made literary texts meaningful for him in ways that he could apply to his life. There is no higher praise I can cite.

Sincerely,

Tom Hackett, Professor
Provost and Vice President for Academic Affairs

Regents' Scholarship of Teaching and Learning Award

Susan E. Hrach, Ph.D.

Professor of English

Teaching Philosophy that Drives Research Questions

My teaching practice serves as a perpetual source of pedagogical inquiry, rooted in my overall goal of promoting global awareness in the teaching of English literature and language. I am fortunate that my passion for global awareness is supported in CSU's institutional mission and strategic plan of developing and expanding student opportunities for international programs, study abroad and global awareness. Since I arrived at the university in 1999, I have steadily broadened my commitment to raising global awareness, which forms the foundation of my teaching practice as well as the research that drives that practice. Using my own classroom experience within a context of the scholarly work in the field, I systematically test new ideas and practices, and share the outcome of these activities through professional meetings and publications. Research on pedagogical techniques in SoTL and in the discipline drive my passion for teaching and scholarship. Three major scholarship of teaching and learning projects relevant to developing global awareness are described in this nomination portfolio: first, reading and assessing literature in translation with core curriculum students; second, analyzing the historical and cultural function of translated literature (including poetry, drama, film, musical lyric, and literary prose) with upper-level students across the curriculum; and third, managing culture shock in study abroad programs.

As James E. Cote and Anton Allahaar write in *Lowering Higher Education*, "we need to be forward-looking both to serve students who could undergo truly transformative experiences in universities of quality and to serve our society as places where the frontiers of understanding of today's complex world continue to be advanced" (2011:146). My own experience attests to the transformative nature of global learning. In 1984, I attended the Georgia Governor's Honors Program for high school students, spending that summer as a "major" in German. This formative experience inspired me to devote a year to studying language and culture through a college study abroad program in Austria, and subsequently to pursue an undergraduate degree in German. While my graduate studies ultimately led to a PhD in British literature, and to a teaching position in an English department, I sustain a strong sense of international identity, an interest in affairs beyond my home, and a consciousness of the global big picture.

Linguistic naiveté persists in Georgia and in the U.S., perpetuated by the dominance of English worldwide, yet it seems imperative – politically, economically, ethically – that college students begin to develop an informed understanding of the multi-lingual world. How can I help my students to gain deep awareness of their place in a complicated and busy planet? How can I prepare them to assume their roles as educated citizens of Georgia and of the world? In support of my nomination, the materials I present here focus on my work in the scholarship of teaching and learning to develop undergraduate students' global awareness. Global awareness takes root through a direct engagement in cultural and linguistic discovery; authentic discovery demands that teacher and students pursue questions of real import as partners in learning.

Scholarship of Teaching and Learning Projects in support of Global Awareness

Global Awareness in a Core Curriculum Humanities Course

1. *Systematic examination of issues about student learning and instructional conditions which promote the learning, building on previous scholarship*

The language of most of the texts studied in World Literature courses is *not* English; that is, students read virtually an entire term's worth of material that has come to them through translation. Over the dozen-or-so years that I have been teaching World Literature in the core curriculum, I have gradually moved from noting the occasional curious word choice of a translation to an all-encompassing focus on translation that has reshaped the subject and the way in which students encounter it. As Emily O. Wittman and Katrina Windon argue in *College English*, "Knowing how to read a translation in a productive and informed manner is a vital skill, yet it is rarely found in English departments' mission statements, or among syllabus course objectives" (2010:449-50). My approach involves three main components: providing students with multiple English versions of passages from almost every primary text to read and analyze; offering them the basic vocabulary of translation studies as a framework for understanding; and applying their awareness to a collaborative project in which they translate a short passage on their own. Working with my students, I guide them through the different iterations of each passage as we compare and contrast them to make meaning where none existed before. This systematic process helps students to understand that their learning is taking place within the context of a professional field of scholarship in translation studies. This focus for a course in the undergraduate core curriculum is important because World Literature serves as a Humanities requirement for students in all majors. It is my opportunity to bring students from across the curriculum into conversation with world languages and literary culture.

2. *Use of strategies for investigating and evaluating the impact of teaching practice on student learning, anchored in the research literature*

Reading multiple English translations of short passages allows us to study a text from various vantage points, each perspective illuminating some aspect of the passage in its original form. I offer students a basic list of less than ten new terms from translation studies (Bassnett, 2002; Poulakis, 2001) and apply these terms repeatedly to cement students' grasp of the concepts. The translation project involves a multi-stage process, from working with partners to identify the meaning of each word or phrase from its original language, to producing a prose paraphrase of the piece, to constructing individual translations of the passage for an academic audience and then creatively re-animating it for a new audience.

At a time when the humanities are under great pressure to be relevant and oriented toward the global future, my students have consistently praised this approach as both stimulating and transformative. A sampling of comments from students shows that a focus on translation helps them to learn deeply:

- The opportunity to re-write the material in our own words helped me grasp concepts that I would not have gotten otherwise.
- I loved the translation project because it allowed me to go deep into the text.

- I believe that the different translations we have read allowed me to think more critically about what I am reading.
- I thought the focus on language and translation was amazing. It helped sharpen my literary skills as well as reveal information about the ancient world.
- This project has changed the way I think and look at literature.
- The work we did on the translation project showed a different side of literature than what I'm used to seeing.
- The focus on language and translation has made the course a discovery learning experience for me rather than a rote memorization of facts.

Students likewise express pride in their learning and a new desire to pursue the study of language and culture. As scholar and translator David Bellos argues, "To expand our minds and to become more fully civilized members of the human race, we should learn as many different languages as we can. The diversity of human tongues is a treasure and a resource for thinking new thoughts (2011:166). My focus on language and translation in World Literature has changed the way many students view the study of other languages and cultures, as their comments show:

- In a million years, I never would have thought I would be able to translate a piece of work, much less write my own version.
- I am so proud of the final outcome and it definitely helped me see the importance of translation.
- I was really proud of myself for how well I did on my translation project. I put in a lot of effort and time, and most importantly, I was able to express my own creativity.
- My favorite assignment I ever had to do in college. Period.
- I take pride in what I did for my translation project because instead of just reading the text, we took time to understand the core values of the text.
- I don't think I realized before this class that there was more than one approach to translating something.
- The focus on language and translation has sparked interest in foreign language.
- This course has encouraged me to learn other languages.
- I feel as though my view of other cultures has changed.

In 2010, I developed CSU's first online version of World Literature, and currently teach the course both online and in face-to-face classrooms, with enriching results in each delivery format. As a recipient of a 2011-12 Online Course Improvement Grant from our campus Distance Learning, Design and Delivery unit, I evaluated my course in light of the national Quality Matters rubric, leading to pedagogically motivated changes in design. The translation project in particular has benefitted from incorporating collaborative strategies (Conrad and Donaldson, 2004). In past years, I have also incorporated Peer Writing Fellows from the Writing Center as coaches for my students, both face-to-face and online, as they compose reading responses and prepare for essay exams.

3. *Engaged in scholarship that is public, peer reviewed and critiqued*

My scholarship includes a new article, "Translation and the Future of Early World Literature" forthcoming in *Pedagogy: Critical approaches to teaching literature, language, composition, and culture* (Duke University Press), as well as numerous

contributions to the SoTL community at Columbus State University. My work at the university has focused on improving writing in the discipline as well as on interdisciplinary initiatives beyond the English department. A listing of grants and sponsored research is included in this portfolio within my vitae as support of the varied scholarship I have conducted related to developing global awareness in the core curriculum.

4. Produced scholarly work which contributes new questions and knowledge about teaching and learning

During the year I was awarded a faculty fellowship sponsored by the campus QEP initiative, my students presented their translation projects at CSU's Celebration of Student Writing. The event was filmed for the QEP assessment records and showcased in our campus publication, *Focus*, as well as in the Impact Report submitted to SACS, which featured student Ashley Lanier's remarks:

"[World Literature] was a requirement I was putting off," said Lanier, who hopes to continue her studies in pharmacy school. "Professor (Susan) Hrach has made writing enjoyable and rewarding for the first time in my life."
(Muraski, 2009:14)

The Celebration of Student Writing offered students a campus-wide audience for their work, and my participation as a faculty fellow likewise allowed me to share my teaching strategies with colleagues across the campus and in varied disciplines.

The appearance in the major journal *Pedagogy* of my article, "Translation and the Future of Early World Literature," has the potential to affect not only the classroom practices of world literature instructors, but the practices of major textbook publishers as they consider the value of providing passages of every assigned text in a variety of English versions. I presented an earlier version of this research at the National Popular Culture Association conference in a session on pedagogical innovation, where it was favorably received. My work includes the voices and work of a number of students, which reflects my teaching philosophy of shared discovery.

5. Documented the dissemination of scholarship results

The best documentation of the results of my scholarship is not found in the awards, honors, presentations, or publications of my scholarship. The results of my scholarship in teaching and learning are evidenced in every semester's student evaluations, which repeatedly emphasize a new appreciation for language and love of literature gained through my class. As a professor in the humanities, my research about teaching and learning is widely published and I am quite active professionally. For me, scholarship drives my teaching, which in turn inspires students to learn.

Global Awareness in Upper-Level Courses

1. Systematic examination of issues about student learning and instructional conditions which promote the learning, building on previous scholarship

My primary responsibility as a teacher of undergraduate students prompted me a decade ago to compete for a grant from the National Endowment for the Humanities for a month-long, interdisciplinary Summer Institute on early modern women writers in Italy,

France, and England. The Institute was organized by Albert Rabil, co-editor of *The Other Voice in Early Modern Europe*, a foundational new series launched by the University of Chicago Press (now at the University of Toronto Press). *The Other Voice* has made a major contribution to the field of early modern studies by bringing into English translation dozens of works, mostly by women writers, originally composed in Latin and the modern European vernacular languages. Those of us who participated in Rabil's NEH Summer Institutes (including Maria Galli-Stampino, whose letter of support is included in the portfolio) have been at the forefront of a new era in Renaissance studies, bringing much wider exposure to texts and authors previously little-studied in English-speaking universities. The NEH Institute experience has resulted in a lasting change of focus in my upper-level courses to include texts from outside of the traditional English canon. Participating in the Institute with international scholars has helped me to thoroughly scrutinize issues about student learning from a much broader perspective than I ever dreamed possible.

In addition to using newly translated primary texts in class, I've included texts originally translated into English during the early modern period; scholars and artists in the Renaissance were consumed by the translation, imitation, and reproduction of classical Greek and Roman sources, which makes reading translated classics critical to understanding Renaissance aesthetics. In a recent *New York Review of Books* piece, "Do the Classics Have a Future?," Mary Beard succinctly argues for an appreciation of the classics as always mediated. "To put this as crisply as I can," she writes,

the study of the classics is the study of what happens in the gap between antiquity and ourselves. It is not only the dialogue that we have with the culture of the classical world; it is also the dialogue that we have with those who have gone before us who were themselves in dialogue with the classical world. (2012:54)

Renaissance writers had lots of dialogue with the classical world, and our understanding of that conversation – the way that we teach students about it – leads not only to a finer grasp of the period, but to a critical appreciation of the processes of translation. Of unique value is the opportunity to use the text to help students learn to evaluate choices of language and form in an English translation when they are not readers of the source language. It is important to remember that upper-level undergraduate courses in a discipline are key locations for planting seeds that can grow into honors theses, or undergraduate research projects, or long-term plans to pursue graduate study.

2. *Use of strategies for investigating and evaluating the impact of teaching practice on student learning, anchored in the research literature*

In my upper-level courses in Renaissance literature, I adopt a global perspective by including works translated from Italian, French, and Latin; the period can be studied as a coherent movement in this way, rather than compartmentalized within national boundaries. The use of this particular strategy for examining and evaluating literature creates a spiral of students' learning as ideas flow and they build upon each other. As one student in my special topics course, "Continental Influences on the English Renaissance," remarked in a journal entry,

I have to say that I have learned more from this class about the origins of literary thought. I wish this class were a degree requirement, as I believe everyone would benefit

from it. I intend to introduce the concepts to the high school students I teach.

In addition to acquiring a global context for their understanding of literary movements, my students gain skill in reading literature in translation, building on the competencies developed in my lower-level World Literature course. Their awareness of transnational literary and cultural traditions both broadens and deepens.

In 2009, I taught a special topics class on Translation Studies that convinced me this material would be valuable for a wide range of students. I have since developed a new interdisciplinary course, History and Practice of Translation. The course description conveys a philosophy of translation that moves the subject away from a narrowly defined mechanical expertise and toward an awareness of global learning to benefit students across disciplinary boundaries:

Translation involves more than moving the meanings of words from one language to another; it is, rather, an exchange of meaning across an entire social, cultural, linguistic and material world. Students will discuss problems of translation in books and/or films, and the roles of editing and transcription in translation. Fluency in a language other than English is not required, but some experience and study of a foreign language is recommended. Students will pursue a term-length project on a translation related topic of their own interest.

In designing the course proposal, I worked together with colleagues from Modern Languages and History to develop a broadly functional course that can be taught by faculty from any of these disciplines. While translation is a topic many students find intimidating, its study lends itself to satisfying and authentic opportunities for creative inquiry and meaningful discovery.

Modern language majors in my initial Translation Studies class expressed great satisfaction with the experience of practicing literary translation as a final project. As one student wrote in a paper about translating a medieval Norman French *lais*,

Much to my surprise, as I focused my energy on deciphering the lay of *Lanval* in its original language, I began to make discovery after discovery about the words. While Old English seems basically indistinguishable to the typical English speaker of today because of changes in word order, the lexicon, inflections, and spelling, the main difference between Old French and the French spoken today is spelling. [Read aloud,] the surprising ease with which I was able to read through the text in its original language was very exciting to me as a French major.

Another native Russian-speaking student in this class translated a 1986 address to the Russian Communist Party by Mikhail Gorbachev; after finishing the course, this student planned to pursue certification by the American Translators Association.

Others of the students in my initial Translation Studies class were Secondary Education majors, anticipating futures in classrooms of their own. One student now pursuing a graduate degree in Education wrote to me about how her experience with Translation Studies has transformed her own preparation for teaching in the discipline:

I submitted a paper to one of my professors at UGA about translation theory in relation to secondary English Education. I used some of the material we studied in the '09 Translation Studies course. I must say, that class was one of the most impactful classes I have ever taken as a college student. It changed the way I read literature, and it has helped me create interesting lesson plans as a pre-service teacher. I share an apartment with a fellow CSU alum who is currently a student in the classics department at UGA—we talk about translation theory almost every day, no lie!

Addressing the major concepts in literary translation, and analyzing a wide range of texts to study applications of the concepts and theories, these students carefully evaluated the effectiveness of numerous English renditions, and every student produced short works of translation both into and out of English.

3. Engaged in scholarship that is public, peer reviewed and critiqued

Teaching a majors' capstone course has provided another setting to engage in scholarship that is public, peer reviewed and critiqued while also raising global awareness in upper level courses. My Fall 2011 capstone course for English literature majors focused on Renaissance dramatist Christopher Marlowe, and resulted in my organizing a conference panel focused on issues of Renaissance translation. I presented a new paper, "Teaching the target text: Marlowe's *All Ovid's Elegies* and the English Renaissance audience," in which I addressed teaching English majors how to read Marlowe's translations of the Roman poet Ovid. Two senior students in the course published their final seminar papers in undergraduate research journals this spring.

4. Produced scholarly work which contributes new questions and knowledge about teaching and learning

My special topics course in Translation Studies attracted a small but dedicated group of students, and I worked alongside them as I considered how to approach sonnets by Chiara Matraini I'd transcribed from the 1581 Italian edition at the Folger Shakespeare Library in Washington, DC, a project currently in progress. I am also continuing work toward publication of my paper presented at the 2012 South Central Renaissance Conference about the experience of teaching Christopher Marlowe's sixteenth century translation of the Roman poet Ovid. Students in my 2011 capstone course for English literature majors have published their final seminar papers in two state journals for undergraduate research (Nix, 2012; Sanders, 2012). I am particularly proud of the scholarly work produced by these students as their inquiries are a direct result of my teaching. I have also presented at international meetings two conference papers proceeding directly from work begun at the NEH Summer Institute (Hrach, 2002, 2005). The latter of these conferences was sponsored by an international consortium of scholars specializing in early modern texts by women, The Perdita Project, which gathered to launch a new database of manuscript texts transcribed into digital format.

Global Awareness through Study Abroad

1. Systematic examination of issues about student learning and instructional conditions which promote learning, building on previous scholarship

American students studying abroad regularly experience culture shock, no matter how short the program, nor how "Americanized" the culture of the host country. Many Columbus State University students have never traveled outside of the region; some have never flown on an airplane. Taking such students to study abroad provides some of the most significant teaching opportunities imaginable. Designing successful study abroad courses for our students demands an expanded vision of academic learning to include cultural learning as well. Over several years in a series of 3-week summer programs in Oxford, England, I observed the same kinds of culture shock issues repeating themselves in every group. Some of the students' culture shock issues were hindering their learning experiences, and I pondered how to mitigate these effects. My institution's International Education director pointed me to recent research, including Richard Slimbach's *Becoming World Wise: A Guide to Global Learning* (2010), and web resources collected by other universities' international programs. In examining current views on how to help American students manage culture shock, I identified two new strategies to employ with my 2011 study abroad group: a student self-assessment for pre-trip orientation, and a series of journal prompts that asks students to reflect on cultural as well as academic learning during their time abroad.

2. Use of strategies for investigating and evaluating the impact of teaching practice on student learning, anchored in the research literature

The self-assessment tool I developed identifies many sources of dislocation that I've witnessed leading to students' experiences of culture shock; the assessment allows students to think concretely about the reality of a new environment *before* their arrival in the host country. Students are asked to rate each challenge according to their level of comfort with the necessary adjustment:

<p>1) I will enjoy meeting this challenge.</p> <p>2) This makes me a little nervous, but I will probably be able to handle it.</p> <p>3) I'm not confident I could handle this; I will need to prepare myself to manage this challenge.</p>	<p>Using a map to find my way around an unfamiliar city</p> <p>Reading bus and train schedules to get myself to and from new places</p> <p>Using unfamiliar cash and coins, and calculating exchange rates</p> <p>Ordering food from a menu without familiar items</p> <p>Buying groceries in unfamiliar packaging</p> <p>Walking to sights, shopping, eating, adding up to several miles every day</p> <p>Going out to do something I enjoy by myself</p> <p>Planning weekend travel with guidebooks and the Internet</p> <p>Going without American-style food, including giant-size beverages</p> <p>(continued)</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>1) I will enjoy meeting this challenge.</p> <p>2) This makes me a little nervous, but I will probably be able to handle it.</p> <p>3) I'm not confident I could handle this; I will need to prepare myself to manage this challenge.</p>	<p>Wearing a limited supply of clothes</p> <p>Figuring out how to work various types of sinks, toilets and showers</p> <p>Being an object of other people's curiosity, due to my appearance or speech</p> <p>Not having access to cell phones and the Internet 24/7</p> <p>Having to plan around early or weekend closing hours of restaurants and shops</p> <p>Coping with limited access to public restrooms</p> <p>Being able to pack and carry a small bag with everything I need for 24 hours</p> <p>Taking care of my own health, including eating and rest</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

After employing the self-assessment tool, the group I brought to Oxford in 2011 did not exhibit the same degree of culture shock I had witnessed in the past, and mentally confronting potential problems before departure certainly prevented some of the issues from taking students by surprise. Being asked to reflect explicitly on their cultural learning through journal prompts also made a marked difference in the students' adjustment. One student wrote in her journal,

I have found that at times it's easier to blend in with the people here, but sometimes little habitual traits—such as smiling when I encounter a new person or laughing/giggling in public – unravel and expose my identity. Everyday the differences between our culture and the local culture become clearer.

This journal entry described the independent travel experience the student had undertaken over the weekend, and of her own accord, she reflected on a specific item from the culture shock self-assessment: "Being an object of other people's curiosity, due to my appearance or speech." Other journal prompts directed students to reflect on a mix of cultural and academic learning, such as writing about the British Trust's approach to balancing historic preservation and commercialization after a visit to a Tudor residence of Queen Elizabeth I. Drawing out comparisons between British and American cultures in writing allows students to react thoughtfully to a new environment. Both the self-assessment tool and journaling are effective strategies for evaluating the impact of global awareness and study abroad on student learning. I am looking forward to using these tools this summer when I teach World Literature for CSU in Florence, Italy.

3. Engaged in scholarship that is public, peer reviewed and critiqued

As I continue to engage in raising global awareness in the CSU study abroad programs, I find my scholarship broadening in ways I never anticipated. This cause becomes more evident in my committee work where I focus energies on ensuring that global awareness is part of the strategic plan and my scholarship is peer reviewed as part of my work with the Center for International Education.

3. *Produced scholarly work which contributes new questions and knowledge about teaching and learning*

The self-assessment tool I developed is now a regular part of pre-trip study abroad orientations at CSU. The Study Abroad coordinator used the self-assessment as a way to begin orientation sessions for students going abroad in 2012. Other study abroad faculty and site directors may add to or modify the assessment as they encounter new stresses contributing to culture shock. I have the opportunity to share my approach to cultural learning through journal prompts with other study abroad faculty at group meetings and planning sessions. The example of one of my 2011 student's journals in weblog form also has been made available through CSU's Honors Program website (Lawrence, 2011), which offers a model of cultural learning for student peers. I am committed to the value of including a concrete set of expectations for cultural learning, in addition to academic goals. Asking students to reflect directly on their lived experience not only allows them to cope more successfully with the challenges of adapting to a new environment, but to examine critically their own cultural epistemologies.

4. *Documented the dissemination of scholarship results*

Sharing in authentic discovery with students continues to enrich my own learning. In addition to these three projects engaged in the scholarship of teaching and learning, I have worked together with students on scholarship within the discipline of English studies. I worked jointly with a student on an online paleography course (Cambridge, 2009), after which we applied our new skills to the transcription of several seventeenth century letters never before printed from the Folger Shakespeare Library. The result of that transcription work served as the student's Honors Thesis project (Rusch, 2005) and led to two scholarly publications of my own (Hrach, 2008, 2011). I have directed another student's grant-funded undergraduate research project to transcribe and edit a seventeenth century manuscript (Cruz, 2009), and served on a number of Secondary English Education early Mentoring panels, as well as Honors Thesis committees. I have co-presented with a student at the National English Honor Society convention in a panel on scholarly mentoring (Hrach and Shorey, 2006), and published a book chapter on working collaboratively with undergraduate peer tutors in the writing center. My teaching has been recognized by English Honor Society members with a Sigma Tau Delta Literary Sage Award (2011), by the campus QEP Advisory Council with an Outstanding Teacher of Writing Award (2011), and by three university-level nominations for the Regents Teaching Excellence and Scholarship of Teaching and Learning Awards (2004, 2011, 2012).

References

- Allahar, Anton L. and James E. Côté, *Lowering Higher Education: The Rise of Corporate Universities and the Fall of Liberal Education*. Toronto: University of Toronto Press, 2011. Print.
- Bassnett, Susan. *Translation Studies*. 3rd. London and New York: Routledge, 2002. Print.

- Beard, Mary. "Do the Classics Have a Future?." *New York Review of Books*. 12 Jan 2012: 49-54. Print.
- Bellos, David *Is That a Fish in Your Ear?: Translation and the Meaning of Everything*. New York: Faber and Faber, 2011. Print.
- Conrad, R. and Donaldson, J.A. *Engaging the online learner: Activities and resources for creative instruction*. San Francisco, CA: Jossey-Bass, 2004. Print.
- Cruz, Krystal. "Elizabeth Poole's 'A Vision': A Modern Edition from a Digitalized Manuscript," Undergraduate Research and Experiential Learning Project, 2010.
- Hrach, Susan E. "Breaking (into) the Canon and Reading (out of) Biography in the Classroom," Still Kissing the Rod? Early Modern Women's Writing in 2005, The Perdita Project / Nottingham University, UK, St. Hilda's College, Oxford University, England. (July 3-5, 2005)
- "'Heare counsell and receiue instruction': situating the mother's legacy in manuscript," in Michael S. Denbo, ed., *New Ways of Looking at Old Texts IV*. Tempe, AZ: Renaissance English Text Society / Arizona Center for Medieval and Renaissance Studies, 2008. Print
- "'I've got no strings on me': avoiding marionette theater with peer tutors in the writing classroom," in Candace Spiegelman and Laurie Grobman, eds., *On Location: Theory and Practice in Classroom-Based Writing Tutoring*. Logan, UT: Utah State University Press (2005).
- "Maternal Admonition as Devotional Practice: Letters of Mary Fane, Countess of Westmorland," *ANQ: A Quarterly Journal of Short Articles, Notes, and Reviews* 24:1 (2011): 63-74. Print.
- "Translation and the Future of Early World Literature," *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, Duke University Press, forthcoming 14.1 (2013).
- "Teaching the target text: Marlowe's *All Ovid's Elegies* and the English Renaissance audience," South Central Renaissance Conference, New Orleans, LA. Panel Session, "Reaching New Audiences: the translated text as cross-cultural, trans-historical link." (March 8-10, 2012)
- "'What Ought We to Talk About?': women's conversation as cultural product in early modern Europe," Renaissance Society of America/Arizona Center for Medieval and Renaissance Studies Joint Conference, Phoenix, AZ. (April 12, 2002)
- "Yahoo! Dante: Translation and the Future of Early World Literature," Popular Culture Association/American Culture Association, San Antonio, TX. Session Chair, "Alternative Pedagogies." (April 20-23, 2011)
- and Sandra J. Shorey, "Faculty-Student Mentoring," Sigma Tau Delta National English Honor Society Annual Convention, Portland, OR. (March 27-31, 2006)

- King, Margaret L., and Albert Rabil, Jr., *The Other Voice in Early Modern Europe*. Chicago: University of Chicago Press, 1999. Print.
- Lawrence, Candice. "Oxfordian Travels Lead to Temporary Oxfordian Disguises." *Shakespeare's Sisters ~ Seen Not Heard, Read Not Seen, Written But Unread*. WordPress.com, 05 09 2011. Web. 20 Apr. 2012.
<<http://shakespeareassistants.wordpress.com/2011/08/05/oxfordian-travels-lead-to-temporary-oxfordian-disguises/>>.
- Muraski, Greg. "Writing the Solution," *Focus on Columbus State University*. Spring, 2009: 14-15. Print
- Nix, Laurie A., "The Temptation of Christopher Marlowe," *Momentum: CSU's Journal for Undergraduate Research & Critique*, Spring 2012.
- Poulakis, Victoria. *Translation: What Difference Does It Make?*. Northern Virginia Community College, 2001. Web. 23 Apr 2012.
<<http://www.nvcc.edu/home/vpoulakis/translation/home.htm>>.
- Rusch, Vanessa. "Early Modern Paleography," Undergraduate Honors Thesis, (August-December 2005).
- Sanders, Jonathan. "Marlowe's Portrayal of the Masculine Complex," *LUR: Literary Undergraduate Research Journal*, University of West Georgia, Spring 2012.
- Slimbach, Richard, *Becoming World Wise: A Guide to Global Learning*. Sterling, VA: Stylus Publishing, 2010. Print.
- Wittman, Emily O., and Katrina Windon. "Twisted Tongues, Tied Hands: Translation Studies and the English Major." *College English*. 72.5 (2010): 449-69. Print.
- Zurcher, Andrew, ed. *English Handwriting 1500-1700: an online course*. Cambridge English Renaissance Electronic Service, 15 May 2012. Web. 15 May 2012.

Dr. Susan E. Hrach

Professor of English
1626 17th Avenue
Columbus, GA 31901
(706) 565-3550

Education

University of Washington, PhD, English, 1998

Dissertation Title: Practices of Writing: Early Modern Metaphors of Literacy and the Function of Composition, Past and Present

University of Alabama, MA, English, 1991

Thesis Title: Unfixing Meaning and *The Taming of the Shrew*

University of Notre Dame, BA, American Studies and German, *magna cum laude*, 1989

Universität Innsbruck, Austria, Notre Dame Study Abroad Program in German Language and Culture, 1986-87

Areas of Special Interest within the Discipline

Renaissance Literature

Comparative Literature and Translation Studies

Composition and Applied Linguistics

Awards, Fellowships, and Honors

Nominee, Regents Teaching Excellence Award, University System of Georgia, 2011
Columbus State University's nominee for the statewide sector competition

Outstanding Teacher of Writing, Columbus State University QEP, 2010-11
Nominated by students, selected by faculty committee

Literary Sage Award, Sigma Tau Delta English Honor Society, CSU chapter, 2010-11
Annual award for best English faculty member, selected by honor society students

Best English 1101 Student Essay Award, CSU First Year Composition Program, 2009
Outstanding student essay selected by faculty committee, recognized as winner's instructor

Faculty Service Award, Columbus State University, 2009-10
Major annual award, nominated by faculty colleagues and selected by committee

Faculty Writing Fellowship, Columbus State University QEP, 2008-09
"Improving Writing in World Literature" proposal selected by QEP committee

Outstanding Chapter for the Southeast Region, Phi Beta Delta International Honor Society, 2007-08
Chapter President from January 2007-March 2008

Nominee, Regents Scholarship of Teaching and Learning Award, University System of Georgia, 2004
Columbus State University's nominee for the statewide sector competition

Professional Activity relevant to the Scholarship of Teaching and Learning

Grants and Sponsored Research

Online Course Improvement Grant, CSU Distance Learning, Design, and Delivery, 2012

"Literary History, Translation, and the Making of World Literature," West Virginia University Summer Seminar in Literary and Cultural Studies participant, May 20-23, 2010

Archival Work at Folger Shakespeare Library/National Museum for Women in the Arts, sponsored by the College of Arts and Letters, Columbus State University, May 12-14, 2009

Seminar Participant, "Attending to Early Modern Women -- and Men," University of Maryland, sponsored by James F. Loudermilk Foundation, November 9-11, 2006

"Raphael, Castiglione & European Courtly Culture: An Interdisciplinary Symposium," High Museum of Art Atlanta participant, October 7, 2006

National Endowment for the Humanities Institute, "A Literature of Their Own? Women Writing -- Venice, Paris, London -- 1500-1700," University of North Carolina, 2001

Refereed Journal Articles

"Translation and the Future of Early World Literature," *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, Duke University Press, forthcoming 14.1 (2013).

"Maternal Admonition as Devotional Practice: Letters of Mary Fane, Countess of Westmorland," *ANQ: A Quarterly Journal of Short Articles, Notes, and Reviews* 24:1, 63-74 (2011).

Peer-reviewed Book Chapters

"'Heare counsell and receiue instruction': situating the mother's legacy in manuscript," in Michael S. Denbo, ed., *New Ways of Looking at Old Texts IV*. Tempe, AZ: Renaissance English Text Society / Arizona Center for Medieval and Renaissance Studies (2008).

"'I've got no strings on me': avoiding marionette theater with peer tutors in the writing classroom," in Candace Spiegelman and Laurie Grobman, eds., *On Location: Theory and Practice in Classroom-Based Writing Tutoring*. Logan, UT: Utah State University Press (2005).

"Ephelia, Frontispiece from Female Poems on several Occasions," in Helen Ostovich and Elizabeth Sauer, eds., *Reading Early Women: Texts and Manuscripts in Print, 1500-1700*. New York and London: Routledge (2003).

Selected Conference Presentations

South Central Renaissance Conference, "Teaching the target text: Marlowe's *All Ovid's Elegies* and the English Renaissance audience," New Orleans, LA. Session Organizer, "Reaching New Audiences: the translated text as cross-cultural, trans-historical link." (March 8-10, 2012)

Popular Culture Association/American Culture Association, "Yahoo! Dante: Translation and the Future of Early World Literature," SWTX PCA/ACA, San Antonio, TX. Session Chair, "Alternative Pedagogies." (April 20-23, 2011)

Sigma Tau Delta National English Honor Society Annual Convention, "Faculty-Student Mentoring," with Sandra J. Shorey, Portland, OR. (March 27-31, 2006)

Still Kissing the Rod? Early Modern Women's Writing in 2005, "Breaking (into) the Canon and Reading (out of) Biography in the Classroom," The Perdita Project / Nottingham University, UK, St. Hilda's College, Oxford University, England. (July 3-5, 2005)

Renaissance Society of America/Arizona Center for Medieval and Renaissance Studies Joint Conference, "'What Ought We to Talk About?': women's conversation as cultural product in early modern Europe," Phoenix, AZ. (April 12, 2002)

Directed Student Learning

Reviewer, *Momentum: Columbus State University's Journal for Undergraduate Research and Critique*, Vol. 1, Issue 1, March 2011

Undergraduate Research and Experiential Learning Project Supervisor, "Elizabeth Poole's 'A Vision': A Modern Edition from a Digitalized Manuscript" (February-May 2010). Advised: Krystal Cruz

Undergraduate Honors Thesis Director, "Early Modern Paleography" (August-December 2005). Advised: Vanessa Rusch

Teaching in Summer Study Abroad Programs

World Literature I for CSU in Florence, Italy, May 2012

Shakespeare's Sisters: Literature by Women in Britain for CSU in Oxford, England, August 2011

English Women Writers: Medieval to Modern for CSU in Oxford, England, July 2007

Shakespeare to 1600 for CSU in Oxford, England, June 2005

Major Committees relevant to the Scholarship of Teaching and Learning

CSU Strategic Planning Steering Committee, College of Letters and Sciences, 2012

Assessment Coordinator, English Department, 2012-present

Distance Learning Liaison, English Department, 2011-present

Faculty Senate, Executive Officer, 2009-10

Center for International Education Selection Committees,
Mildred Miller Fort Foundation Visiting Scholar in European Studies, 2012
Oxford Faculty Workshop and Oxford Year Long Student Program, 2010, 2004
Study Abroad Coordinator Search, 2009

Student Evaluations Task Force member, 2009

Chair, Retention, Progression and Graduation Task Force, 2006-07

Faculty Advisor, Sigma Tau Delta English Honor Society, 2003-08



May 20, 2012

Dr. Linda Noble

Associate Vice Chancellor for Faculty Affairs

University System of Georgia, 270 Washington Street SW, Atlanta, GA 30334-1450

Dr. Noble,

When I was asked to write a letter of recommendation for Dr. Susan Hrach of Columbus State University re: a Regents' Scholarship of Teaching & Learning (SoTL) award, I did not hesitate to offer my assistance. Dr. Hrach's growing body of work in the scholarship of teaching and learning is uniquely based on a commitment to develop students' *global awareness* through translation activities involving such strategies as shared discovery, collaborative negotiation, and reflection.

The instructional strategies employed by Dr. Hrach reflect pedagogically-rich teaching and learning methods that derive from and build upon the collaborative and constructivist learning literature. As evidenced in student comments provided in her nomination portfolio, Dr. Hrach's teaching and learning methods have promoted transformative learning experiences with documented changes in how learners *think* about language and literature.

As part of her ongoing investigation into methods for developing students' global awareness through translation activities, Dr. Hrach created a five phase translation project with her 2011-12 Online Course Improvement Grant. The multi-phase translation project incorporates construction, co-construction, comparative reflection, justification, and reconstruction processes as learners come to produce their own version of a short passage of poetry and demonstrate their ability to move linguistic, literary, and cultural meaning from a foreign text into English.

The accompanying materials in Dr Hrach's nomination portfolio clearly attest to the strength of her candidacy for this award. I heartily recommend Dr. Hrach for the SoTL Award and trust that, upon reviewing the various nomination portfolio documents in support of her candidacy, you will as well.

Sincerely,

Wayne A. Slabon, Ph.D.

Director, Distance Learning Design & Delivery

Columbus State University, 4225 University Ave, Columbus, GA 31907-5645

slabon_wayne@columbusstate.edu 706.569.3455

UNIVERSITY OF MIAMI
COLLEGE of
ARTS & SCIENCES



Department of
Modern Languages and Literatures
P.O. Box 248093
Coral Gables, FL 33124-2074

Ph: 305-284-5585
Fax: 305-284-2068
www.as.miami.edu/ml

Dr. Linda Noble
Associate Vice Chancellor for Faculty Affairs
University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334-1450

May 14, 2012

Dear Dr. Noble,

I am writing in strong support of the nomination of Dr. Susan Hrach (Columbus State University) to a Regents' Scholarship to Teaching and Learning Award. I have known Dr. Hrach since July 2001, when we were selected to participate, along with 23 other college and university professors, in a month-long NEH Summer Institute, held at the University of North Carolina, entitled "A Literature of Their Own? Women Writing—Venice, Paris, London—1550-1700." Since then, we have kept in touch, and Susan's insights have proven crucial to me in my own scholarship and work as a translator.

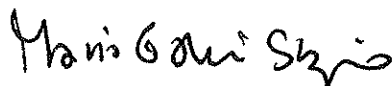
All the work we do as teachers and scholars is, in its essence, one of translation. How to we make sense, to ourselves and to our students, of texts, events, beliefs, traditions, and habits concerning another place or another time, even one as chronologically close to us as the 1970s? We translate, to wit, we communicate something "other" using a contemporary language. Translating, as the Italian saying goes, is always a betrayal—hence it is an activity that requires the utmost care and attention, especially when we want to communicate something from a relatively remote period (like the Renaissance) to our students. This is a case in which translation is necessary and all the more crucial, lest we encourage a sense of what I call "presentism," the belief that every event, text, culture is essentially the same as ours, merely expressed in a language that is difficult for us. It is for this reason that I believe that Dr. Hrach's work in and outside the classroom is a model of depth and complexity.

Her proposal for a new interdisciplinary course at Columbus State, "History and Practice of Translation," is a model of pedagogical acumen. In it students learn to think about language, the most typical of our means of communicating ideas, and therefore the most transparent and potentially the most misused of them. They acquire or deepen their understanding that seemingly simple terms like "man" and "woman" do not mean the same to us as they do in other contemporary cultures or did in sixteenth-century Italy or nineteenth-century Australia. This in turn transforms into a powerful tool for them: any additional awareness of one's use of language makes a speaker or a writer a more effective, convincing one, in any setting (the classroom, a job interview, the boardroom, etcetera).

I was very fortunate to witness the depth and care of Dr. Hrach's reflections on how best to reach her students and mold them in effective users of language and thinkers last March, when I heard her present her paper "Teaching the Target Text: Marlowe's *All Ovid's Elegies* and the Renaissance Audience" at the South Central Renaissance Conference. In it Dr. Hrach described how she had challenged her CSU students to imagine the original, intended readers of Christopher Marlowe's translation of the Roman poet Ovid's *Elegies* and how a collation of sixteenth-century translations allowed us to peer into the various meanings that different translators wanted to convey or, at least, emphasize. The emphasis was on texts, audiences, and translators, to wit, language users, and therefore all facets of the flow of communication.

In a culture where messages proliferate and seemingly bombard us in a variety of media, our students need Dr. Hrach to guide them and make them critical thinkers and users of language. Columbus State is fortunate to have such an intelligent and devoted faculty members and I am hope that her care and innovative thinking about teaching and learning will be recognized via the Regents' Scholarship to Teaching and Learning Award. I thank you for this opportunity to help you in your difficult deliberation.

Cordially,

A handwritten signature in black ink, appearing to read "Maria Galli Stampino". The script is cursive and fluid, with the first name "Maria" being the most prominent.

Maria Galli Stampino, PhD
Associate Professor of Italian and French
Director of the Italian Program and Director of Undergraduate Studies in French



COLUMBUS STATE UNIVERSITY

Center for International Education

Dr. Linda Noble
Associate Vice Chancellor for Faculty Affairs
University System of Georgia
270 Washington Street SW
Atlanta, GA 30334-1450

I am very pleased to recommend Dr. Susan Hrach for the Regents' Scholarship of Teaching and Learning Award. I have known and worked closely with Dr. Hrach for a decade. She is an innovative teacher who is always exploring and refining her teaching methods and sharing those results with her colleagues. I am particularly gratified to have worked with Dr. Hrach on several study abroad programs. Over the past several years Dr. Hrach has become a leading proponent of study abroad pedagogy and has been a great help to newer study abroad faculty.

Since 2005 Dr. Hrach has taught study abroad literature classes on three separate occasions in Oxford, England. Each time she has successfully taken on the challenging task of developing a class that integrates "real-world" experiential learning with the conceptual and theoretical framework of a course. On each occasion she has worked diligently to master study abroad challenges and develop her education abroad pedagogy. She is currently set to co-teach a class for our 2012 CSU in Italy (Florence) Program. In addition to teaching, Dr. Hrach has also served as a site director for our Oxford program.

One of Dr. Hrach's most successful pedagogical innovations was her development of a study abroad student self-assessment tool. A few years ago the Center for International Education adapted a set of general study abroad learning outcomes. The major challenge for faculty members is developing teaching strategies that combine course-specific and study abroad outcomes. Yet research shows that international learning is most effective when it combines theoretical and experiential elements and when students are strongly encouraged to become aware of their relative ethnocentric attitudes and mono-cultural assumptions. Through a self-reflective exploration of the many differences they experience during a study abroad program, Dr. Hrach's students were able to observe and understand their own behaviors and learn how to exercise greater flexibility and adaptability. After seeing how successful Dr. Hrach's tool was for her students, the Center for International Education adapted it and advocated for its use throughout our study abroad programs.

I strongly endorse Dr. Hrach's nomination for the Regents' Scholarship of Teaching and Learning Award. Her study abroad teaching demonstrates a high level of effectiveness in both course and international learning outcomes. In addition, Dr. Hrach has been a major contributor to our efforts to assist faculty members learning the craft of study abroad teaching.

Sincerely,

Neal R. McCrillis, Ph.D.

Mildred Miller Fort Foundation Eminent Scholar Chair of International Education and Director
Associate Professor of History