



Cultures & Languages Across the Curriculum

The Cultures & Languages Across the Curriculum (CLAC) program offers half credit courses that focus on current issues in global health, public policy and the environment. CLAC courses are **taught in a foreign language** and allow you to put your skills to use in a real world context. If you have finished your language requirement and want to extend your fluency, these courses will help build your conversation skills. If you are preparing for or returning from service learning abroad, they offer a great way to process your experience. CLAC will prepare you for an international career using your foreign language skills.



Spring 2015 Offerings



Voices in Global Health: Explore how language and culture impact health beliefs, behaviors, and interventions. Through practical and theoretical discussions around case studies, visual texts, and interviews in the target language, students will examine issues from disease prevention to healthcare systems. Guest speakers will help us explore the underlying reasons for different beliefs and behaviors, with the goal of creating culturally appropriate interventions.

- **Mandarin (GLHLTH 270T/ AMES 270T)** Tutorials meet weekly for 75-minutes. Prerequisite: 300-level or equivalent of Chinese. Half course. Pass/fail.

- **Arabic (GLHLTH 270T/ AMES 270T)** Tutorials meet weekly for 75-minutes. Prerequisite: 300-level or equivalent of Chinese. Half course. Pass/fail.



Soccer Politics (ROMST 204/ICS 204)

This course explores the history of soccer and the World Cup, in order to understand how and why it has become the most popular sport in the world. In anticipation of the 2015 Women’s World Cup, we will focus particular attention on the history of women’s football, and students will work collectively to create a set of online resources aimed at increasing the visibility and attention paid to the competition and to players from throughout the world. The course will culminate in a symposium on the 2015 Women’s World Cup.

Students will be able to participate in smaller discussion sections, either in English or in one of several foreign languages – **French, German, Spanish, or Italian**. In the foreign language sections, students will work with instructors to gather journalist and literary materials in the language and prepare portions of the Soccer Politics website in that language with the goal of dialoguing with fans and constituencies in the relevant countries.



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FAQ Most Duke students graduate with proficiency in a second language, but they are not always sure how to apply this knowledge to their major or field of study. The **Cultures and Languages Across the Curriculum** initiative at Duke is built upon a simple, primary concept: students should have multiple opportunities to apply their knowledge of languages in a variety of curricular contexts, not just within the traditional language classroom.

What is CLAC? CLAC courses are small tutorials tailored to the needs of a specific group of students. Taught in the target language, they use authentic materials produced by other cultures to foster an intercultural approach to learning that enriches critical thinking in a variety of disciplines. CLAC is a four-year initiative supported by Dean Laurie Patton's office.

How did CLAC start? CLAC is founded on the principle that students should have multiple opportunities to apply their knowledge of languages to a variety of curricular contexts, including traditional language classroom. The initiative responds to efforts to internationalize the university, as well as to explorations of different approaches to language instruction. The CLAC approach helps students advance beyond a basic level of fluency.

How is CLAC different from a typical language class? Duke's language departments offer a wide array of courses that span the arts, humanities, and the professions, from literature, film, politics, intellectual history, visual culture, and linguistics to language for special purposes such as business and medicine. CLAC courses expand upon these offerings by giving students a skillset tailored to a specific area of study. Courses are developed in tandem with faculty from multiple departments, and students learn both language and disciplinary skill from experts in those areas, helping them to bridge the gap between theory and practice.

What kinds of CLAC courses are offered at Duke? CLAC courses at Duke come in a couple different forms. One model is the ½ credit tutorial taught once a week in the target language. Another model is the discussion section, in which the large lecture is in English, and discussion sections take place in a number of languages.

What kinds of students take CLAC courses? Who are they geared to? For students who have finished their language requirement and want to extend their fluency, these courses help maintain and build language skills while adding depth to their field of study. For those preparing for or even returning from a service or service-learning experience, CLAC courses offer a unique environment to contextualize and personalize their learning experience. Because CLAC emphasizes vertical integration, language learners have the opportunity to work with heritage speakers, and undergraduates with graduate students.

How are decisions made about which languages will be offered? CLAC aims to be needs-driven, and so our first efforts have been to survey students to identify which languages they speak, where they are already working internationally, and where they intend to conduct research, complete service, or work abroad.

For more information about the Cultures Across the Curriculum Initiative, current classes or future courses, please contact: **Professor Deb Reisinger** at debsreis@duke.edu or (919) 660-2420