



**2001-2002 Vision Plan
College of Liberal Arts**

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Executive Summary

The 2001-2002 Vision Plan for The College of Liberal Arts continues the tradition of promoting a broad range of department-centered projects along with proposals for key infrastructure improvements. The IT vision for the College continues to stress the development and deployment of leading edge technology enhanced learning environments. To this end funding is sought in the key areas of course development, technology classrooms, network infrastructure, and staff support.

The major innovation in this year's plan is found in the project proposal from Liberal Arts Instruction Technology Services. This is a request for \$300,000 in ITF funding to supplement College resources in the outfitting of a significant number of technology classrooms. This initiative is the highest priority for the College. The project calls for the introduction of standardized computing and display technologies – consistent with technology being introduced in the large auditoriums across campus under last year's ITAC funding – in all general purpose classrooms in Jester and Parlin Halls.

Student Portal

The College looks forward to participating as a willing partner in the nascent e-University initiative. No ITAC funding is earmarked in this Vision Plan but other College resources are currently being committed to related projects (e.g., a student advising portal). A future commitment of ITAC funds will depend critically on funding reforms and the active engagement of the College in a partnering relationship on par with its role within The University.

This past year the College of Liberal Arts was asked to relinquish \$110,000 of its ITAC 2000-2001 recommended allocation to fund a late request from ACITS to purchase hardware and software for the e-University Student Portal initiative. The College was dismayed by the procedure – the timing and the absence of any ITAC review – and retains a residual skepticism about what little justification was offered in support of the request.

The future of the Student Portal and related e-University initiatives depends on the enthusiastic support of colleges & schools. Actions and decisions to date have not been efficacious.

Infrastructure

The campus network infrastructure continues to serve the College well. One concern remains the management of dormitory bandwidth. The College has a very aggressive digital video streaming program and it is imperative that either network management policies or gross bandwidth accommodate student access to these digital assets.

A related network concern is the need for a strategic (campus wide) initiative to expand significantly the use of off campus high bandwidth access to campus by students, faculty, and

staff. More than anything this probably requires a business plan that transitions The University to ubiquitous high bandwidth off campus access.

The College of Liberal Arts would also welcome, and be willing to participate in, an initiative to deploy broadly on campus the use wireless data technologies.

Faculty Computers

The College of Liberal Arts was heartened by the Provost's decision to fund the CLC program, the first step toward a true life-cycle funding model for the systematic replacement of obsolete faculty computers. In its first funding round the College of Liberal Arts more than matched the required 25% to purchase over 160 new computers for faculty, staff, and student labs.

Concern remains over the specification and customizability of the CLC computers and the College hopes that a serious discussion with broad participation will take place about these issues in advance of future rounds of CLC funding.

Funding Requests

The 2001-2002 ITAC funding request for the College of Liberal Arts is detailed below. The request is broken out by department.

Department	ITAC Request
Liberal Arts Instructional Technology Services	\$ 300,000.00
African and African American Studies	\$ 22,007.00
American Studies	\$ 12,165.00
Anthropology	\$ 217,501.00
Asian Studies	\$ 37,147.00
Classics and Religious Studies	\$ 321,953.00
Economics	\$ 67,869.00
French & Italian	\$ 139,221.00
Germanic Studies	\$ 112,582.00
History	\$28,140.00
Linguistics Research Center	\$ 95,666.00
Middle Eastern Languages and Cultures	\$ 61,992.00
Population Research Center	\$ 142,000.00
Psychology	\$ 176,000.00
Rhetoric and Composition	\$ 308,014.00
Spanish and Portuguese	\$ 26,889.00
Technology, Literacy and Culture	\$ 26,200.00
Total	\$2,095,346.00

African and African American Studies

I. DEPARTMENT SUMMARY

A. DEPARTMENT:

Center for African and African American Studies

B. DEPARTMENT CONTACT:

Sheila S. Walker, Director: 471-1784

Betty Nunley, Senior Administrative Associate: 471-1784

Jennifer Jones, Computer Publications Specialist: 471-1784

C. DEPARTMENT VISION STATEMENT:

The Center for African and African American Studies' Vision Plan for 2001-2002 is to continue developing interactive information research and teaching resources for both UT students and broader audiences concerning the African Diaspora, a growing area of intellectual interest on university campuses and in the larger society. These research and teaching resources include CD-ROMS and an African Diaspora Electronic Encyclopedia, with accompanying supportive web-based and print teaching materials.

D. CURRENT PROPOSAL FOR ITAC FUNDING:

The "Afro-Brazilian Religion and Culture: The Candomblé Interactive CD-ROM Series" fits into our IT vision in that it will be used as an instructional tool for a number of courses. So far two CD-ROMS in this series have been developed and are ready for the final testing phase. We are eager to complete this CD-ROM series so that we can get on to other bigger projects. However, in order to finish this project, we need an Undergraduate Research Assistant for a period of one year.

E. PROPOSED ITAC BUDGET BY PROJECT:

Project Name: Afro-Brazilian Religion and Culture: The Candomblé Interactive CD-ROM Series: \$22,007.

F. PROPOSED ITAC BUDGET BY CATEGORY:

Staffing Needs: \$20,000

Software: 2,007

Total Proposed ITAC Budget: \$22,007

II. PROJECT

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Afro-Brazilian Religion and Culture: The Candomblé Interactive CD-ROM Series

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

The subject of this 4-part dual-platform CD-ROM series is Candomblé, a manifestation of Afro-Brazilian, and Brazilian, religion and culture. Each CD-ROM takes the viewer to a virtual celebration of an Orisha (divinity) while explaining the origins, history, and traditions of the Candomblé and the Orishas as a central element of Afro-Brazilian religion and culture.

C. AUDIENCE:

Undergraduate and graduate students in the following courses:

- ANT 320L Language, Culture and Society in Latin America (crosslisted with LAS 434L, LIN 373, and SPN 376K)
- ANT 324L: African Diaspora in the Americas (crosslisted with AFR 321)
- ANT 324L: Archaeology of African American Thought
- ANT 384M: Archaeology of the African Diaspora
- ANT 389: Representing Africa
- ANT 391: African American Religions
- ANT 391: Cultural Theory in the African Diaspora
- ANT 391: Diaspora and Transnational Studies
- LAS 322: Recent Brazil: 1919-Present
- LAS 326 Musics of Brazil and Argentina (crosslisted with MUS 334)
- LAS 386: Religion and Society in Latin America
- LAS 391: Oral Traditions and History

Estimated annual enrollment (undergraduate courses): 100

Estimated annual enrollment (graduate courses): 80

D. BUDGET SUMMARY:

This budget is for a one-year project for which there will be no recurring costs.

Staffing Needs: \$20,000

Software: 2,007

E. SPACE:

We have no remodeling needs.

American Studies

I. DEPARTMENT SUMMARY

A. DEPARTMENT:

American Studies

B. DEPARTMENT CONTACT:

Jeffrey Meikle

C. DEPARTMENT VISION STATEMENT:

American Studies is coming late to the process of actively applying information technology to research and instructional purposes. I attribute this to two factors. First, until recently, all faculty members had been trained and had spent a considerable portion of their professional lives before the build-up in widely available information technologies (particularly the personal computer and an easily accessible Internet) and had invested intensely and intensively in older technologies of print and image. Second, the culture of American Studies, as that of many other humanities disciplines, has been oriented toward individual scholarly achievement, whether at the level of the freshman term paper or the scholarly book, rather than toward the teamwork that innovative application of information technologies requires. Thus even technologically savvy colleagues have tended to apply new technologies individually in their own research. These two factors have actually reinforced each other. All this makes for a fascinating study in catching up with technological developments.

As an interdisciplinary area, American Studies has always been invested in non-verbal sources such as photographs, film, recorded music, and video; ephemeral textual artifacts such as advertisements; and three-dimensional things, the stuff of material culture. We now are moving towards using digital means for providing students with access to such materials, both in and out of the classroom. Our longterm goal is to find and use interactive digital forms of presentation of materials for a new generation of students whose formative experiences have led them to expect the conveyance of information in quite unprecedented ways. This is a long-winded way of saying that we intend to integrate digital materials—scanned and recorded—into both classroom presentations and web sites that contain supplementary documents and artifacts and links to related sites.

D. CURRENT PROPOSAL FOR ITAC FUNDING:

We are requesting funds to develop web-based teaching materials for a large lecture course intended primarily for freshmen. This relates directly to the above departmental statement of purpose.

E. PROPOSED ITAC BUDGET BY PROJECT:

Total for Project #1:	\$12,165
Grand total:	\$12,165

F. PROPOSED ITAC BUDGET BY CATEGORY:

Wages:	\$3,666
Faculty stipends:	\$5,000
Computer:	\$ 3,499

II. PROJECTS

PROJECT #1

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Web-based Course Materials for AMS 310

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

The intent is to create a major web site for AMS 310, "Introduction to American Studies," a course which often has from 150 to 250 students. The instructor uses still images, video, and music during lectures, and students have little opportunity to review this material or, even more importantly, view or listen to supplementary material. The web site will organize the themes of the course; present a set of supplementary texts, images, and sounds that enable the student to extrapolate from the lectures; offer links to related sites around the web; provide bulletin boards for communicating on various course topics; and provide students with an opportunity to create a personally and individually meaningful focus that they may not get while sitting in a lecture hall. The goal will be to require active searching, viewing, associating, and connecting rather than passive consumption.

C. AUDIENCE:

(1) AMS 310: offered each semester with from 150 to 250 undergraduates.

D. BUDGET SUMMARY:

G4 dual processor, 500 MHz computer:	\$3,499
faculty summer stipend, one month:	\$5,000
two 9-week summer RAs:	\$3,666

E. SPACE:

No space required. TA/AI office space is available in the summer to house the project.

Anthropology

I. DEPARTMENT SUMMARY

DEPARTMENT:

Anthropology Department

C. DEPARTMENT VISION STATEMENT:

For the past several years the Department of Anthropology has been engaged on a major initiative to expand the reach of technology enhanced learning applications within a more traditional approach to classroom instruction. These new applications range from multimedia computer-base examinations to virtual computer- and web-based laboratory exercises. In this proposal we request funding to continue this emphasis because of the clear educational benefits that these technologies offer to our students. Faculty initiatives in developing course applications will continue to play a critical role in the future direction of the Department, and this proposal requests funding to develop several new course applications, upgrade existing computer laboratory facilities, and provide the means by which these materials can be delivered in the classroom.

Given the space constraints that face the Department, it is at present not possible to integrate all of the separate laboratory facilities within one room. In fact, increased demand for improved access to computer facilities has led the Department to convert its lounge into a new multimedia computer laboratory. This facility will focus on multimedia and will be accessible to the entire Department. We anticipate that the various subdiscipline laboratories will continue to operate as largely independent facilities even though many resources are shared among the units.

D. CURRENT PROPOSAL FOR ITAC FUNDING:

The Department of Anthropology continues to place considerable emphasis on developing innovative and useful applications of technology enhanced learning in teaching and research. The following proposal represents two overall goals that continue from previous years. The first goal is to maintain and increase our Department's emphasis on web instruction as a way of "expanding the classroom" in order to increase students' interaction with course material outside of class. We have also found that this increased web profile plays an important role in undergraduate and graduate recruiting and outreach. We intend to make it possible for our students to access our course materials from remote locations, and provide the means by which these and other course applications can be brought directly into the classroom. It is anticipated that we will rely on course management tools such as Blackboard and Prometheus to achieve this goal, and

will attempt to identify those courses, both within and outside of our Department, that offer a model that faculty can follow.

Our second goal builds on our past successes and aims to continue our innovation in the use of information technology within Anthropology. The Department is known nationally as an innovator in the development of technology enhanced learning applications. For example, Linguistic Anthropology faculty pioneered the use of sound analysis, and is now engaged in a groundbreaking study of human deaf-hearing interactions; faculty in Social Anthropology have embarked on an initiative to teach computer-based cartographic techniques to undergraduates, and to explore the potential for technology enhanced teaching of theoretical concepts in cultural anthropology; Archaeology is developing web-based exercises and content modules to accompany introductory classes; and Physical Anthropology introduced three-dimensional animations and interactive learning exercises in the *Virtual Labs for Physical Anthropology*, digitized and posted interactive versions of the human and other primate skeletons to the web with <http://www.eskeletons.org/>, and developed *VE exams*®, a program for interactive evaluation. Funding from previous Vision plans for several past projects has proven to play a critical role in providing seed money for the initial development of many of these projects, which in turn lead has lead to generous support from external granting agencies such as the National Science Foundation or industrial partners such as Dell Computers, IBM, Intel, and Apple Computer. The current proposal contains some completely new initiatives as well as continued support for ongoing projects and laboratories.

E. PROPOSED ITAC BUDGET BY PROJECT:

- The purchase of a ***Portable Computer Projection System***. This system will to be available to all classes in Anthropology that use multimedia or computer-based instructional materials. (\$8,000)
- The development of ***Web-Based Exercise and Content Modules for Introduction to Archaeology Classes***, by Profs. J. Denbow, M. Franklin, S. Tomášková, F. Valdez, and S. Wilson, that will design and build web-based simulation modules for the Introduction to Archaeology classes. (\$20,840)
- The establishment of a ***Multimedia Resource Center for Interdisciplinary Teaching, Research, and Training in Anthropology***, by Profs. P. Turner Strong, J. Brow, R. Flores. (\$61,882)
- An upgrade to the ***Archaeology Computer Laboratory*** to enhance its capabilities in web Learning, by Profs. J. Denbow, M. Franklin, T. Hester, J. Neely, S. Tomášková, F. Valdez, and S. Wilson. (\$16,818)
- An upgrade to the ***Linguistic Anthropology Laboratory***, by Profs. J. Sherzer and E. Keating. (\$41,546)

- An upgrade to the *Physical Anthropology Computer Laboratory*, by Profs. J. Kappelman and C. Bramblett, that will include the incorporation of digitized 3-D models in the classroom. (\$68,415)

Total Request (\$217,501)

Summary budgets are given in each of the project descriptions that follow. An itemized budget is also provided in the accompanying spreadsheet.

II. PROJECTS

PROJECT #1

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Portable Computer Projection System

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

During each of the past two years the Department has requested and been awarded funding to purchase a portable computer platform for use in lecture presentations. These units, consisting of a small portable video projector and a laptop computer, are used for courses taught in the E. P. Schoch building, where the Department is housed, as well as in the many non-computerized classrooms around the campus that are assigned to anthropology courses. With the addition of even more courses that rely on computer-based materials during the coming academic year, it is anticipated that the need for mobile equipment will continue to grow. We are requesting funding for a lightweight portable computer and video projector that can be easily carried for use in lectures in other classrooms located around the campus.

C. AUDIENCE:

The portable projection system will be available to all anthropology classes (for a potential enrollment of 4,400 students per year):

ANT 301. Physical Anthropology.

ANT 302. Cultural Anthropology.

ANT 304. Introduction to Archaeological Studies I: Prehistoric Archaeology.

ANT 307. Culture and Communication.

ANT 309L. The American Public Sphere.

ANT 318L. Mexican American Culture.

ANT 320L. Topics in Language, Culture, and Communication.

Topic 1: Introduction to Maya Hieroglyphic Writing.

Topic 2: Ethnography of Speaking.)

Topic 4: American Indian Languages and Cultures.

- Topic 5: Speech Play and Verbal Art.
- ANT 321L. Human Physical Growth and Development.
- ANT 322K. Southwestern Archaeology.
- ANT 322M. Topics in Cultures of the World.
 - Topic 1: Perspectives on Japanese Culture. Prerequisite: Upper-division standing.
 - Topic 3: Indians of the American Southwest.
 - Topic 5: Indians of Mexico and Guatemala.
 - Topic 7: Indians of South America.
 - Topic 9: The Spanish Background of Hispanic America.
 - Topic 10: Mexican American Indigenous Heritage
 - Topic 11: Zen Buddhism and Japanese Culture.
- ANT 323G. Primate Ecology.
- ANT 323K. Primate Behavior.
- ANT 324L Topics in Anthropology.
 - Topic 1: History of Anthropology. Topic 2: Mexican/Chicano Music
 - Topic 3: Primitive Technology.
 - Topic 5: Caribbean Social Forms.
 - Topic 6: Gender and Sex Roles.
 - Topic 7: Introduction to African Prehistory.
 - Topic 8: Cultures of Southeast Asia.
 - Topic 9: The African Diaspora in the Americas
 - Topic 10: Colonialism and Nationalism
 - Topic 11: Folklore, Gender, and the Middle East
 - Topic 12: Maya Research, 1900 to the Present
 - Topic 13: Musics of India
 - Topic 14: Ideologies of Poverty
 - Topic 15: Origins of Complex Society: Africa
 - Topic 16: Contemporary India
 - Topic 17: Cultural Ecology
 - Topic 18: The Male in African American Culture and Society
 - Topic 19: Andean Archaeology
 - Topic 21: Reading Ethnography
 - Topic 22: Human Biology and Gender Roles
 - Topic 23: History of Hindu Religious Traditions
- ANT325K. Introduction to Folklore and Folklife
- ANT 325L. Folklore Areas:
 - Topic 2: Jewish Folklore
 - Topic 3: Anglo-American Folksong.
 - Topic 4: Folklore of the British Isles
 - Topic 5: The Folktale
 - Topic 6: Music, Art, and Ritual in Melanesia
 - Topic 7: Play, Drama, and Ritual. Same as English
 - Topic 8: Story and Meaning
 - Topic 9: Nineteenth-Century British Vernacular Literature
- ANT 325M. Language in Culture and

- ANT325N. Language and Speech in American Society
- ANT 326L. Cultures in Contact.
- ANT 327C. Topics in American Cultures.
- ANT 330C. Theories of Culture and Society.
- ANT 432L. Primate Anatomy.
- ANT 334L. North American Archaeology.
- ANT 336L. American Indian Cultures North of Mexico.
- ANT 344K. Films: An Anthropological
- ANT 348. Human Origins and Evolution.
- ANT 348K. Current Topics in Paleoanthropology
 - Topic 1: Human Evolution.
 - Topic 2: Primate Anatomy.
 - Topic 3: Paleomagnetism.
 - Topic 4: Primate Evolution
- ANT 350M. Evolution of Primate Behavior.
- ANT 453. Archaeological Analysis.
- ANT 355K. Contemporary Mexico.
- ANT 358K. Origin of Complex Societies in South America.
- ANT 358L. Inca Society and Peasants of the Andes.
- ANT 360K. The Civilization of the Maya.
- ANT 361K. The Civilizations of Ancient
- ANT 662 Field Archaeology.
- ANT 362K. Archaeology of Texas and Vicinity.
- ANT 462M. Archaeological Techniques.
- ANT 366. Anatomy and Biology of the Human Skeleton.
- ANT 374M. Sociolinguistics.
- ANT 379. Problems in Anthropology.

D. BUDGET SUMMARY:

Windows portable computer w/ ethernet, DVD, and zip drive	\$ 3,500
InFocus Data Projector	\$ 4,000
Software and licenses	\$ 500
TOTAL	\$ 8,000

E. SPACE:

Storage space will be provided by the Department of Anthropology

G. Other: Previous Support and Awards

Funding from the Vision Plan in the amount of \$11,600 under the 1999-2000 Vision Plan was used to purchase a Macintosh cart-based mobile computer presentation platform, and funding in the amount of \$7,000 under the 2000-2001 Vision Plan was used to purchase a Windows mobile system.

PROJECT #2

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Web-Based Exercise and Content Modules for Introduction to Archaeology
Classes P.I.s: J. Denbow, M. Franklin, S. Tomášková, F. Valdez, and S. Wilson

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

Introduction to Archaeology is an undergraduate lecture class offered in both semesters to over 300 students each year. Due to the nature of archaeology as a discipline most of the topics covered in class are in a serious need of visualization and practical experience, whether this is accomplished by handling archaeological materials, visiting local museums, using slides, or viewing films. In the past each instructor has designed her or his own assignments/exercises that illustrate the main issues of the course.

In 1999-2000 we began a project to unify our teaching strategies and expose all students to the same high standard of instruction, and this project represents a continuation of this project. With ITAC support in 1999-2000 we began designing Web-based simulation modules for the Introduction to Archaeology classes. These will come into use in Spring 2000. Due to the late start in development, we ask that we be allowed to continue this project in Fall 2000. The approach we are taking will greatly enhance students' understanding of the techniques, methodologies, and interpretations of past events that are presented to them in lectures during the class.

In 2000-2001 we propose to enhance the bank of 30 web-based educational experiences we devised in 1999-2000 (these ranged from analysis of archaeological survey data, to reconstructions of population demographics based on burial populations, to the analysis of pottery, lithics, and bone). We plan to add interactive discussion boards, simulations, and QuickTime VR experiences (building on the 1995 Vision grant, "3D Modeling Applications in Archaeology and Physical Anthropology; J. Kappelman & S. Wilson, P.I.s).

C. AUDIENCE:

Undergraduate students taking Introduction to Archaeology, and Method and Theory classes. All TAs could get training in this that would help them on the job market as many universities now are interested in using new technologies for instruction purposes.

ANT 304 Introduction to Archaeology
ANT 362 Archaeological Analysis
ANT 322K. Southwestern Archaeology.
ANT 334L. North American Archaeology.
ANT 662. Field Archaeology.

ANT 362K. Archaeology of Texas and Vicinity.
ANT 462M. Archaeological Techniques.
These courses include about 450 students per year.

D. BUDGET SUMMARY:

The project will require the half-time work of one research assistant for two semesters and a computer for her/him to work on. A computer will be available for the use of the project, and for use with an overhead projector. This will be a one-time non-recurring TA appointment for the exclusive development of these course materials.

Graduate student research assistant:	\$ 15,840
Macintosh G4 computer and monitor	\$ 3,800
New software and upgrades	\$ 1,200
Total	\$ 20,840

E. SPACE:

Space will be provided by the Department of Anthropology

G. Other: Previous Support and Awards

Funding from the Vision Plan in the amount of \$18,640 under the 1998-1999 Vision Plan was used to produce 15 web-based simulation exercises for use in an introductory archaeology course (ANT304/ARY301: annual enrollment 250 students).

PROJECT #3

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Multimedia Resource Center for Interdisciplinary Teaching, Research, and Training in Anthropology.
P.I.s: P. Turner Strong, J. Brow, R. Flores

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

This project seeks to upgrade the recently established Social Anthropology Media Laboratory by replacing older-generation computer equipment with new leading-edge resources (audio-visual recorders/editors, multi-media hardware, software, etc.).

These resources will provide both graduate and undergraduates students with the opportunity to acquire and/or enhance skills in the following areas: Graduate-level students will creatively utilize these resources and technologies to: a) engage in field data collection and analysis (e.g., tape-recorded and/or videotaped oral interviews; documentation of cultural phenomena; use of text analysis software), b) produce educational materials in the form of web-sites, CD-ROM's, videos,

audio recordings, and slides, both for use as teaching aids in undergraduate anthropology courses and in scholarly and in classroom presentations; c) publish their dissertations and theses on CD-ROM's, thereby taking full advantage of the format's multi-media capabilities in compliance with newly-established requirements by the Office of Graduate Studies concerning the submission of electronic dissertations.

Similarly, undergraduate students will also have access to the laboratory as part of their course-work in anthropology seminars (see below). Students completing honors theses will utilize the laboratory for field data collection and analysis and data presentation on web-sites, CD-ROM and video.

C. AUDIENCE:

Courses served. At the graduate level, courses that prepare and train students in the practicalities of field data collecting and which engage with research methodologies, issues of representation, visual culture, and performance would be significantly enhanced by students' access to these practical research and production tools. These courses include:

ANT 391	Representation and Signification
ANT 394L	Introduction to Graduate Linguistic Anthropology
ANT394L	Introduction to Graduate Folklore
ANT 394M	Research Methodologies

At the undergraduate level, the scope and effectiveness of introductory courses that cover topics such as culture and communication, folklore, oral traditions, and performance would be greatly affected by the availability of these new media. With regard to audio-visual resources, (e.g., interactive web sites), graduate Teaching Assistants/Assistant Instructors would both create and draw upon course materials in conveying anthropological concepts and cultural perspectives to undergraduates. Lower division courses that would be enhanced include:

ANT302	Introduction to Cultural Anthropology
ANT 305	Fundamentals of Folklore
ANT 307	Culture and Communication

There are also upper-division courses in which small groups of students are given hands-on opportunities to learn the art, principles, and theories of ethnographic media production and to apply these lessons in creating their own term projects. For example:

ANT 344	Films: An Anthropological Perspective
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Estimated annual enrollment or students served (graduate and undergraduate)

Undergraduate: 300 students in ANT 302; between 30 and 75 students in ANT 307, ANT 344;

Graduate-level: seminars vary between 12-20 students per seminar with students from anthropology and other disciplines.

D. BUDGET SUMMARY:

The project will require the half-time work of one teaching assistant for two semesters. Funding is requested from ITAC for this one-time non-recurring position. Additional budget items, detailed separately, will include equipment to upgrade and refurbish the lab space in the anthropology department.

Equipment for lab (startup costs)	\$ 46,042
Graduate student research assistant:	\$ 15,840
TOTAL	\$ 61,882

E. SPACE:

Space has been provided by the Department of Anthropology in EPS 2.112.
Additional ethernet ports may be required as contingent upon equipment received.

G. Other: Special Needs, Issues, and Interactions

None.

PROJECT #4

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Archaeology Computer Laboratory Web Learning Upgrade.
P.I.s: J. Denbow, M. Franklin, T. Hester, J. Neely, S. Tomášková, F. Valdez, and S. Wilson

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

Traditionally, the archaeology laboratory in EPS 2.136, has been a place where undergraduate students in archaeology classes work with artifacts, consult with TAs, and carry out research projects. Increasingly, however, many of the assignments in undergraduate classes involve course materials located on the internet -- ranging from posted class assignments, to assignments involving web searches, to class-oriented discussion boards, to web-based content modules designed for particular courses. The archaeology program at the University of Texas feels that we need to foster and encourage the use of web-assisted/web-based learning in our classes; however, the archaeology computer lab's resources are not adequate to provide a place where undergraduates can utilize the web-based curriculum or to allow TAs and faculty to construct more web-oriented materials for students. Thus, this proposal aims to upgrade the computer resources in the lab in order to encourage web-based/assisted learning in the undergraduate archaeology coursework.

This proposal builds on the partially funded upgrade outlined in the Anthropology Department's Vision Plan (Item 9 on ITAC's 2000-2001 allocations). The funds granted under that allocation provided for upgrades to several machines in the

archeology laboratory (which had not received an upgrade since 1994), but still leaves the lab underutilized for web-oriented activities due to the small number of machines and the lack of substantial web development software. A significant number of courses are poised to increase their ability to engage in web-based/assisted learning (see D. Audience section below), and content-oriented, web-based learning modules for undergraduate archeology courses are currently being developed under the Anthropology Department's Vision Plan 5 (ITAC's 2000-2001 allocations). It is envisioned that with models such as those being developed under Plan 5 and the resources provided under this proposal that the archaeology computer laboratory will become a hub of internet activity and new forms of interaction between undergraduate students, TAs and faculty.

Thus, this proposal asks for one additional Macintosh, and two Windows-based machines (one desktop for permanent lab usage and one laptop for remote teaching/field school usage) for the archaeology computer laboratory. Additionally, and perhaps more importantly, this proposal supplies a suite of software that will provide the proper tools for constructing/using web-based class materials to undergraduate students, TAs, and faculty.

C. AUDIENCE:

Undergraduate students taking undergraduate anthropological archaeology classes. All undergraduates in archaeology courses will gain valuable experience and training under this increased web-oriented curriculum (Table 1). Likewise, departmental TAs will receive training that could potentially help them in the job market as many universities now are interested in using new technologies for instruction purposes.

D. BUDGET SUMMARY:

Computer hardware	\$ 8,290
Computer software	\$ 8,528
TOTAL	\$ 16,818

E. SPACE:

The archeology computer laboratory is located in EPS 2.136 and will remain in this space provided by the Department of Anthropology.

G. Special Needs, Issues, and Interactions

None.

Table 1. Courses that will be served by the Archaeology lab web-learning upgrade.

Course No.	Course Title	Instructor	Current Use of Web-Based Class Materials	Would Improve These Materials With Upgrade

ANT 304	Introduction to Archaeology	various	✓	✓
ANT 324L	Introduction to African Prehistory	J. Denbow		✓
	Archaeological Laboratory Analysis	D. Creel		✓
	Archaeology and History of Slavery in North America	M. Franklin	✓	✓
	Doing Archaeology	T. Hester		✓
	Archaeology of African Thought	J. Denbow		✓
ANT 322K	Southwestern Archaeology	D. Creel		✓
ANT 334L	North American Archaeology	various		✓
ANT 662	Field Archaeology	various	✓	✓
ANT 362K	Archaeology of Texas and Vicinity	T. Hester		✓
ANT 453	Archaeological Analysis	J. Neeley	✓	✓
ANT 462M	Archaeological Techniques	J. Neeley	✓	✓
ANT 376P	Research Internship	various	✓	✓
ANT 380K	Quantitative Methods in Archaeology	S. Wilson	✓	✓
ANT 384	Innovative Applications of Information Technology in the Liberal Arts	S. Wilson	✓	✓

These courses enroll well over 500 students per year.

PROJECT #5

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Linguistic Anthropology Laboratory Upgrade

P.I.s: J. Sherzer and E. Keating

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

The Linguistic Anthropology Lab is a crucial element of student training and research resources for students, both undergraduate and graduate. The lab is used by graduate and undergraduate students in order to design and complete class projects, to analyze their research data, and to learn to use new computer and video analytical tools for learning and research. The University of Texas Austin is one of two centers for studying Linguistic Anthropology with advanced technological tools in the country, and it is our goal to maximally utilize available technology in order to increase student understanding of human behavior, specifically language and other communicative practices. Technology improves the quality of student research projects and gives students technological skills that are invaluable in making them excellent job candidates and in their future careers.

The use of video and audio recorded data and computer tools for analyzing video and audio make it possible for students to engage in high quality analysis of the way different cultures use communicative resources. Computer and video equipment creates opportunities to pose new questions and gain new insights into human social organization. Students using video technology are able to closely

examine human interaction to identify patterns as well as significant variations, looking not only at language but also at non-verbal communication.

Of course computer technology changes rapidly and it is crucial for our lab to offer the best research tools possible. This year we particularly need to increase the availability of PC platform computer resources (heretofore we have been almost exclusively Mac), we need to increase our video equipment on which there is a high demand which is continually increasing, and we need to purchase new and innovative software. In addition, some equipment needs to be replaced.

C. AUDIENCE:

Members of the undergraduate classes Culture and Communication 307 and Language in Culture and Society 325M (annual enrollment 200-300 students), as well as all the linguistic anthropology graduate classes (annual enrollment 90 students) utilize the equipment in Linguistic Anthropology Lab, and check out equipment for research in the community and on campus. Linguistic Anthropology Graduate classes meet in the Linguistic Anthropology Lab regularly, and use the lab equipment to demonstrate, analyze, and collaborate on research projects. Undergraduates use the lab for transcribing audio data and for analyzing video data in their class projects. Teaching assistants for the undergraduate linguistic anthropology classes, as well as the teaching assistants assigned to the lab help students learn to use the equipment as well as to use the equipment effectively.

Anthropology 325M is part of the new focus in Liberal Arts on "Technology, Literacy, and Culture" and is cross-listed under that concentration. Students learn not only how to use advanced computer tools, but how to analyze the effects of those tools on human interaction.

D. BUDGET SUMMARY:

Computer Hardware	\$ 11,880
Computer Software	\$ 928
Audio Equipment	\$ 3,425
Video Equipment	\$ 8,753
Other	\$ 720
Graduate Research Assistant	\$ 15,840
TOTAL	\$ 41,546

E. SPACE:

The equipment will be located in EPS 2.124, the Linguistic Anthropology Lab.

G. Other: Special Needs, Issues, and Interactions

None.

PROJECT #6

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Physical Anthropology Computer Laboratory Upgrade
P.I.s: John Kappelman and Claud Bramblett

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

The Physical Anthropology Computer Laboratory serves UT undergraduates who enroll in lower and upper division physical anthropology course offerings. Depending upon the courses offered, up to 1,500 students per year use these facilities. Previous grants from Vision requests, industry partners such as Apple Computer, Microsoft, and Intel, have supported the acquisition of computer hardware and software, while extramural funding from the National Science Foundation has supported the development of a variety of software applications that are now used in many of our courses here at UT as well as at other colleges and universities around the world (e.g., *Virtual Laboratories for Physical Anthropology on CD ROM* (Wadsworth Pub. Co.), <http://www.eskeletons.org/>, and *VExams*®). Extramural funding for these efforts amounts to \$1.1 million as of October 2000.

The testing facility, located in EPS 2.103, is the centerpiece of our effort in physical anthropology and is used to administer virtual multimedia examinations and quizzes. There are 18 Windows computers, with 10 of these purchased in the fall of 2000 with funds provided by the 2000 Vision request; the remaining computers were donated by Intel as part of its grant to the University of Texas (see URL: <http://www.utexas.edu/computer/itc/intel/>), with the total donation estimated at \$300,000. The room, with 17 ethernet drops, provides students with web access outside of testing hours. The recent upgrades to this facility serve to make it one of the premier facilities of its kind on the UT campus.

This request seeks funding to upgrade the computer resources in EPS 2.102, our laboratory and seminar room, and EPS 2.104, the computer lab where we develop our software. Nearly one-half of our undergraduate students, and all of our graduate students, participate in hands-on labs and seminars in EPS 2.102. We are requesting funds to place a cart-based computer and data projector in the room. This facility will permit faculty and teaching assistants to use computer- and web-based materials in their presentations. In addition, although many of the movies that we show in class are now available on DVD, most titles are still on video and so we are also requesting funds to upgrade our TV and VCR system and add a DVD/CD player. The present 20" TV was obtained through UT surplus by JK about 8 years ago and is approximately 15 years old; the current VCR was

obtained by CB as part of a research project in Central America about 25 years ago. A new TV, VCR, and DVD/CD player will provide students with much improved access to video and DVD/CD teaching materials.

The second portion of this request seeks funding to upgrade the key component of the computer facility that is used produce our multimedia materials, the Silicon Graphics Unix workstation. The current SGI Indigo 2 was purchased about 5 years ago, and although still serviceable, it is quite outdated with its slow chip speed and low memory. We have inquired about upgrades but SGI tells us that this is not possible with the outdated platform of the Indigo 2. We are therefore requesting funds to purchase an SGI Octane 2. This new computer will permit us to edit and render 3-D object files and produce animations much more rapidly than is possible on the Windows platform. We will continue to use the Windows computers donated by Intel for other production tasks, but will require some software upgrades and renewals of site licenses. We are also requesting funds for a summer Research Assistant to write an on-line testing reservation and login program that students can use to remotely reserve times for taking their virtual exams. At present student sign up for testing times on the bulletin board located outside the testing room. Sign-up sheets sometimes “just happen” to disappear, which causes great chaos on test deadline days.

The last portion of this request builds on our recently acquired ability to produce 3-D printouts of digitized objects. The High Resolution X-ray Computed Tomography Laboratory (HRXCT: see URL at <http://www.ctlab.geo.utexas.edu/>), jointly managed by JK and Drs. Carlson and Rowe from the Department of Geological Sciences, recently purchased a 3-D printer. This printer permits us to produce 3-D prints of digitized objects in plastic at a variety of scales for use in research and teaching. We have taken the first steps during the fall 2000 semester to provide 3-D printouts of specimens for use in introductory laboratories. For example, the fossil *Rooneyia* is an important early primate from Texas that is known from a single nearly complete cranium. We scanned the original specimen with HRXCT, rendered the specimen in 3-D, and then printed out a 3-D replica at its original size of about 1.5” in length. Because the critical dental anatomy is rather small and quite difficult for inexperienced introductory students to view at the actual size, we next produced a 3-D printout at 5X scale. This larger size makes it much easier for students to visualize the critical anatomy. We propose to further test the utility of this approach by expanding the number of specimens and including digital reconstructions of more fragmentary material as well as material from the interior of specimens that requires a “digital dissection.” For this project we are requesting funds for HRXCT scanning time, 3-D printing costs, and two undergraduate assistants to participate in the project.

C. AUDIENCE:

This laboratory potentially serves all of the undergraduate courses in physical anthropology and these include:

ANT 301 Physical Anthropology.

- ANT 321L Human Physical Growth and Development.
- ANT 323G Primate Ecology.
- ANT 323K Primate Behavior.
- ANT 432. Primate Anatomy.
- ANT 348 Human Origins and Evolution.
- ANT 348. Current Topics in Paleoanthropology
- ANT 350M Evolution of Primate Behavior.
- ANT 366 Anatomy and Biology of the Human Skeleton.
- ANT 379 Problems in Anthropology.

These courses include approximately 1,500 students per academic year.

D. BUDGET SUMMARY:

Windows computer with DVD		\$ 1,500
InFocus Data Projector		\$ 4,000
TV -- 50"		\$ 900
DVD/CD player		\$ 300
Silicon Graphics Octane 2		\$ 35,000
Software purchase and renewals of site licenses		\$ 5,000
Summer Graduate Research Assistant		\$ 5,280
HRXCT scanning	Approx. 48 hrs at on campus rate of \$104/hr	\$ 5,000
3-D printing costs		\$ 2,000
Undergraduate research assistant (2)	37 weeks @ \$8.50 @ 15 hrs/wk	\$ 9,435
TOTAL		\$ 68,415

E. SPACE:

The laboratory is housed in EPS 2.102, 2.103, and 2.104 in the Department of Anthropology. The computer-testing laboratory housed in EPS 2.103 underwent a major physical renovation during the summer of 1998. This renovation included the placement of a wall to physically divide this space from the EPS 2.102 classroom in order to provide a quiet and secure environment for students to complete laboratory assignments and examinations, as well as the installation of new ethernet drops. Vision funding in 2000 provided for the purchase of 10 new Windows computers

G. Special Needs, Issues, and Interactions

Supported in part by a \$300,000 equipment grant from the Intel Corporation (see URL <http://www.utexas.edu/computer/itc/intel/>).

Asian Studies

I. DEPARTMENT SUMMARY

A. DEPARTMENT:

Asian Studies

D. CURRENT PROPOSAL FOR ITAC FUNDING:

The Department of Asian Studies has successfully implemented multimedia projects in an effort to provide facilities to its students and also to encourage faculty to use all the multimedia resources to make the teaching courses more interesting and effective. It was spearheaded by John Nelson's slide digitizing project, followed by Gail Minault's digitized web-based slides for classroom instruction. The project initiated by Avron Boretz and Margherita Zanasi is currently underway.

E. PROPOSED ITAC BUDGET BY PROJECT:

This year several faculty members are interested in providing multimedia courses. Attached with this, there are four faculty initiated projects, excluding the Lab Upgrading project. They are summarized below:

- "The World of Japanese Animation: New Technology Resources" proposed by Dr. Susan Napier. The estimated total budget for this is: \$7880.00
- "Annotated Clickable Maps of Asia" proposed by Dr. Gordon Bennett. The estimated total budget is: \$5679.00
- "Creation of an On-line Conjugation Dictionary with sound and a Resource Web Page for Students of Japanese" proposed by Yukie Aida. The total estimated budget for this project is: \$9380.00
- "Re-Imaging Pre-modern Japanese Fashion" proposed by Dr. Hiroshi Aoyagi. The total estimated budget for this project is: \$7880.00

The total budget for the four projects listed above comes to \$30,819.00, if the hardware and software are individually assigned to each of the projects. However, if the hardware and software are reduced to a half (two sets of hardware and software instead of four the total budget comes to: \$24,346.00

5. The lab upgrade project is not included above, but is also attached herewith. The estimated total cost of the lab upgrade is: \$6328

These projects target not only the Asian Studies students but also students from other Departments.

All projects submitted herewith have asked for the same kind of hardware and software, and student assistant(s). Since Kamal Adhikary, ASNIC coordinator, will co-ordinate, supervise, and administer all the projects, and since the only space available is the ASNIC Lab, instead of assigning individual machines and software for each individual project, the same machine and software can be shared. However, student assistance asked for one project cannot be shared by other projects.

II. PROJECTS

PROJECT #1

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

"Re-Imaging Pre-modern Japanese Fashion," Department of Asian Studies

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

A project that seeks to document various visual representations of body that developed in Japan throughout the pre-modern period (i.e., before 1868). This project seeks to conduct systematic analyses of physical representations in pre-modern Japan (i.e., before the beginning of the Meiji era in 1868). The study seeks to hire two to four research assistants who will document and analyze pre-modern Japanese fashions on a chronological basis. Such a project has not been carried out thoroughly in any liberal arts laboratories of American universities. The project will consist of the gathering of original fashion-related texts and computer-graphic analyses of body representations in these texts, including scanning.

The activities that are involved in this project are:

2. Acquiring the materials (posters, books, calendars, from individual sellers, collectors, libraries and museums, etc.).
3. Digitizing the material
4. Cataloging and indexing
5. annotating
6. Putting it on the Web

C. AUDIENCE:

Courses on Japanese culture (estimated enrollment = 30 undergraduates per term), Japanese classical literature (i.e. = 15-30 graduates and undergraduates per term), and popular culture (i. e.= 15-30 grads and undergraduates per term)

IV. Staff and Facilities

The Liberal Arts Media Center has offered to scan the materials. However, somebody needs to acquire the materials, and once they are digitized they need to be catalogued, annotated and put online. To do this all, we need a student's assistance. Kamal Adhikary, ASNIC coordinator, will supervise, the project in all phases.

D. BUDGET SUMMARY:

A separate list of software and equipment is given below. We will use the Department's existing equipment such the as the scanner to be bought for "Gateway to China Project". However we need one dedicated machine, preferably a Macintosh G4 with dual processor, one copy of Photoshop 6.00, a copy of GoLive. The estimated budget comes to be total of \$7880.00

Equipment list and estimated budget for
"Re-Imaging Pre-modern Japanese Fashion"

1. Power Mac G4 @450MHz with 256MB AM, 30GB Ultra ATA drive	\$2,500.0
2. 2. Sony Monitor 19"	\$590.00
A. Adobe GoLive 5.0 1 copy	\$290.00
4. Technical assistance one RA for a semester	\$4500.00
Total	\$7880.00

E. SPACE:

We do have other space than the lab. The machine will be placed in the computer lab cubicle that is set aside for such projects.

VII. Special Needs:

None anticipated.

PROJECT #2

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

"Upgrade of the Computer Lab 2000", Department of Asian Studies

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

The Department of Asian Studies computer lab was originally equipped with 8 PowerMacs and 2 IBM-compatibles. In the Vision Plan of 1999, the Department requested money for two additional IBM compatibles where there would be more Window based software for the students of Chinese. Although the Macs were worn out we did not ask for their replacement. In the summer two of the Macs broke beyond repair and we got funds from the Dean's office and we recently replaced them. Of the remaining six older Macs, two freeze constantly, and the other four work more or less. At this time, ideally all the six older Macs should be replaced with new ones. They might stop working at any time. However, we can use them as long as they can work. For now the Computer Lab needs at least three new Macs. Similarly, the lab also needs some updated versions of Indic fonts.

C. AUDIENCE:

Asian Studies students are the main users of the lab. However, those whose major is not Asian Studies but have taken a course in Asian Studies do also use the lab when they need. Asian Studies courses have been steadily increasing as students all across campus become increasingly interested in Asia. A look at the course registration data from 1997 to 2000 Fall illustrates this trend. In Fall 1997 there were about 550 students in language classes and roughly 760 in area studies courses. In 1999, those figures grew to 825 and 869, increases of 50% and 15% respectively. This fall, there are 1349 students in Asian Studies courses not counting the enrollment in cross listed courses. All these students are potential users of the lab.

IV. Staff and Facilities

One staff member, Kamal Adhikary, both supervises the lab and serves as the full-time ASNIC web master/administrator. Other administrative staff occasionally volunteer support when there is too much work for one person to handle. Adhikary's position is funded by a combination of College and Title VI funds.

D. BUDGET SUMMARY:

A separate list of hardware and software and equipment, along with estimated costs for each item, is attached.

**Equipment list and estimated budget for
“Upgrade of the Computer Lab 2000”**

1. 400MHz PowerPC G4 - 1MB L2 cache, 128MB SDRAM - 1 DIMM, 20GB Ultra ATA drive, Zip drive, DVD-ROM drive with DVD-Video, RAGE 128 Pro card - 16MB SDRAM @ 1,646.00 x3	\$4938.00
2. 17” Monitors for Mac @ 449.00 X 2 (two only)	\$898.00
3. External floppy disk drives @84x3	\$336.00
4. Devanagari with transliteration @120x 2	\$252.00
Total	\$6328.00

E. SPACE:

Asian Studies computer lab at WCH Hogg Building.

VII. Special Needs:

None anticipated.

PROJECT #3

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

“Creation of an On-line Conjugation Dictionary with sound and a Resource Web Page for Students of Japanese,” Department of Asian Studies

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

The Japanese Program of the Department of Asian Studies is committed to integrate computer technology into its curricula. Students are encouraged to use a word-processor to write a composition, group skit scripts, and presentation papers in Japanese. Students of Advanced Conversation classes are engaged in email exchanges with people in Japan and with Japanese speaking people all over the world through a listprocessor mailing list called Nihongo-Hiroba (Japanese Plaza) managed by Yukie Aida. This vision plan project has three goals:

1) The development of a conjugation dictionary that will assist students in writing projects.

Unlike conventional dictionaries, the conjugation dictionary will contain all the forms of verbs and adjectives used in the Japanese language as well as their definitions. Examples are plain, polite, honorific, past, non-past, affirmative, negative, potential, passive, progressive, causative, volitional, imperative forms, etc. This dictionary will help students in writing more accurately and in reading written materials (in Japanese) on the web in a faster and more effective way. The first phase will focus on the compilation of forms of verbs and adjectives frequently used in major textbooks for lower division courses in the U.S., such as *Yookoso*, *Nakama*, and *Genki*.

2) The creation of a data base of classroom handouts and materials as well as syllabi and daily schedules for students of Japanese.

This data base will assure that all the UT students of Japanese have access to the necessary and important materials for them to study. This data base will also include i) the guidelines for compositions, group presentations, and oral exams; and ii) the information on how to display Japanese characters on a Mac and a PC and how to email in Japanese.

For oral comprehension and pronunciation of Japanese there will be text as well as sound.

Dr. Kazumi Hatasa, Department of Foreign Language and Literature at Purdue University has developed online exercises for students of Japanese language which look to be a very useful thing for students. However, Dr. Kazumi's project is limited to exercises on one particular text. Our project will be on an online dictionary and guide on the Japanese verbs and adjectives. Our project will be much broader and much more useful, and the sound files will be very helpful for students for learning the correct Japanese pronunciation.

C. AUDIENCE:

The main audience is students enrolled in UT's Japanese classes (approximately 300 students plus per semester). While other Japanese programs in the country are facing the decline of enrollment in Japanese courses, UT has been receiving a steady flow of students who are interested in the language and culture. The faculty of the Japanese Program expects that this trend will continue and will try to do the best to maintain the students' interests in Japan. Both the dictionary and data-base will be made available to anyone who visits the web site for the Department of Asian Studies.

IV. Staff and Facilities:

Yukie Aida, Senior Lecturer, Japanese language program, will monitor the project, and Kamal Adhikary, ASNIC coordinator, will supervise and administer the project in all phases. However, they will need the assistance of a graduate student preferably a native speaker of Japanese who is good not only in Japanese language but also Web-based technology. The student should be hired for a semester and a half as an RA.

D. BUDGET SUMMARY:

A separate list of software and equipment and their prices is attached.

Equipment list and estimated budget for

“Conjugation Dictionary with sound”

1. Power Mac G4 @450MHz with 256MB AM, 30GB Ultra ATA drive	\$2,500.0
2. Sony Monitor 19”	\$590.00
B. Adobe GoLive 5.0 1 copy	\$290.00
4. Technical assistance an RA level assistance for a semester and a half	\$6750.00
Total	\$9380.00

E. SPACE:

The equipment will be placed in the ASNIC lab.

VII. Special Needs:

None anticipated.

PROJECT #4

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

“Annotated Clickable Maps of Asia”, Department of Asian Studies

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

The proposed project, “Annotated Clickable Maps of Asia is to create initially as Phase I three clickable maps of East Asia, of Japan, and of China each with matching online text. It is envisioned that Phase II Phase II will target South Asia, and Phase III will target Southeast Asia. The rationale behind creating clickable maps is to facilitate place name recognition and spatial knowledge in Area Studies courses. For example, understanding Texas culture, history, politics, and society would be severely constrained were one unable to locate “the Valley” or the “Ogalalla Aquifer,” much less Houston.

Most students already can locate Houston, fewer can locate the Valley, almost none can locate the Aquifer. Similarly, most can locate Japan, some can locate Hong Kong, but few can locate the ancient Chinese capital of Changan, the revolutionary civil war base at Yan’an, the Yellow River, or the areas of most intensive foreign investment. Clickable maps would be an ideal learning tool here. In the simplest exercise, students could click “Paracel Islands” or “Zhuhai Special Economic Zone” to see their location, or vice-versa. For these we could draw on standard gazetteers. Annotations would briefly explain each location’s significance, and/or give a reference.

Areas are more involved. Students clicking on “North China Plain” or “Shaan-Gan-Ning revolutionary base area” would display them as a shaded or hatched area over standard topographical and physical features. These would require more map-making on our part. Geographical or historical references would have to be consulted, and the overlays drawn in.

Distributions are yet more involved. Clicking “Top 10 American investments, 1990” would display symbols scaled to dollar amounts. We would have to represent information acquired from tabular data, and sometimes make different maps for different years.

The proposed project will be highly useful to these courses that are taught at Asian Studies.

- A. GOV / ANS 321M, Politics in Japan (Maclachlan)
- B. GOV / ANS 322M, Politics in China (Bennett)
- C. GOV / ANS 338K, Introduction to E and SE Asia (Maclachlan)
- D. GOV / ANS 338L, East Asian International Relations (Bennett)
- E. GOV 344L / ANS 361, Introduction to Comparative Politics (Bennett)
- F. GOV 365L / ANS 361, Japanese Foreign Policy (Macachlan)
- G. GOV 390L / ANS 381, Advanced Readings in Chinese Politics (Bennett)

Although the thrust of the project is to enhance the teaching quality and method for the above courses, taught by regular faculty Patricia Maclachlan and Gordon Bennett, the usefulness of the project is varied. The scanned maps will be part of the collection of the Department’s digital library, and any instructor for any course can use them where an online map enhances the effectiveness of classroom instruction.

The main project activities are to i. digitize topographical / political maps of Japan, China, and East Asia, ii. program hot spots, iii. where necessary, add hatched / shaded area overlays, iv. acquire tabular data and add representational symbols, and v. write and post instructions and manual instructions for adding more locations and more maps in a consistent format.

Asian Studies Network Information Center Coordinator Kamal Adhikary has talked to the staff of the PCL Library Map section. They have assured him they could provide maps of Asia, which are in the public domain some of which already are scanned.

Maps for digitization will be chosen from public domain. As mentioned above, in order to avoid the duplication of work within the University, maps already digitized at PCL will be borrowed for the project. They will be customized as the project demands, and some new maps will have to be digitized. For all this, we will use most of the hardware and software that exist in the Center’s computer lab. However, we need a dedicated machine and software acquisitions for this

project, and most importantly a student help. We do not need a TA or a RA. We need a student who has good experience of making web pages with clickable maps. He should be hired 10 hrs a week for a semester. In the first phases of we will prepare three clickable maps and corresponding textual descriptions. In the next phase we will take up South Asia, and then Southeast Asia.

C. AUDIENCE:

The courses listed above range from gov / ans 321m to gov 390l / ans 381. The average class-size in these courses is 25, and these are on-going courses. It is obvious that the project will serve a significant body of both undergraduate and graduate students.

IV. Staff and Facilities

As in the previous projects, Kamal Adhikary, ASNIC coordinator, will supervise, administer, and document the usage of the project in all phases. However, he will need the assistance of a work-study or outside help who knows about multimedia software, equipment and technology.

We would like to hire one student assistant who is technically sound and won't need much training, and who has whatever the maximum weekly work/study allowance is during Fall 2001. The hardware and software for this project will be placed in the cubicle of the Asian Studies computer lab.

D. BUDGET SUMMARY:

A separate list of software and equipment and their prices is attached. We will use the Department's existing equipment such the as the scanner to be bought for "Gateway to China Project". However we need one dedicated machine, preferably a Macintosh G4 with dual processor, one copy of Photoshop 6.0, a copy of GoLive 5.0. The estimated budget comes to be total of \$5725.00.

**Equipment list and estimated budget for
"Clickable Map of Asia with Textual Description"**

1. Power Mac G4 @450MHz with 256MB AM, 30GB Ultra ATA drive	\$2,500.0
2. Sony Monitor 19"	\$590.00
3. Photoshop 6.0 1 copy	\$299.00
• Adobe GoLive 5.0 1 copy	\$290.00
5. Technical assistance (work-study)10hrx\$12.00 x15 week	\$2000.00
Total	\$5679.00

E. SPACE:

We do have other space than the lab. The machine will be placed in the computer lab cubicle that is set aside for such projects.

PROJECT #5

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

"The World of Japanese Animation: New Technology Resources," Department of Asian Studies

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

Professor Susan Napier is teaching this class this semester and plans to offer it on a yearly basis in the future. Japanese animation (anime) is one of the most important new cultural exports from Japan in the late 20th century and there is considerable interest in the course, not only at the University of Texas but also throughout the country. Anime enthusiasts come from a variety of disciplines (in the current course, there are 50 students whose majors range from electrical engineering to French history) but they tend to be a group that is particularly on the cutting edge of technology. The students would benefit immensely from an interactive environment where they would be able to continue class discussions online, access images and video clips, and explore simulated environments related to issues in the course.

The activities of this project are:

1. Develop an online syllabus, providing supplementary information and additional resources.
 - A. Create a library of digital images (such as screen captures of various anime, and scans of manga, the Japanese comic art upon which many anime films are based) and video (such as clips of illustrative scenes from various anime).
 - Implement a message board via which the students in the class may interact with the instructors and fellow classmates and discuss issues related to the class.

The introduction page would be an image map, which would take the visitor to different parts of the website. Some parts of the site would be able to be accessed by anybody, such as the syllabus and the general reference materials. However, other materials such as digital images, video, and the message board would be accessible only to those enrolled in the class.

While there is a great quantity of information about different anime series and films available on the Internet, there is a paucity of scholastic information. The implementation of this website would help to redress this situation by assisting the students taking the course in finding appropriate research materials.

C. AUDIENCE:

The audience would initially be undergraduate and graduate students at the University of Texas, but it is foreseen that the web site will be accessed nationally and perhaps even worldwide. At present, UT is one of a handful of universities in the country that offers a course on Japanese animation but there is considerable interest in anime throughout this country, Canada, and Western Europe, not only among students but among media professionals as well.

IV. Staff and Facilities

Kamal Adhikary, the ASNIC Coordinator will supervise the project in all its phase, and professor Susan Napier would oversee the general look and content of the web site. However, they need additional help to create and constantly update the web site. For this purpose a graduate student as an RA should be hired for a semester. This person would need to have both extensive familiarity with creating web sites with clickable map as well as extensive knowledge of Japanese animation. The server on which the web site will be hosted will be in W.C. Hogg or the ASNIC server room.

D. BUDGET SUMMARY:

(A separate list of software and equipment and their prices is attached).

Hardware: A good fast computer, preferably G4 with a dual processor, a scanner (which will be available from the 'Gateway to China Project'.

Software: Adobe Photoshop 5.5 and Adobe GoLive 4.0

Equipment list and estimated budget for

"The World of Japanese Animation: New Technology Resources"

1. Power Mac G4 @450MHz with 256MB AM, 30GB Ultra ATA drive	\$2,500.0
2. 2. Sony Monitor 19"	\$590.00
C. Adobe GoLive 5.0 1 copy	\$290.00
4. Technical assistance one RA for a semester	\$4500.00
Total	\$7880.00

E. SPACE:

No additional physical space is needed.

Classics and Religious Studies

I. DEPARTMENT SUMMARY

A. DEPARTMENT:

Classics and Religious Studies

B. DEPARTMENT CONTACT:

Constanze Witt

C. DEPARTMENT VISION STATEMENT:

The Department of Classics and the Program in Religious Studies share a common vision for the application of instructional technologies to our interdisciplinary fields. Thanks to previous support from the College of Liberal Arts, from CIT and FASTTex, we are actively integrating digital images into course web sites and (with presentation software) into classroom teaching. Several faculty design multi-media computer assignments in Classics, Archaeology and the new program in Ancient History using interactive Web materials, our image database, complete searchable ancient texts on our server, and the Perseus database of texts, maps, plans, and photographs of sites and artifacts. We plan to integrate the Dyabola bibliographical database, if it can be purchased either by ITAC, the library, or a combination of the two; it is an essential and internationally acclaimed research tool. Faculty and graduate students are increasingly using sound and motion media and animation in their teaching; we envision this aspect of our teaching to expand exponentially in the near future. The department owns a corpus of reel-to-reel tapes containing lower-level language teaching material, pronunciation guides, etc (21) and readings by our present and former faculty of classical texts in the original Greek and Latin (33). These tapes are not currently in use; we intend to have them digitized by ITS for classroom and Web use.

By providing our faculty and graduate instructors with a wide range of digital media, as well as trained personnel to assist them, we are materially helping those with limited time or skills but great interest and commitment to integrate the appropriate technologies into their instruction. At the same time, we need to provide our faculty, AIs and TAs with the equipment required to incorporate these items into their classroom teaching. One multimedia classroom is in the process of installation, but requires much more work in terms of media equipment, acoustics, lighting, etc. Faculty, having tasted the benefits of digital presentation, are clamoring for other classrooms to be converted for convenience and reliability of use. We have targeted two rooms for installation of multimedia consoles, and propose creating a multimedia cart as well as purchasing more portable equipment.

Our fields of study in Classics, Archaeology, Ancient History, and Religious Studies are becoming increasingly interdisciplinary, and at the same time more dependent on computer technology. Digital media facilitate close student contact with a variety of sites and artifacts of ancient civilization never before possible, especially in this country. Using this new dimension to instruction, we are able to enhance our teaching in the classroom and over the Web; to incorporate new developments in media, interactivity and collaboration into our teaching and research; to make formerly inaccessible material available to all our students; to bring different aspects of the ancient world vividly to life for a diverse cross-section of the student population; and to train students in the new skills and concepts which they will need in the future.

D. CURRENT PROPOSAL FOR ITAC FUNDING:

In order to expand our ability to bring digital media into classrooms and course Web sites, we have two immediate needs as detailed below: to continue expanding and disseminating our digital image database (Eikonew = “images”), and to install permanent projection systems in additional Waggener Hall classrooms.

° Because of the poor quality of most of the unscanned analog slides in the collection, we have expanded the imaging project to include hunting down and, if necessary, purchasing higher-quality images for flatbed or slide scanning. The project has also expanded to include assistance to faculty in creating presentations, and in creating and maintaining web sites. Personnel costs for highly-trained and responsible student workers are therefore the greatest expense and highest priority of the image database project. Additionally, our need for a half- to full-time permanent staff person to assist with both digital and analog visual resources and provide continuity has become increasingly urgent. Faculty have also requested a graduate student RAship to support the many different Mythology courses currently taught. This position would require knowledge of the academic field, not just the technical expertise of our regular staff.

The digital image database is proving its worth -- any number of faculty and students can now have simultaneous access to any image we can lay our hands on. Aside from the administrative convenience, it is facilitating a serious engagement with the material culture of the ancient world in all our classes. Of great importance is the completion by LAMC of the Web interface for the project. Also of growing urgency is the development of interactive language-teaching resources for Greek and Latin. Our audio tapes of faculty reading ancient Greek and Latin will need to be converted into digital format before they can be used as instructional material.

° WAG 101 is in the process of receiving a multimedia console; much additional

work still needs to be done, including remodelling. The smaller classrooms in Waggener Hall, particularly 10 and 112, are very popular among our faculty for intensive lecture or SWC courses and seminars in languages, history, and archaeology. It is of paramount importance to us to provide user-friendly and permanent installations of multimedia equipment in those rooms as well. Additional portable equipment, including PowerBooks, document presentation cameras, and projectors, in addition to well-designed media carts, will allow faculty to transport the equipment into any room where it is needed.

The interlocking projects above derive from shared interests and two common goals: to continue to advance our instructional technology capabilities and to make the benefits of new instructional technologies available not just on a trial basis, but everywhere they will be valuable. The technological initiatives outlined above will allow more (and more kinds of) information to be delivered to more students in less time than ever before. Our experience with older technologies will help us ensure that the newer ones are usefully integrated into the department's broader educational plans. The effort is multimedia, interdisciplinary, and cooperative. Several projects will be able to share the same hardware; in all cases more than one clientele will benefit.

E. PROPOSED ITAC BUDGET BY PROJECT:

Classics Digital Instructional Materials Project	\$144,603
<u>Multimedia Classrooms and Projection Systems in Classics:</u>	<u>\$177,350</u>
Departmental total:	\$321,953

F. PROPOSED ITAC BUDGET BY CATEGORY:

student and permanent staff:	\$86,000
faculty stipends: none requested; one RA:	\$15,500
computers:	\$45,908
software:	\$24,195
remodeling:	\$141,000
maintainance:	\$4400
miscellaneous: digitizing 54 audio tapes approx.	\$4050
insurance for new equipment:	\$900

II. PROJECTS

PROJECT #1

SUMMARY

PROJECT TITLE OR LABORATORY NAME:

Classics Digital Instructional Materials Project

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

to continue to expand the Eikonew Digital Image Database and make it accessible on the Web; to meet our growing instructional needs for resources including research materials, audio, video and interactive Web materials; to assist and teach faculty and teaching graduate students in putting together digital classroom materials, and in the creation of and maintenance of course Web sites.

C. AUDIENCE:

Courses served: Most courses in the Ancient History, Classical Civilizations, Religious Studies, Latin and Greek, and some courses in Philosophy, are now or will be able to take advantage of this project. Once the digital database Web site is up, faculty in other departments at UT will also be able to access our digital materials. Past and current use of the the database and equipment in small, intensive language courses, seminars and Substantial Writing Component classes is demonstrating its advantages in more intimate class formats.

In Fall 2000, we are using this material primarily to serve large undergraduate lecture courses: CC 304: (Greek and Roman Athletics), CC 301/342: (Introduction to Greek Civilization), CC348: (Ancient Greek Law), CC 303/352: (Classical Mythology and Honors), CC 302 (Introduction to Ancient Rome /CC 347 Cultural History of Rome), CC 303: (Greek Mythology), HMN 321 (Humanism in the Ancient World). Language courses with active websites and use of digital technology include, in the Fall 2000 semester, LAT 506 (First-year), LAT 323 (Catullus), LAT 365 (Petronius), EDC 377: (Teaching Methods in Latin), LAT 311 (Literature), and GK 383: (Papyrology). Recurring courses that make active use of the technologies include CC 306M/336M (Medical and Scientific Terminology), CC 301 (Intro. to the Ancient World: Greece), CC 302 (Intro. to the Ancient World: Rome), CC 304C/348(Private Life in Ancient Greece/Rome), CC 302K/ARY302 (Introduction to Archeological Studies II), CC 319D (Ancient Mediterranean World), ARY340/CC307 (various topics in Archaeology of Greece and Italy), CC 340 (Life in the Hellenistic City), and CC 303/352 (Classical Mythology).

Expanding our corpus of digital materials, coupled with an increase in the number and ease of use of computerized classrooms would allow us to extend the technology to other larger courses, e.g. CC 304 (Paganism to Christianity), CC 305 (Caesar and Augustus). Such expansion would also benefit smaller undergraduate courses, such as Ancient Homosexuality, Ancient Seafaring, Jesus in History & Tradition, and the ancient history sequence, in addition to graduate seminars, such as Greek Vase Painting, Classical Architecture, Mycenaean

Kingdoms, Greek Epigraphy, Latin Epigraphy, and Papyrology. We will continue to apply for ITS funding for help in developing online instructional materials using Greek and Latin fonts to better serve our students in the language courses.

Estimated annual enrollment or students served

Our current (Fall 2000) enrollment totals are:

2524 in undergraduate Classical Civilizations, Ancient History, and other non-language courses

1253 in undergraduate Religious Studies courses

677 in undergraduate Latin language and literature courses

110 in undergraduate Greek language and literature courses

630 in both summer sessions

4564/semester, annual total ca. 9758 undergraduates including summer sessions

48 students are currently members of our graduate programs; Fall 2000 enrollment totals:

35 in graduate Classical Civilizations, Archaeology and Ancient History seminars

39 in graduate Latin language and literature courses

57 in graduate Greek language and literature courses

144/semester, annual total ca. 288 graduates

D. BUDGET SUMMARY:

<i>Estimated Start Up:</i>	\$40,003
<i>Estimated Annual Maintenance:</i>	\$2700
<i>Estimated Staff Support:</i>	\$101,500

E. SPACE:

No remodeling required.

PROJECT #2

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Multimedia Classrooms and Projection Systems in Classics

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

To allow classroom use of the Eikonew database and other digital resources described above (as well as others prepared by individual faculty). There is already a university-wide initiative to make available some of this audio and video equipment, but it does not target the variety of classrooms we have targeted. We want to make technological solutions ubiquitously available.

C. AUDIENCE:

Courses served and enrollment: Same courses as listed under Project #1.

D. BUDGET SUMMARY:

<i>Estimated Start Up:</i>	<i>\$175,150</i>
<i>Estimated Annual Maintenance: approx.</i>	<i>\$1700</i>
<i>Estimated Staff Support :</i>	<i>none required</i>

E. SPACE:

Remodeling needs

Estimate: Approximate cost of this work is \$141,000. This estimate reflects current University of Texas standards of construction and can be itemized as follows:

Painting & floor refinishing: \$20,000

Lecterns \$6,000

Furniture (Rm 101 tables, seating fixed vs. loose) \$60,000 to \$75,000

Electrical \$21,000

Total Construction \$141,000.

Economics

I. DEPARTMENT SUMMARY

A. DEPARTMENT:

Economics Department

B. DEPARTMENT CONTACT:

Professor Pete Wilcoxon (wilcoxen@eco.utexas.edu)

C. DEPARTMENT VISION STATEMENT:

There are three main areas within the Economics Department where information technology can be more effectively utilized: (1) administration, (2) research, and (3) teaching. We outline the Department's broad goals for the adoption and utilization of computer technology within each of these areas.

I. Department Administration:

In the coming years, the Economics Department will make much greater use of electronic documents, web pages and computer databases for storing and disseminating information. This fall, we have substantially increased the amount of information available on the Economics Department web page. Our web page now includes better summaries of faculty research interests, lists of selected publications, and cv's. In the near future, we will include links to a more comprehensive list of faculty working papers in pdf format, and pictures of faculty and the Department's facilities. The information available on our web page is vitally important for recruiting junior faculty and graduate students. Although brochures, pamphlets, and hard copies of working papers are not yet obsolete, our Department web page is the most important and effective way to disseminate information to students and researchers around the world.

It is vitally important that we devote resources each year to maintain accurate and timely information on our web page. Our efforts to dramatically increase the quality and quantity of information on our web page this fall will be continued in every year. In the past, there has been substantial variation in the amount and currency of information available on individual professors' home pages. Our new Economics Department policy is to work with all professors, especially those less experienced in designing web pages, to guarantee that valuable and accurate information is available on the web, for all Economics faculty. The first impression that we make with prospective graduate students or junior faculty is through our web page. We are determined to continue to improve the quality of this important resource.

The Economics Department web page is also an important tool for disseminating information about PhD students on the job market. Our web page will provide

each student's cv, e-mail links to job market candidates and their references, summaries of each student's dissertation research, and pdf versions of their working papers and job market paper. In the future we will explore the possibility of providing a link to a database of resumes of graduating seniors, for prospective employers. Our model for this database will be the web-based searchable database of resumes of graduating seniors in the McCombs School of Business.

The Economics Department must continue to make greater use of information and computer technology by the office and advising staff. Currently, we review faculty performance twice each year: annual reports in the fall and merit pay reviews in the spring. In addition, we have third year reviews for assistant professors, post-tenure review for tenured professors, and promotion cases for assistant and associate professors. Each of these review processes would be simplified by maintaining an accurate and up-to-date database of faculty cv's, publications, teaching evaluations, invited lectures, research grants, etc. We are currently in the process of developing this database for internal use, in addition to the information that will be available on our web page.

We can make much better use of computer technology in our undergraduate student advising office. Our first priority is to work with computer programmers in the Dean's office to modify existing software to make prerequisite checks easier and more accurate for our advisors. Currently, our undergraduate advisors verify prerequisites by hand, for our key undergraduate courses. In addition, we will develop and maintain a database of current undergraduate economics majors, so that we can make better and more accurate forecasts of the demand for future course offerings. Currently we have limited information about what courses our majors require in order to complete their degree program. Given the limited resources of our department, and the large number of undergraduate majors that we serve, it is imperative that we offer the mix of undergraduate courses each semester that provides the greatest opportunity for students to complete their degree in a timely fashion. For example, over 40% of our junior and senior economics majors have not completed intermediate microeconomic theory (ECO 420K), a prerequisite for virtually every upper division economics course. This situation creates a "bottleneck" in the demand for ECO 420K over the next few semesters. By maintaining a database that tracks the progress of our undergraduate majors, we can avoid such bottleneck problems in future years.

II. Research

Computer technology has revolutionized modern economic research - one of the most popular areas of specialization for graduate students in our department is Computational Economics. Today theorists, applied researchers, econometricians, and experimentalists all utilize computers. CD-ROM storage technology, local area networks and the internet allow greater access and greater sharing of data sets. Faster computers with more RAM, enable theorists to obtain solutions to intractable theoretical models, allow macroeconomists and

environmental economists to simulate general equilibrium macro economies, encourage econometricians to tackle more complicated empirical problems using less parametric approaches, and provide the opportunity to use boot-strap statistical techniques and Monte Carlo methods.

The Economics Department's computer needs for research are substantial. In an earlier era, powerful computers were reserved for researchers in applied econometrics and statistics. Today, regardless of their field of specialization, faculty members require a powerful computer that is capable of serious number crunching. Our department is committed to providing state-of-the art computers and software to our faculty. Many senior professors use computers that they have purchased out of their own grant or professorship funds. It is vitally important that we maintain and upgrade this hardware every few years, and continue to purchase the best available statistical and mathematical software.

We expect that most professors joining our department will use a PC in their office that is connected over the ethernet to our Sun server. For many computing jobs, the faculty will use the CPU of their own machine. Data files and software can be stored either on the server or the professor's PC. In a number of important situations (complicated calculations requiring a large number of iterations, large data sets, special software that runs best on a Unix machine, etc), it is extremely useful for the researcher to run jobs over the network. It is important that we devote substantial resources to maintaining and improving the computer power of both the PC's and the network servers.

Graduate students are unlikely to own PC's that would be adequate for state-of-the art technical research. Most research assistants will be using computers in either the third or fourth floor labs to assist professors with their research projects. In addition, most dissertation research and research for class projects will be conducted on these public use computers. Therefore maintaining and upgrading the network server, the fourth floor computer lab, and the CARE computer lab in the BRB is essential for high quality research in our department.

Finally, the fourth floor computer lab in BRB plays an important role in research in experimental economics. Because of advances in computer technology, game theory and experimental economics are flourishing research areas. The 25 Sun X-terminals in the lab allow experimental subjects to communicate and trade with each other or solve other economic problems. It is essential that experimental subjects clearly observe their instructions and the outcomes of the experiment. In experimental labs at other universities, these instructions and the experiment's results are typically displayed to subjects using computer projectors. Our computer lab is of limited value for conducting experiments because we lack computer projectors. As we enhance the teaching capabilities in the fourth floor lab, by upgrading the server and installing computer projectors, there will be important spillovers to research. As the fourth floor lab becomes a more effective classroom, it will also become a more important research tool for experimental

economists. Currently, Dale Stahl is the only professor in our department who conducts experiments in the computer lab. As we upgrade this computer lab, it will become an effective recruiting tool for prospective graduate students and junior faculty interested in conducting research in experimental economics.

III. Teaching

Our highest priority for computer technology and teaching is to make our fourth floor computer lab a more effective classroom by including computer projectors and screens so that the instructor can display results on their computer screen for all students in the class to see. Currently the lab is an underutilized teaching tool. The biggest benefit from upgrading the lab is for the 500 students each year who take our undergraduate statistics (ECO 329) course. Every undergraduate economics major is required to take this course, and currently there is no computer lab assigned in conjunction with this course. In the near future we will make substantive changes in the course, requiring students to attend computer lab sessions in which real world applications are solved using the tools and techniques developed in the course lectures. Currently this method of teaching the class is unattractive because of the lack of computer projectors in our fourth floor lab. Students enrolled in this course still complete homework assignments using hand calculators. The level of interest in this course will increase dramatically if students also learn to use spreadsheets and statistical software, and they analyze real world data sets and applications. Professor Vince Geraci will coordinate our efforts to develop a standard set of exercises and applications for use in all computer lab sessions for ECO 329.

Honors economics majors, and those interested in graduate school, take a more advanced class in econometrics in ECO 341K. Again, by making the computer lab a more effective teaching tool, students enrolled in this course will learn much more about applying the techniques that they have learned in the course lectures.

Graduate classes in economics will benefit enormously from sessions in the computer lab. We expect courses in statistics, econometrics, applied econometrics and computational economics to meet regularly in the computer lab. In addition, there will be occasional course meetings in the lab for labor economics, public economics, and other courses where students analyze data for their class projects and papers.

The second highest priority for computer technology and teaching is to upgrade the computers in the third floor CARE (Center for Applied Research in Economic) lab. These 7 PC computers, which are 4 years old, are widely used by graduate and undergraduate students in their research and course assignments. As the fourth floor lab becomes a more effective teaching classroom, it will be typically used for formal classes on weekdays from 9 until 5. Students who currently use the fourth floor lab for their individual research projects will be displaced to the 5 Sun X-terminals and 7 PCs in the CARE lab (which is unusable

as classroom given its layout). The PCs in the CARE lab will be especially useful for students running statistical software applications that utilize a high fraction of a computer's RAM, and cause negative externalities on the Sun network. If the PCs are upgraded in the CARE lab, students running these applications will use the PCs RAM to analyze their data and cause minimal problems for other users of the network.

Our next highest priority is to make greater use of computer technology in the classrooms in the BRB. Currently none of our classrooms contain computer projectors, document cameras, or computers with ethernet connections to the network. Almost all of our graduate courses and many undergraduate writing component courses are taught in the BRB. Most professors are limited to the use of overhead projectors and the chalkboard in these classes. If our classrooms were equipped with more hardware, professors use information available on the web and stored on their own notebook computers in their lectures and presentations. At this time we do not envision installing computers in our classrooms, but we will install the hardware so that professors bringing their notebook computers to class will have access to this technology.

Finally, many economics professors and lecturers use the internet and the web extensively in their courses. Currently the web is used as an extremely efficient way for instructors to disseminate information to students. In the typical course, information about exams, homework problems and solutions, lecture notes and slides, and general correspondence between students and instructors is transmitted electronically. A few of our professors run experiments in class, posting the results on the web. Other professors have designed their own interactive problems and assignments on the web, and some use software and assignments designed by professors at other universities. In the coming years, we will encourage faculty to develop more interactive problem sets, homework assignments, and quizzes that will be available on the web. We expect that in many classes students will log onto the network from a remote site and complete their assignments and quizzes. In this environment it will be much easier to monitor a student's performance on assignments, provide helpful suggestions and feedback, and assign grades.

D. CURRENT PROPOSAL FOR ITAC FUNDING:

Our current proposal has 3 projects, in order of their priority:

Install computer projectors and upgrade the server for the fourth floor computer lab in BRB

Upgrade PCs for third floor (CARE) computer lab in BRB

Computer projector and document camera for one classroom in BRB

These proposed projects fit into our overall information technology vision for the Economics Department by strengthening our current computer network, and allowing us to better utilize our computer resources for classroom teaching. The existing network of 25 Sun X-terminals in our fourth floor lab is underutilized for

teaching because we lack adequate computer projectors in the lab. We recently made a substantial investment in Wincenter software, so that we are now able to run Windows based programs on the network. This innovation will substantially increase the demand for computing services on the network. In order to accommodate the new users, and get the highest return on our investment in computing, we need to upgrade the CPU of the Sun server for the network. As the fourth floor lab becomes a more attractive computer classroom, individual users, working on independent projects, will be relocated to our third floor computer lab, which is not configured as a classroom. Our second priority is to upgrade the PCs in the third floor lab to accommodate these student computer users and alleviate potential congestion problems on the Sun network caused by RAM-intensive statistical and econometric software. Finally, our third project is to install a computer projector and document camera into one of the 3 classrooms in the economics (BRB) building.

E. PROPOSED ITAC BUDGET BY PROJECT:

(1) Install computer projectors and upgrade server for the fourth floor computer lab in BRB	\$43,400
(2) Upgrade PCs for third floor (CARE) computer lab in BRB	\$12,369
(3) Computer projector and document camera for one classroom in BRB	\$12,100
<u>TOTAL</u>	<u>\$67,869</u>

F. PROPOSED ITAC BUDGET BY CATEGORY:

Computers	\$29,169
Special equipment (computer projectors and document camera)	\$36,700
Remodeling, screens, and cables	\$2,000

II. PROJECTS

PROJECT #1

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Install computer projectors and upgrade the server for the fourth floor computer lab in BRB

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

Computer projectors in our fourth floor lab will allow professors and teaching assistants to use the computer lab as a classroom accommodating twenty five students at Sun workstation terminals. Currently we use an overhead projector to give demonstrate tasks, give instructions, and provide help for students at the computer terminal. Overhead transparencies are a much less effective way to teach the students how to utilize the computer system to complete their assignments and projects. In order to accommodate the increased use of the lab more effectively, we will also require an upgrade of the server's CPU.

C. AUDIENCE:

All of our undergraduate majors (approximately 500 students per year) are required to take Economic Statistics ECO 329. These students will use the computer lab as part of the required course. These hands-on computer sessions will increase their understanding of statistical methods. In addition, 25 to 30 graduate students per year will be using the lab for formal courses in statistics, econometrics and applied econometrics. Virtually all of the graduate students in our Department (approximately 100), and most of our undergraduate honors students (between 50 and 100) will also utilize the lab for other course work or individual research.

D. BUDGET SUMMARY:

2 Proxima Pro AV 9320 Projectors (@\$12,800 each)	\$25,600
Remodeling screens and cables	\$1,000
Sun E250 server with 2 400 MHZ processors and 2 GB of memory	
\$16,800	
TOTAL	\$43,400

PROJECT #2

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Upgrade the 7 PC computers in the third floor (CARE) computer lab in BRB

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

We anticipate that the PCs in the third floor CARE lab will be used even more intensively after we transform the third floor lab into a full-time computer classroom. Currently both the third and fourth floor computers lab are available for many hours per week for

individual users working on individual projects. Only the fourth floor lab is configured as a classroom. In order to accommodate the increased use of these labs more effectively, we will require upgrades of the 7 PCs that are currently in the third floor lab. These PCs are approximately four years old, and are inadequate for the computational demands of our graduate students.

C. AUDIENCE:

These computers will be utilized by graduate students and advanced undergraduate students working on individual thesis and dissertation research, and course assignments in classes other than statistics and econometrics. Improved computing power for these PCs will allow students using RAM-intensive statistical software to complete their research projects without causing an undue burden for the Sun network. About 40 to 50 graduate students per year will be using the lab for their dissertation research. Many of our undergraduate honors students (between 50 and 100) will also utilize the third floor lab for other course work or individual honors thesis research.

D. BUDGET SUMMARY:

7 Dell 733 MHz w 256 MB RAM (@\$1,767 each)	\$12,369
TOTAL	\$12,369

Project #3

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Install a computer projector and document camera in one of the larger classrooms in BRB.

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

None of the classrooms in BRB currently allow instructors to bring their notebook computers to class, connect to the internet, and utilize all of the information that is available on the web. In fact, no classroom is equipped to allow professors to make powerpoint presentations. No classroom in BRB affords an easy way to display recent journal articles, working papers, or newspaper articles with a document camera. The most sophisticated equipment used by economics professors in BRB is an overhead projector. The goal of this project is to transform one of the 2 larger classrooms in BRB so that it allows state of the art presentations for classes and seminars.

C. AUDIENCE:

This classroom computers will be utilized by graduate students and advanced undergraduate students (usually taking a writing component course). The improved presentations in class will benefit virtually all of our graduate students and many advanced undergraduate students. The renovated classroom will be used virtually every hour of the day from 8 until 5, 5 days a week.

D. BUDGET SUMMARY:

Canon DZ3600U Document Camera	\$4500
Proxima DP9240 Projector	\$6600
Mounting and cables	\$1000
TOTAL	\$12,100

French-Italian

I. DEPARTMENT SUMMARY

B. DEPARTMENT CONTACT:

Dina Sherzer: HRH 2.120, 471-5531, dsherzer@mail.utexas.edu

C. DEPARTMENT VISION STATEMENT:

Current projects done and in progress

In the last three years considerable efforts have been made to use technology in the teaching of French language, culture, and literature thanks to the effort and creativity of several professors and lecturers and the generous support of ITAC and ITC, and the expert technical assistance of Joe Tenbarge and his team.

In Fall 1998 the Homer Rainey Hall instructional lab designed by Carl Blyth was inaugurated. Students in first and second year French, Fr 506-507-508 and Fr 312K, as well as some upper division sections of Fr322 took advantage of the facilities. Regular classes were conducted in the lab. Students were able to have access to the web, and used material presented on CD-ROM, and were exposed to oral French and a variety of visual resources. The is used as a classroom lab on a regular basis (25-33 hours per week).

In Fall 1999 Carl Blyth and his collaborators created *Tex's French grammar*, an interactive and comprehensive French grammar available on the web. Students in French lower division and upper division courses are using this tool daily for their work. The web is consulted by many people in the United States as well as from other countries in the world. Several professors from other universities have written to praise this endeavor and the quality of this pedagogical tool. Projects are under way to use more systematically the resources of the lab for second year French courses.

In Fall 2000 the Hypermedia Enhanced Lower Division French Curriculum was launched. It offers a radically new approach to teaching language with real life video and audio documents, on line French vocabulary and French dictionary. (see description below)

The work of Carl Blyth and his team has been beneficial in many ways.

*Its has enabled the department to offer students in first and second year French language courses a cutting edge, authentic, exciting French language and culture training.

* It has put the French department and UT on the map for its pioneering work in the area of computer assisted instruction.

*It profits our graduate students. As they teach our language courses and collaborate with their supervisors and coordinator, our AI's and TA's develop an expertise which is highly valued in

the teaching profession and which will enable them to be more marketable when they enter the job market.

Several faculty members have begun working on projects that will be used for teaching upper division courses, thanks to ITS funding and technical expertise of Joe Tenbarge and his technical team.

*Cheney Crow was able to prepare a CD-ROM which is used in the teaching of Fr 322, Advanced oral expression. She will continue working on material for other upper division courses Spring 2001.

*Marc Bizer has developed an elaborate website, *The Renaissance Muse*, designed to help students learn to engage with literature and culture in sophisticated ways. Although it focuses on the poetry of the French Renaissance, it aims at developing the students' analytical abilities.

*Alex Wettlaufer received funding this summer and is preparing visual material dealing with art and literature as part of her graduate and undergraduate courses that deal with the relationship between art and literature.

*Jean-Pierre Cauvin was awarded funding in Fall 2000 which will enable him to continue digitizing reproduction of art works covering the achievement of French art from the Middle Ages to the present. This documentation will be part of the course on French art he regularly teaches, as well as part of his undergraduate and graduate courses on Surrealism.

Future needs

In 2002 the Lab in Rainey Hall will need to be upgraded so that the computers have the capacity necessary for the new projects. Several faculty members will be proposing projects for upper division courses. The amount of money necessary will be in the order of \$50,000

Conclusion

The financial and technical supports granted by ITAC and ITS have greatly enhanced the teaching of French language and culture and definitely benefit students who are exposed to a rich and sophisticated linguistic, visual, cultural, and artistic documentation. These funds also enable faculty members to exercise their creativity and explore state of the art teaching methods in keeping with the 21st century.

A. CURRENT PROPOSAL FOR ITAC FUNDING:

Three worthwhile projects and a request to improve secretarial work related to course preparation make up this year's Vision Plan. These proposals are particularly exciting and well conceived. They are listed in order of priority.

*1. Carl Blyth and Karen Kelton plan to continue working on Hypermedia Enhanced Lower Division French Curriculum.

*2. Guy Raffa is planning a multimedia, interactive, comprehensive project for his course on Dante's Divine Comedy.

* 3. Marc Bizer proposes a new project which aims at presenting material for courses on early French literature.

* 4. **Administration:** For the efficient and smooth functioning of the lower division office which assist in the preparation of material for courses, we need to upgrade the computers used by the staff and replace old machines with more modern ones.

E. PROPOSED ITAC BUDGET BY PROJECT:

Blyth/Kelton project: \$103,693

Raffa project: \$ 14,703

Bizer's project: \$4525

Administrative upgrade: \$11,300

F. PROPOSED ITAC BUDGET BY CATEGORY

faculty stipends: \$48,701

computers: \$65,000

software: \$ 3425

special equipment: \$ 25,595

Total: \$ 139,221

II. PROJECTS

PROJECT #1 (BLYTH/KELTON)

SUMMARY

For the past year, a team of Lower Division French instructors with the help of ITS staff (Eric Eubank) has been developing a new beginning French curriculum that incorporates the latest hypermedia technology—in particular, streaming video. (Please visit our website at the following URL: <http://www.lamc.utexas.edu/fr>). Video-taped interviews of native French speakers as well as scenes of day-to-day interactions (e.g., vendors in the market, waiters at a café, etc.), give our new curriculum an authenticity and immediacy lacking in most commercially produced pedagogical materials.

While parts of our curriculum have already been completed, we are still shooting video and pilot testing our materials in several classes this semester. This summer our team will continue shooting video in France. We intend to have our new video-based curriculum ready to take full advantage of the new "smart classrooms" that will be installed in Batts, Mezes, and Benedict in

the next few years. In order for the new hypermedia-enhanced French curriculum to be successful however, students AND teachers must have easy Internet access. The university has built and continues to build computer labs to meet the increased student demand. Graduate student instructors--the very instructors who will be called upon to teach this new curriculum-- must not be overlooked. Therefore, the main request we are making for our project is that Lower Division French staff, namely the Assistant Instructors, be given video-capable computers with which to preview/prepare their daily lessons (iMacs). Simply put, an Internet based curriculum requires that those who teach it have Internet ready computers.

A. PROJECT TITLE OR LABORATORY NAME:

“Le Français Interactif: Hypermedia-Enhanced Lower Division French Curriculum”

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

Our goal is to create an entire beginning French curriculum based on authentic video documents--interviews, music videos, street scenes, etc.--for use in Lower Division French (the first three semesters). The new curriculum will be innovative in several areas. First, it will be based on videotaped communicative tasks (e.g., a tour of an apartment, a description of French and American stereotypes, a narration of recent personal events, etc.) which students will watch as models for their own communicative tasks. In other words, students will watch these French speakers perform the very tasks that they will be asked to perform during oral and written exams. Another innovation will be the use of dynamic online polls and the integration of existing online components (e.g., Tex's French Grammar). And finally, we intend to develop a flexible database of videos and still images to be used for testing purposes.

C. AUDIENCE:

French 506, 507, 508K, 312K, (604, 612)

Enrollment: 1500 undergraduates

D. BUDGET SUMMARY:

1) iMacs DVD for every graduate student office (37@ \$1500) = \$55,500

This includes:

- 4 computers for the two TA offices
- 33 for the other graduate student offices

2) Headphones (60@ \$20) = \$1200

3) Laser Color Printer \$4500

4) Diskette drives (37@ \$135) = \$4995

5) Software (Adobe Photoshop, Pagemaker, Systeme-D) \$3000

6) Estimated Staff Support -

Increased demands on Daniel Nanez, computer programmer
Continuing support from ITS staff (Eric Eubank)

7) Summer support for C. Blyth, K. Kelton, N. Guilloteau,
L. Myers (grad student) and N. Megharbi (grad student) = \$34,498

Total budget: **\$103.693**

E. SPACE:

No remodeling necessary

DETAILED DESCRIPTION

F. CONTACT INFORMATION:

Carl Blyth, Associate Professor of French 1-5531

Karen Kelton, French Lecturer 1-5531

G. OVERVIEW OF PROJECT:

We are requesting funds to purchase equipment and to support a team of technical and content developers to work this summer. The iMac computers we are asking for will be installed in the AI offices in 4th floor Homer Rainey Hall. AIs must have easy access to these online materials since they will be using them every day in their Internet-ready classrooms (online activities and streamed videos will be used during regular class time as well as lab time). Moreover, AIs will be called upon to update our program since much of it will be dynamic thus requiring maintenance (e.g. readings taken from current periodicals). The development team will be going to France this summer to conduct further interviews and shoot videos of street scenes. Then, in later summer, our content team will decide which videos to use and how to edit them and display them online (with or without script, with or without glossing ,etc.). We also intend to continue working with Eric Eubank to resolve instructional design issues and programming.

Goals--

The development of a video-based beginning French curriculum with special hypermedia components: dynamic polls, bulletin boards for class postings, self-correcting exercises, and in-lab video-based exams.

Context of curriculum initiative in department--

Lower Division French has been a pioneer of instructional technology in the College of Liberal Arts. The majority of our Assistant Instructors will teach this new curriculum and thus this project will have a major impact on most aspects of our department. It should establish the UT French language program as one of the leaders in the field of Computer Assisted Language Learning (CALL).

Previous work--

Lower Division French has successfully completed two major projects with the assistance of ITS: 1) First Year French at UT-Austin, a website and companion CD-ROM (winner of first place in IITAP) and 2) Tex's French Grammar, an online grammar site that features 3 hours of audio and thousands of randomly generated self-correcting exercises.

Development plan--

We began developing the written materials for this project last year and have been shooting video and developing online polls throughout the Fall semester. In other words, most of the components of the curriculum have already been classroom tested for pedagogical soundness. Thanks to our testing, we have learned much about which kinds of videos work best at the beginning levels as well as which kinds of activities prove most valuable. For a sample of our materials (videos, online polls, vocabulary etc.), please visit our website (<http://www.lamc.utexas.edu/fr>). Next semester, we will continue to shoot video and fine tune our written materials (506/507 coursepack). This summer we intend to go to France to conduct further interviews and videotape street scenes which are impossible to obtain here in Austin. When we return to Austin in mid summer, we intend to edit the video and rewrite portions of our textbook to incorporate the new video.

Proportion of project already completed--

Most of the work for the project has already been done since it carefully builds on previous computer projects. During this past year we have developed templates for virtually every aspect of our new curriculum--video scripts, group activities, polls, etc. We have also pilot tested various videos and written and formatted the textbook which will accompany the online materials. What remains for us to do now is to shoot more raw footage to fill in holes. We have very specific plans concerning what kinds of videos we wish to obtain and how we wish to obtain those videos. In brief, we feel that our curriculum will be fully functional for 506/507/508K in time for Fall 2001. We project the 312K curriculum to be ready the following year, that is, in Fall 2002.

First Year French @UT-Austin
 <<http://www.lamc.utexas.edu/fr>>

Go to "Videos" and "Resources--Sondages/vocabulaire" links for examples of our new curriculum.

Tex's French Grammar: Grammaire de l'absurde
 <<http://www.lamc.utexas.edu/tex>>

H. FACILITIES AND SUPPORT NEEDED TO ACCOMPLISH GOALS:

Details of remodeling plans: None

Details of staffing needs and maintenance:

- Increased demands on Daniel Nanez, computer programmer for French & Italian Dept. computer technical support.
- Continuing support from ITS staff (Eric Eubank)
- Summer support for C. Blyth, K. Kelton, N. Guilloteau, L. Myers (grad student) and N. Megharbi (grad student)= \$34,498

Equipment List :

1) iMacs DVD for every graduate student office	(37@ \$1500) =	\$55,500
2) Headphones	(60@ \$20) =	\$1200
3) Laser Color Printer		\$4500

4) Diskette drives	(37@ \$135) =	\$4995
5) Software (Adobe Photoshop, Pagemaker, Systeme-D)		\$3000

Budget Defense: Items were priced directly from Apple (<http://www.apple.com/> and Hewlett Packard (<http://www.hewlittpackard.com/>)

PROJECT #2 Raffa

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME: **Danteworlds**

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

The goal of **Danteworlds** is to offer students and general readers of Dante's Divine Comedy a computer-assisted, multimedia tour of the medieval poet's vision of Hell, Purgatory, and Paradise. A project website with three "gateway" pages--one for each realm of the afterlife--will allow users to supplement their reading of the poem and to complement class discussion by providing access to selected textual, visual, and audio materials. The pedagogical innovation of **Danteworlds** is threefold: 1) the placement of icons (for characters and objects) and menus of crucial background information (e.g., historical and literary allusions) in sequential cross-sections of each realm will enable a visual recall of the poem and journey (who and what appears where) difficult to achieve with a purely textual approach; 2) the clickable regions, icons, and menu items will offer quick and easy access--users simply point and click--to a wealth of information typically relegated to notes at the back of the book or--as in the case of audio recordings of famous verses in Italian--simply unavailable to most students and readers; 3) the inclusion of materials developed over the past ten years specifically for Professor Raffa's undergraduate Dante course will help students prepare for class discussions, review for quizzes, and generate ideas for writing assignments (the course contains a *substantial writing component*). Several times during the semester, class will be held in the French and Italian computer lab (in Homer Rainey Hall) so that **Danteworlds** materials can be incorporated directly into the lesson.

Prototypes of the initial web page and the three gateway pages of **Danteworlds**—based on artwork by Paul LaFolley (exhibited at the Austin Art Museum in Spring 2000)—are available on-line at: <http://uts.cc.utexas.edu/~guyr/danteworlds/> Each gateway page consists of a circle—or "wheel"—of canto numbers (e.g., 1-34 for the Inferno) surrounding an overall image of the particular realm under consideration (Hell, Purgatory, Paradise). By selecting a canto or portion of the image (clicking on either will work), users will eventually be able to access the appropriate cross-section with clickable icons and menu items containing multimedia information.

C. AUDIENCE:

Danteworlds is designed to serve the undergraduate Dante course (ITC 349 / E 322)—taught on average 1-2 times per year—and other courses in which all or part (e.g., the Inferno) of Dante's

Divine Comedy is taught. These include: Plan II World Literature, Humanities 350, Italian Civilization (ITC 360), Introduction to Italian Literature (ITL 321), Dante's Inferno (ITL 375), and Medieval Visions and Creations (CL 382). Materials on the project website will also be used by students taking other courses—both undergraduate and graduate--in medieval and early modern European history, art, and literature. **Danteworlds** will therefore serve approximately 100-200 students per year at the University of Texas at Austin.

Given Dante's important place in the liberal arts curriculum, **Danteworlds** could also be made available to other University of Texas campuses and—with appropriate licensing agreements—to colleges and universities outside the UT system.

D. BUDGET SUMMARY:

Startup (summer 2001): faculty stipend for the principal investigator to design **Danteworlds** and provide content, and ITS support to complete the project website for fall 2001. \$ 9703

Research assistant(s) to help with the preparation of additional content in 2001-02: \$4500

Continued ITS support to update and maintain the website in 2001-02: \$2000

Total Budget: \$ 14,703

Because **Danteworlds** will be delivered over the web, users will be able to access it from existing university computer labs or from their personal computers. No additional funds are required.

DETAILED DESCRIPTION

F. CONTACT INFORMATION:

Guy P. Raffa
Department of French and Italian
HRH 3.114B
B7600

(512) 471-5531
guyr@uts.cc.utexas.edu

G. OVERVIEW OF PROJECT:

Danteworlds will deliver multimedia content—text, images, audio—over the web to students enrolled in courses in which all or part of Dante's Divine Comedy is taught. Students will therefore have efficient access to information that will help them prepare for class, review for

quizzes, and generate ideas for writing assignments. Because this information will be contained in clickable icons and menu items located in simple cross-sections of the three realms (Hell, Purgatory, Paradise), users of **Danteworlds** will be able to reinforce reading and class discussion of the poem with sharpened visual recall (who and what appears where). A class newsgroup, already used in Professor Raffa's undergraduate Dante course, will be incorporated into the project website to facilitate discussion of important Dante-related issues outside of class. Conceived as a complement to--not replacement of--traditional classroom teaching, **Danteworlds** is consistent with department, college, and university initiatives promoting new instructional technologies. The project will allow for expanded use of the state-of-the-art computer lab in Homer Rainey Hall: Professor Raffa's Dante class will meet periodically in the lab so that materials from the project website may be incorporated directly into the lesson.

The main page of the **Danteworlds** website will contain—in addition to links to course information (syllabus, assignments), the class newsgroup, and related Dante sites—buttons for the three "gateway" pages: one each for Hell, Purgatory, and Paradise. Each gateway page consists of a circle—or "wheel"—of canto numbers (e.g., 1-34 for the *Inferno*) surrounding an overall image of the particular realm under consideration (Hell, Purgatory, Paradise). By selecting a canto or portion of the image (clicking on either will work), users will eventually be able to access the appropriate cross-section with clickable icons and menu items containing multimedia information. Dante's Hell, for example, appears as a funnel divided into nine rings (wide at the top, narrow at the bottom). Clicking on a part of the infernal funnel—or the canto number on the wheel corresponding to that region—will produce a new page containing a simple image (cross-section) of the selected ring of Hell. These pages are the heart of the project: users now click on icons—characters, monsters, objects—appearing in the ring, or they select items from a pull-down menu containing information on allusions and contexts--mythological, literary, artistic, historical, theological, and political—essential for a fuller understanding this portion of the poem. Clicking on the icons or selecting menu items will cause the requested material—text and / or image—to appear in another window (pop-up or set within the larger window). Among the menu choices for each ring will be one or more audio recordings of famous lines of the poem in the original language—this will help Professor Raffa's students with quizzes since they use a bilingual edition and are required to recognize selected verses in Italian. The same overall procedure will be used for Dante's Purgatory and Paradise, the former appearing as a mountain with circular terraces and the latter comprising concentric planetary spheres. Users will receive multimedia information for particular terraces and spheres by clicking on icons and selecting from menus located on pages for those regions.

Prototypes of the initial web page and the three gateway pages of **Danteworlds**—based on artwork by Paul LaFolley (exhibited at the Austin Art Museum in Spring 2000)—are available for on-line viewing: <http://uts.cc.utexas.edu/~guyr/danteworlds/>. Professor Raffa created these pages using *Dreamweaver* software (from Macromedia), with the assistance of Olin Bjork and CIT staff, at the Faculty Multimedia Retreat, May 22-25, 2000. This project was also selected as a client for the Multimedia Production course—taught by Coco Kishi--in spring 2000. A team of students from the class worked with Professor Raffa on an earlier version of the project, some of which is included in **Danteworlds**. Further development of the project—design and completion of the entire website (cross-sections with icons and menus) and preparation of content—will

hopefully occur in summer 2001 with ITS support. RA's are required for the fall and spring (one per semester) to assist with the creation and preparation of additional content.

H. FACILITIES AND SUPPORT NEEDED TO ACCOMPLISH GOALS

It is hoped that the project website for Danteworlds will be completed this summer (2001) with support from ITS staff, and that the principal investigator will receive summer funding to prepare and digitize enough content to get the project up and running by fall 2001. At least one research assistant will be needed in the fall and spring (2001-02) to help with the preparation of additional content, and continued ITS support will be needed to update and maintain the website. Estimated budget for academic year 2001-02 (RA and site maintenance): \$6500.

PROJECT #3 Bizer

SUMMARY

- PROJECT TITLE OR LABORATORY NAME:

The Computer Meets Rabelais: Creating an Online Space for Early Modern French Literature

- BRIEF DESCRIPTION OF GOAL OR INNOVATION:

This project will integrate blackboard course software, listserv discussion groups, "Renaissance Muse" instructional technology site, and Renaissance music streams on "master" web pages running from one server in my office.

C. AUDIENCE:

Courses served (annual enrollments): French 326K (100), French 355 (15)

D. BUDGET SUMMARY:

	Estimated Start Up
Hardware:	
PowerMac G4/450 multiprocessor server	\$2500
w/256 MB of RAM	
Apple Studio 15" flat-panel Display	\$900
UMAX Astra 4000U Scanner	\$300
8x minimum CD-R/RW drive	\$400
Software:	
Macromedia Dreamweaver 3	\$100
Adobe Photoshop 6	\$225
Adobe Acrobat 4	\$100
Total:	\$4525

Estimated Annual Maintenance

\$150/year beyond first year 2-years of AppleCare
\$200/year for updates for the software used to maintain the site
\$350/year (total)

Staff support (\$\$?)

Estimated Staff Support (and funding source)

Liberal Arts Instructional Technology Services, our departmental technical support person

E. SPACE:

Rainey 3.114B (my office)

DETAILED DESCRIPTION

F. CONTACT INFORMATION:

Marc Bizer, Dept. of French and Italian.

G. OVERVIEW OF PROJECT:

Traditionally, literature courses have been the last to make use of computers because the basic pedagogy, involving close reading and writing about texts, does not easily lend itself to interaction with computer technology. However, in recent years literary study has increasingly emphasized the importance of cultural and historical context for the comprehension of these texts, and it is here that computers can provide an effective means of conveying complementary cultural and historical information that enhances students' understanding and enlivens their contact with often difficult literary masterpieces. By combining this multimedia content with an online space for communication, it becomes possible for professors and students to continue their exploration of early modern literature outside of the classroom, which substantially helps the students' assimilation of difficult material.

Preliminary stages

This project, aimed at the modernization of our French 326K and French 355 courses on early modern French literature (taken by about 120 students each year), began several years ago. Its development has taken place divided into two phases: a first phases involving the production of learning materials, and a second phase where they are being assembled into a coherent online learning space. Much of the first phase has already been completed. It began when I was given the opportunity to teach two sections of our *Introduction to French Literature I* (FR 326K) classes, which covers French literature from its Medieval origins to the French revolution. I was aware of the necessity of teaching the students about the widely varying periods in which these works were produced in as succinct, yet engaging manner as possible, given the vast amount of material to be covered. I set about to see how PowerPoint presentation software could be used as a vehicle for communicating essential facts about French history and culture which shed an

important light on French literature and make it come alive for my students. In the course of 1998-99, I completed four presentations incorporating text, images, and sound, one for each major period studied (the Middle Ages, the sixteenth, seventeenth, and eighteenth centuries). The next step was made possible by a Liberal Arts Instructional Technology Grant for the summer of 1999: with a team of programmers and an assistant, I designed a web site entitled “The Renaissance Muse” (<http://ash.lamc.utexas.edu/frp>), in order to help students practice the art of the *explication de texte* (poetic analysis) of Renaissance French poetry. This site combines online cultural and historical resources with an interactive learning space, and provides one-way communication between the student and the instructor (students’ work is saved online in a database). I am currently working on an article about the “Renaissance Muse” site, and I plan to submit it to *Computers and the Humanities*.

Remaining integrative work

I am now ready to work on Phase II of the project. The PowerPoint presentations and the “Renaissance Muse” web site are finished, but they are only available at disparate places on the web. I have a LetterRip Pro discussion server running in a third location. I would also like to add musical renditions of Renaissance poetry which would be streamed from a server from password-protected pages. I would now like to integrate these different learning materials into a more coherent online space that allows communication between students and the instructor. I need a server in order to integrate all these resources using “master” web pages that provide links to these different resources. I also need a scanner and software so as to be able to make more materials available online, to process scanned images, and to prepare html pages.

I believe that this part of the project (and thus the entire project) can be implemented and completed in the Fall of 2001. This project is part of a more general departmental initiative to change the teaching of French language and literature by making “realia” available to students online, encouraging them to become more responsible for the learning process, and expanding the walls of the traditional classroom.

H. FACILITIES AND SUPPORT NEEDED TO ACCOMPLISH GOALS:

See summary above.

PROJECT #4 Administrative upgrade

For the efficient and smooth functioning of the lower division office which assist in the preparation of material for courses, we need to upgrade the computers of the staff and replace old machines with more modern ones.

Risograph	\$ 3,500
5 iMacs (\$1500)	\$ 7,500
1 fax machine	\$ 300
Total	\$11,300

I. DEPARTMENT SUMMARY

A. DEPARTMENT:

Germanic Studies

B. DEPARTMENT CONTACT:

Katherine Arens, John Weinstock and David Wright

C. DEPARTMENT VISION STATEMENT:

Summary: The Department of Germanic studies proposes to incorporate technology-driven second language and culture learning into its undergraduate and graduate curriculum. The goal is to produce network-based test banks and interactive assessment templates that will allow faculty and assistant instructors to easily create materials for interactive, learner-centered instruction. Our Vision Plan takes advantage of networked computers in a flexible classroom setting, offering students the best of both instructional worlds: real time, face-to-face conversation and the opportunity for collaborative researching, problem-solving and negotiating, writing, and revising, using powerful computer resources including the WWW and the Department's newly developed digital library. By developing interactive templates and tools that can be used in a variety of our courses, the Department of Germanic Studies will be able to make its state-of-the-art technology a meaningful and significant part of a variety of courses while at the same time serving large numbers of courses, languages, and students.

Research, pedagogical, and administrative missions: We will conduct formative evaluations during the two pilot semesters (long semester 2002/2003) and summative evaluation after the fall 2003 semester. Each course in the pilot (Ger 506, 507, 508K, 312K, 312V, 312L, and 312W) will be matched to a control course, typically another section of the same course in the case of lower-division courses, which represent the majority of pilot classes, or, for upper-division or graduate courses, a similar course. We will evaluate the efficacy of network-based learning for the entire lower division curriculum and the effectiveness of three different delivery models (1x/wk for the semester, multiweek modules, and immersion). Specific outcomes and measures will differ based on course content, but we will include attitudinal measures, behavioral measures, and proficiency measures. We will design the assessment instrument(s) in conjunction with UT's Center for Measurement and Evaluation and Center for Teaching Effectiveness. David Wright will submit the results of this research in the format of an article to the *Modern Language Journal*. In addition, he will present the results at two conferences: 1) the annual conference of the American Council on the Teaching of Foreign Languages in Chicago (Nov. 2003) and 2) the annual Northeast Conference on the Teaching of Foreign Languages in New York (April 2004).

D. CURRENT PROPOSAL FOR ITAC FUNDING:

The goal of the new funding which we are requesting for 2001-2002 is to take the pool of materials, training, and instructional templates into our curriculum, especially into the lower-division language program.

The first part of the proposal (Project #2) is an extension of the previous grants. For Summer, 2001, we will develop three instructional units with support materials. In 2001, we would like to complete the design of upper-division units contemplated as a goal since our original funding in 1998. That would mean 7 one-month faculty appointments, teamed with 7 one-month graduate student appointments, each with the goal of one content-area unit with their respective quizzes, self-study materials, and sample tests. These materials will be designed as supplemental instructional materials to be integrated into a variety of upper-division courses. They will also aid immeasurably in enhancing our graduate students' professional development, since they will be involved in the planning and implementation of pedagogical materials designed for the upper division, which they otherwise would not be able to.

The second, and more important, part of the proposal (Project #1) will be to use Vision Plan funding to initiate the transition from our lower-division language program's present use of paper-based assessment to online assessment that will allow other innovations to be integrated into the curriculum, particularly comprehension-based segments that represent the vanguard of foreign language teaching (as the success of Blythe's materials in the French Department also argue). By moving to on-demand or time-assigned online testing outside of the organized classroom periods, students will have the opportunity to test when they do best, and instructors will be able to use in-class contact hours more effectively on real language practice.

Current assessment procedures in our program use question types that are limited to paper and pencil: the traditional fill-in-the-blank, grammar, and free-response items, supplemented by some limited aural comprehension items and a final oral interview. Testing on-line will allow multimedia materials, such as graphics, sound and video, to be integrated into the curriculum, and such multimedia test items better reflect actual language learning than do paper-and-pencil tests.

Making that transition for the entire lower division (approximately 30 sections in various classes each long semester) will, however, require a one-year transition (planned for 2002-2003), since all TAs and AIs will need to be trained in the pedagogical strategies, as well as in the use of computer templates to design testing and classroom materials. This process cannot start until a new faculty member is hired for the coordination and can gain some familiarity with our students (job search underway in Fall, 2000), to work with David Wright in redoing the curriculum. Note, too, that the Department has no other funding available to provide course release to undertake this revision (the Dean's

Fellowship program has been used in our department to guarantee research leave to untenured faculty).

E. PROPOSED ITAC BUDGET BY PROJECT:¹

Project #1

Wages:

Three graduate students for lower-division item- and test-bank development – 8 weeks @ 30 hours/wk @ \$17/hour	\$12,240
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Faculty Stipends:

Two faculty members for 1 or 2 months each (2 coordinators)	\$9,465/18,930
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Computers:

7 windows-based workstations (EPS 3.120)	\$16,100
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Software: (includes upgrades and additional licenses)

CourseBuilder	
OTS (Oral Testing Software)	\$1500

Special Equipment:

1 ceiling-mounted LCD projector	\$4,000
1 teaching/control station	\$3,000

Remodeling (EPS 3.120):

Carpeting, painting, removal of wall-mounted shelving	\$2,000
2 workstation tables	\$600
10 computer chairs	\$1,500
7 keyboard trays (mounted under computer tables)	\$700
3 ethernet drops	\$240

Total Project #1	<i>\$51,345/60,810</i>
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Project #2

Wages:

Seven one-month student employees for the upper-division units	\$9,644
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Faculty Stipends:

Seven one-month faculty salaries	\$33,128
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Computers:

3 G4 computers (EPS 4.110)	\$6000
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Software: (includes upgrades and additional licenses)	
Photoshop	
Dreamweaver	
Media Cleaner	
Final Cut Pro	
Sound capture & editing software	\$3000
Total Project #2	\$51,772

Total for both projects.....\$103,117/112,582

F. PROPOSED ITAC BUDGET BY CATEGORY:

Wages:

1. Three graduate students for lower-division item and test development – 8 weeks @ 30 hours/wk @ \$17/hour	\$12,240
2. Seven one-month student employees for the upper-division units	\$9,644

Faculty Stipends:

1. Two faculty members for 1 or 2 months each (2 coordinators)	\$9,465/18,930
2. Seven one-month faculty salaries	\$33,128

Computers:

1. 7 windows-based workstations (EPS 3.120)	\$16,100
2. 3 G4 computers (EPS 4.110)	\$6000

Software: (includes upgrades and additional licenses)

1. CourseBuilder	
OTS (Oral Testing Software)	\$1500
2. Photoshop	
Dreamweaver	
Media Cleaner	
Final Cut Pro	
Sound capture & editing software	\$3000

Special Equipment:

1 ceiling-mounted LCD projector	\$4,000
1 teaching/control station	\$3,000

Remodeling (EPS 3.120):

Carpeting, painting, removal of wall-mounted shelving	\$2,000
2 workstation tables	\$600
10 computer chairs	\$1,500

7 keyboard trays (mounted under computer tables)	\$700
3 ethernet drops	\$240

Total..... \$103,117/112,582

II. PROJECTS

PROJECT #1

SUMMARY

The Department of Germanic studies proposes to incorporate technology-driven second language and culture learning into its undergraduate curriculum. Our Vision Plan takes advantage of networked computers in a flexible classroom setting, offering students the best of both instructional worlds: real time, face-to-face conversation and the opportunity for collaborative researching, problem-solving and negotiating, writing, and revising, using powerful computer resources including the WWW and the Department's newly developed digital library. By developing interactive templates and tools that can be used in a variety of our courses, our Department will be able to make its state-of-the-art technology a meaningful and significant part of a variety of courses while at the same time serving large numbers of courses, languages, and students.

A. PROJECT TITLE OR LABORATORY NAME:

Computer Assisted Assessment

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

This project will provide communicative, learner-centered, intensive language instruction using state-of-the-art technologies. We will enhance our instruction by producing Web-based, interactive assessment templates and tools to create materials for interactive, learner-centered instruction delivered via the Web that will be integrated into our existing curriculum.

C. AUDIENCE:

Courses served with new requests and enrollments

- Ger 506 First semester (165)
- Ger 507 Second semester (64)
- Ger 508K Intensive German (31)
- Ger 604 Intensive German (18)
- Ger 312K Third semester (100)

- Ger 312V Business German I (10)
- Ger 312L Fourth semester German (62)
- Ger 356V Advanced Business German I (15)

Total..... 465 students per semester (**fall 2000 enrollments**)

D. BUDGET SUMMARY:

Wages:

Three graduate students for lower-division item and test development – 8 weeks @ 30 hours/wk @ \$17/hour \$12,240

Faculty Stipends:

Two faculty members for 1 or 2 months each (2 coordinators) \$9,465/18,930

Computers:

7 windows-based workstations (EPS 3.120) \$16,100

Software: (includes upgrades and additional licenses)

CourseBuilder

OTS (Oral Testing Software) \$1500

Special Equipment:

1 ceiling-mounted LCD projector \$4,000

1 teaching/control station \$3,000

Remodeling:

Carpeting, painting, removal of wall-mounted shelving \$2,000

2 workstation tables \$600

10 computer chairs \$1,500

7 keyboard trays (mounted under computer tables) \$700

3 ethernet drops \$240

Total Project #1 \$51,345/60,810

E. SPACE:

Renovation of EPS 3.120:

Carpeting, painting, removal or reconfiguration of wall-mounted shelving \$2,000

PROJECT #2

SUMMARY

The goal for 2001-02 is to develop seven on-line curricular components, two for use in our lower-division language programs (Danish, Dutch, German, Norwegian, Swedish and Yiddish) and five for upper-division literature and

culture courses. With the three components created in the summer of 2001 the Department will have a total of ten such components, each involving a separate pedagogical application of the Digital Library. Each will remain as a permanent departmental resource, accessible by the public as tours in some cases, but then accompanied by self-tutorial materials and testing models for limited-access use by specific classes.

A. PROJECT TITLE OR LABORATORY NAME:

Curriculum Reform: Pedagogical Applications of the Digital Library

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

The framework for the teaching and learning of foreign languages in the State of Texas is in the process of changing, which will require us to accommodate different in-coming student preparation than we have encountered heretofore, and which will require that our German majors who are preparing to teach be trained somewhat differently than before.

The Vision Plan proposal we are submitting for 2001-2002 is designed to prepare the way for those necessary changes, capitalizing on the work accomplished in assembling the Department's Digital Library and on-line database in 1998/2000. We wish to use these materials and the expertise gained by faculty and graduate students alike to continue developing prototype curricular units, including interactive tutorials and testing, that can be evaluated in extant classes as models for integrating multimedia into our lower and upper division course offerings.

C. AUDIENCE:

Lower-division language programs (Danish, Dutch, German, Norwegian, Swedish and Yiddish as well as upper-division GER (GER 324 and 325 and GER 361K and L), GRC and SCA culture courses. Most of the undergraduate students in the Department will be served. Graduate students helping to develop the units will acquire invaluable skills.

D. BUDGET SUMMARY:

Wages:

Seven one-month student employees for the upper-division units	\$9,644
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Faculty Stipends:

Seven one-month faculty salaries	\$33,128
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Computers:

3 G4 computers (EPS 4.110)	\$6000
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Software: (includes upgrades and additional licenses)

Photoshop

Dreamweaver

Media Cleaner

Final Cut Pro

Sound capture & editing software \$3000

Total Project #2\$51,772

E. SPACE:

No remodeling will be necessary.

History

I. DEPARTMENT SUMMARY

DEPARTMENT CONTACT: William Sederholm, 471-3261

DEPARTMENTAL VISION STATEMENT:

Our plan consists of a pedagogical project to use digital technology in a large number of our undergraduate courses.

CURRENT PROPOSAL FOR ITAC FUNDING: We have only one project, which will directly benefit our undergraduate students.

PROPOSED ITAC BUDGET BY PROJECT: ***The project will cost \$28, 140.***

PROPOSED ITAC BUDGET BY CATEGORY:

16,140	Wages (scanning)
3,000	Software
9,000	Equipment

II. PROJECTS

PROJECT #1

SUMMARY

- **PROJECT TITLE:** Creation and projection of digital images
- **BRIEF DESCRIPTION OF GOAL:** To purchase additional equipment to project digital images and to create a database of images, videos etc. that can be used by our faculty in their undergraduate courses.

C.AUDIENCE: this project will serve a majority of our courses in U.S. and European history. At a later date we will develop data bases for our courses in Latin American, Middle Eastern, African and Asian history. Since we are not certain how many faculty members will use the technology, we cannot estimate the number of students who will be served.

(2) BUDGET SUMMARY:

\$16,140 ITAC funding for scanning 3,000 slides to create digital images that can be accessed on a server operated by ITAC.

\$9,000 one multi-media cart for use in Garrison Hall classrooms

\$3,000 for the purchase of digital images on CD-ROM.

\$28,140 total

(3) SPACE: The use of digital images in Garrison Hall classrooms is contingent upon the wiring of those classrooms for internet access. It is my understanding that this project has been approved and will take place in 2001 at institutional expense.

DETAILED DESCRIPTION:

(4) CONTACT INFORMATION: William Sederholm or Vince Lightbourn at 471-3261.

(5) OVERVIEW OF PROJECT: This represents the second year of a project begun and funded last year to make it possible for our faculty to use digital technology in our undergraduate classes. Last year we received funds to purchase one media cart (projector, computers, a VCR, a DVD player and a monitor), two media preparation work stations, and some collections of images on CD-ROM. This equipment has made it possible for individual members of the faculty to create their own powerpoint presentations, storing those images on zip disks. This year we would like to expand that effort in three ways:

A. The first undertaking is to create a database of images that can be accessed through the web. We are requesting funds to contract with LAITS to scan 3,000 slides and maps that are now in the possession of faculty members so that

these can be made available on a server maintained by LAITS. The cost of having this scanning done by LAITS is \$16,140. In this way we intend to build up large collections of images in U.S. and European history that can be accessed by all faculty working in these fields. In this way we will make the images available to more faculty and hence a broader student audience than if we continued only to use individual zip disks. Gaining access to these images through a server requires that at least some of the classrooms in GAR will be rewired for web access. We have been assured that the University is planning to undertake this project in the near future.

- B.** The department requests funds for the purchase of a second multimedia cart, which will include a digital projector, two computers, a monitor, speakers, VCR, and DVD player. This will help us meet the demand for this equipment in Garrison Hall. The cost of this equipment will be approximately \$9,000.
- C.** The Department requests \$3,000 to acquire more digital media on CD-ROMs.

(6) FACILITIES: PROPOSED EQUIPMENT LIST:

Projector: NEC MT830-\$4400
Computers: G4-400Mhz-\$1300
Dell-P3-866 Mhz-\$1350
Monitor: Dell LCD display-\$735
Speakers: Included with Del system
VCR: Sony SLVN50-\$130
Cart & Cables: est. at \$700.

Liberal Arts Instructional Technology Services

I. DEPARTMENT SUMMARY

A. DEPARTMENT:

Liberal Arts Instructional Technology Services

B. DEPARTMENT CONTACT:

Joe TenBarge

C. DEPARTMENT VISION STATEMENT:

Liberal Arts Instructional Technology Services is committed to building and delivering media rich, computer-assisted course materials for the College of Liberal Arts. This mission includes:

- Building course web sites
- Creating and preparing digital audio and video
- Building and maintaining internet servers
- Building and maintaining high-speed networks throughout the college
- Duplicating and distributing audio and video tapes and computer CDs
- Maintaining computer labs and other specialized technology rooms
- Installing and maintaining computers and multimedia equipment in General Purpose Classrooms

D. CURRENT PROPOSAL FOR ITAC FUNDING:

The last item in the above list is our newest specific mission and the subject of this funding request. Soon after its inception, LAITS managers and developers realized that digital media would not be widely accepted by faculty until it became easy to use these materials in a normal classroom environment. Beginning in the Spring of 2000, we began a project to install computers and digital multimedia equipment in all large (over 200 seats) rooms that are heavily used by Liberal Arts classes. We entered into a cooperative agreement with the College of Natural Sciences and the College of Fine Arts to use a standard design for these rooms and form a joint support structure.

LAITS now plans to begin the process of installing multimedia equipment in all or most of Liberal Arts' **smaller** General Purpose Classrooms. We propose to undertake a large project including approximately 20 classrooms in Jester and Parlin Halls during the spring and summer of 2002. These rooms will be constructed according to the standards developed jointly by Liberal Arts, Natural Sciences, and Fine Arts in the large room project.

E. PROPOSED ITAC BUDGET BY PROJECT:

Classroom Technology Upgrades in Parlin and Jester Halls \$300,000

F. PROPOSED ITAC BUDGET BY CATEGORY:

Special equipment \$300,000

II. PROJECTS

PROJECT #1

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Classroom Technology Upgrades in Parlin and Jester Halls

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

Provide standard set of computer and multimedia teaching equipment in all General Purpose Classrooms in Parlin and Jester. Design will be similar to current classroom installations in Parlin 201, 203, and 206.

C. AUDIENCE:

Over 600 courses with enrollment of approximately 18,000 students annually, from departments throughout the University.

D. BUDGET SUMMARY:

LAITS is requesting an ITAC contribution of \$300,000 toward the cost of special equipment for this project. All other costs will be covered by College Technology Fee funds.

Special Equipment	\$439,000
Requested ITAC contribution to Special Equipment Cost	<u>300,000</u>
Balance of Special Equipment Cost to be paid by College Fees	\$139,000

<u>Other one-time costs to be paid by College Fees</u>	
Computers	\$56,000
Renovation	<u>50,000</u>
Total one-time costs to be paid by College Fees	\$245,000

<u>Recurring Costs to be paid by College Fees</u>	
Annual Maintenance	\$20,000
Staff (75% of annual cost for 2 full-time and 3 FTE part-time staff)	<u>77,000</u>
Total Recurring Costs	\$97,000

E. SPACE:

Rooms will need minimal electrical and lighting changes. Cost is estimated at \$50,000. (See 'Renovation' above.)

Linguistics Research Center

I. DEPARTMENT SUMMARY

A. DEPARTMENT:

Linguistics Research Center (LRC)

B. DEPARTMENT CONTACT:

Esther Raizen, 1-3881, er@uts.cc.utexas.edu

C. DEPARTMENT VISION STATEMENT:

The Linguistics Research Center is the longest-established university research organization devoted to computational control of natural language. Since its inception in 1961, LRC research projects have been concerned with deepening the understanding of language mechanisms, regarding languages as structures consisting of symbols. Its major funding supported the development of machine translation, for which especially English, German, Russian, Japanese and Chinese were described. The work resulted in the development of the METAL system, which was commercialized by Siemens. The competence developed in computer control of language greatly facilitated other projects, including the production of the *Gothic Etymological Dictionary* (Brill, 1986) and *Biblical Hebrew* (Wings Press, 1999). Current activity has concentrated on making the Center's resources more generally available via the World Wide Web, which has become our development site. For the past three years the Indo-European Documentation Center, directed by Dr. Carol Justus, has been supported by grants from the Diebold Foundation (\$34,000 in 1998-2000). The Modern Hebrew Project, supported by the University of Texas Vision Plan (\$150,000 in 1998-2000) and by supplementary grants from the US Department of Education (title VI via the Center for Middle Eastern Studies, \$30,000 in 1996-2001) has maintained a web site since 1998.

In the upcoming years, the LRC will continue developing both the Indo-European Documentation Center and the Modern Hebrew Project. Aiming at the utilization of the web for deepening the understanding of natural languages, the LRC will focus on the production of web-based grammars and instructional tools for Hebrew and Indo-European, and also of a general introduction to grammar geared toward foreign language learners.

D. CURRENT PROPOSAL FOR ITAC FUNDING:

The three proposals submitted here have been conceptualized and discussed within the context of the current LRC focus on making linguistic resources available to the academic community and the public at large via the web. The

Modern Hebrew Project and the Indo-European Documentation Center are planning to extend their activities into new areas with *Jewish Languages: An Annotated Bibliography* and *Grammars of the Indo-European Languages Project* respectively. In addition, the LRC is planning to step into the area of applied linguistics with the purpose of providing foreign language instructors and students with grammar-based, state-of-the-art tools for language study. All three areas are of equal priority at the LRC plan for the near future. Should funding be limited, the Modern Hebrew Project will postpone the development of the Jewish Languages site to the next funding cycle.

E. PROPOSED ITAC BUDGET BY PROJECT:

Introduction to Language: An Interactive Journey	\$43,872
Grammars of the Indo-European Languages Project	\$38,294
Jewish Languages: An Annotated Bibliography	\$13,500
Total:	\$95,666

F. PROPOSED ITAC BUDGET BY CATEGORY:

Wages	\$66,796
Faculty stipends	\$18,070
Administrative	\$8,800
Misc.	\$2,000
Total:	\$95,666

II. PROJECTS

PROJECT #1

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Introduction to Language: An Interactive Journey
Jane Lippmann and Esther Raizen

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

Introduction to Language: An Interactive Journey, a web site geared toward foreign language learners, will provide students with an introduction to the basics of linguistics in a manner which will facilitate reference to grammatical concepts and the use of grammatical terms in foreign language classes. The site will draw its examples and exercises from various language families and will broaden students' general familiarity with languages and cultures of the world as well as give them concrete tools for the study of their respective target languages.

C. AUDIENCE:

In its pilot stage (2001-2002), the site will be used with lower-division Hebrew and French students (some 300 altogether). It will be then offered to instructors of other languages at UT and opened to the general academic community.

D. BUDGET SUMMARY:

Research assistant	\$16,002
Release time for faculty	\$18,070
Programmer	\$6,000
Administrative costs	\$1,800
Copyright release	\$2,000

Total \$43,872

E. SPACE:

No additional space is necessary. Faculty will work in their respective departments and at the Linguistics Research Center, and the research assistant will be provided space at the Linguistics Research Center.

PROJECT #2

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Grammars of the Indo-European Languages Project
Winfred P. Lehmann

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

Under the project we will produce web-based basic grammars of the major Indo-European languages, that include only original texts. Passages from major works will be selected, thoroughly annotated, and accompanied by grammatical sketches. An extensive linking mechanism will allow efficient browsing and content processing. The grammars will provide students with enough control of the language in question, so that they will be able to proceed on their own to read well-edited texts such as those in the Loeb series for Greek and Latin. Students find major languages like Armenian, Avestan and Tocharian difficult of access because pedagogical grammars for them do not exist. For other major languages, including Latin, Greek and Sanskrit, introductory grammars are often discursive, so that students must invest several years to achieve an insight into the language. The grammars we produce will be made accessible on our web-site so that they will be universally available. If printed, they would be from 50-80 pages, depending on the difficulty of the language.

C. AUDIENCE:

Students majoring in modern languages, including French, German, Russian, Spanish and English; historical linguists, medievalists, historians and anthropologists with a need to access Indo-European languages for research purposes; specialists in theology and in literature written in the languages concerned.

D. BUDGET SUMMARY:

Systems analyst	\$14,605
Graduate research assistant	\$14,529
Undergraduate student	\$4,160
Supplies and administrative expenses:	\$5,000
Total	\$38,294

E. SPACE:

No additional space is required. The work will be done at the current facilities of the Linguistics Research Center.

PROJECT #3

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Jewish Languages: An Annotated Bibliography
Esther Raizen

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

In preparation for creating a major web-site on Jewish languages, I propose to compile an online bibliography with about one thousand entries, two hundred of them annotated. The bibliography will be created using FileMaker Pro, incorporated in the existing bibliographical database of the Modern Hebrew Project, and offered for use via the interface designed for that project. To my knowledge, no such resource exists. With the technology and infrastructure in place, the project can be completed within a fairly short time and with minimal investment.

I am also requesting supplementary funds which will allow a one-time upgrade of the Hebrewer, a web-based Hebrew lexicon generator previously supported by a UT Vision Plan grant.

C. AUDIENCE:

Scholars and students interested in Jewish languages, linguistics, and sociolinguistics at UT and elsewhere. The current Modern Hebrew Project site gets an average of 20 hits per day, and I expect the audience to double by the time the proposed project is funded.

D. BUDGET SUMMARY:

Research assistant	\$6,500
Programmer	\$5,000
Administrative expenses	\$2,000
	Total: \$13,500

Future maintenance of the Modern Hebrew Project will require an estimated total of \$2,000/year. The current server used for the bibliography is an iMac, and no replacement is planned for the near future.

E. SPACE:

No additional space is required. The work will be done at the current facilities of the Linguistics Research Center.

Middle Eastern Languages and Cultures

I. DEPARTMENT SUMMARY

A. DEPARTMENT:

Department of Middle Eastern Languages and Cultures:

B.: DEPARTMENT CONTACT

Dr. Harold Liebowitz, Chairman

C. DEPARTMENT VISION STATEMENT:

I am submitting my request for ITAC funding for our department, organized according to the sub-areas of our department. These needs are those expressed by our faculty which will further the development of our department.

D. CURRENT PROPOSAL FOR ITAC FUNDING:

These individual projects, which are proposed, support two language sections of our department, Hebrew Studies and Islamic Studies. The priority of each project is Research which will directly benefit students through the development of new course materials.

E. PROPOSED ITAC BUDGET BY PROJECT:

Proposal 1: "The Buena Vista Baghdad Club: Desert[ed] Tunes	\$18,000
Proposal 2: "Hebrew Via Popular Culture	\$24,436

F. PROPOSED ITAC BUDGET BY CATEGORY:

Proposal 1: Budget Summary:

- Research	\$ 1,600
- Production (broadcast quality)	\$27,536
- Editing and marketing	\$ 8,350
Total:	\$37,486*

*\$19,486 are being sought from various American and Israeli sources

- The proposal requests funding in the amount of \$18,000 from Vision Plan

Proposal 2: Budget Summary:

Undergraduate research assistant:	\$600
Production of video vignettes in Israel	\$10,000
Faculty stipend (Shemer)	\$7,366
Copyright clearances	\$4,000
Server charges	\$1,000
Site design and basic programming	\$1,500
Total:	\$24,436

II. PROJECTS

PROJECT #1

SUMMARY

THE BUENA VISTA BAGHDAD CLUB: DESERT[ed] TUNES by Yaron Shemer

A. PROJECT TITLE OR LABORATORY NAME:

Title: The Buena Vista Baghdad Club: Desert[ed] Tunes

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

“The Buena Vista Baghdad Club: Desert[ed] Tunes” is a proposed video documentary which will explore a unique musical phenomenon in Israel. Fifty years ago, a group of Jewish immigrants from Iraq brought with them a rich tradition of Judeo-Arab classical music. Members of the “Baghdad Club” have been meeting almost every Monday in the past fifty years to practice and play their music together. Although recognized by musicians and musicologists as refined, sophisticated and truly fascinating “Ethnic/World-Music”, for over forty years, this group and its music remained unfamiliar to the public in Israel and abroad. Only in recent years did the group start gaining the recognition and the appreciation it deserves. Since most of the group’s performers are over seventy years of age, there is a sense of urgency to document and to further expose to the public this group and its music.

C. AUDIENCE:

The video documentary will be available in VHS and CD formats to students, faculty, and the public in large who are interested in Jewish and Arab music and culture. Several UT professors in Middle Eastern Studies, Ethnomusicology, and Jewish Studies have already expressed interest in using the proposed program in their classes.

D. BUDGET SUMMARY:

- Research	\$ 1,600
- Production (broadcast quality)	\$27,536
- <u>Editing and marketing</u>	<u>\$ 8,350</u>
Total:	\$37,486*

* \$19,486 are being sought from various American and Israeli sources

* The proposal requests funding in the amount of \$18,000 from Vision Plan

E. SPACE:

No additional space will be necessary.

PROJECT #2

SUMMARY

HEBREW VIA POPULAR CULTURE by Yaron Shemer and Esther Raizen

A. PROJECT TITLE OR LABORATORY NAME:

Title: Hebrew Via Popular Culture

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

Hebrew Via Popular Culture is a project designed to allow Hebrew students and faculty nationwide access to materials which promote language acquisition through exposure to current Israeli popular culture, mainly through its media outlets. The Web-based project will offer a set of lessons based on audio-visual materials. Users will listen, read, discuss, and write about those materials, and will be directed to links to various Web-sites pertaining to contemporary Israeli culture, e.g., newspaper articles and ads, cartoons, popular songs, TV entertainment programs and commercials, radio broadcasts, etc.

Hebrew Via Popular Culture focuses on developing language proficiency in all four areas that are of uppermost importance in the process of language acquisition (speaking, reading, writing, and listening comprehension). The proposed project will enable students to engage in language learning while enhancing their understanding of Israeli culture and utilizing the entertainment factor which is so appealing to the age group in focus. A UT Hebrew upper-division course by the same name will rely significantly on the materials developed for this project.

C. AUDIENCE:

Students and faculty nationwide. The site has the potential of serving a large body of students, as many instructors at the secondary and post-secondary levels like to incorporate popular culture materials in their curricula.

D. BUDGET SUMMARY:

Undergraduate research assistant:	\$600
Production of video vignettes in Israel	\$10,000
Faculty stipend (Shemer)	\$7,366
Copyright clearances	\$4,000
Server charges	\$1,000
Site design and basic programming	\$1,500
Total:	\$24,436

E. SPACE:

No additional space will be necessary. The work will be done in the department of Middle Eastern Languages and Cultures and the existing facilities of ACITS and Liberal Arts ITS.

Population Research Center

I. DEPARTMENT SUMMARY

A. DEPARTMENT:

Population Research Center

B. DEPARTMENT CONTACT:

Myron Gutmann, Director

C. DEPARTMENT VISION STATEMENT:

The Population Research Center (PRC) is an Organized Research Unit within the College of Liberal Arts that has a broad mission to support research on a range of social, economic, and demographic subjects, as well as to provide training for students interested in those topics. In addition to housing funded research projects supported by federal agencies and private foundations, the PRC supports an undergraduate and graduate training program with fellowship funds provided by the National Institutes of Health, the Hewlett Foundation, the National Science Foundation, the Andrew W. Mellon Foundation, and the Compton Foundation. Research supported by the PRC has been recognized by public officials and the scientific media at the national and international level, and alumni of our training program hold important teaching, research and administrative positions throughout the world. The PRC has an unmatched record for training in the area of population and in supporting collaborative research and mentoring that bring students and faculty together.

Information Technology lies at the heart of the mission of the Population Research Center. We provide IT services to students in the **Population Research Instructional Laboratory (PRIL)**, located in four large rooms on the 16th and 23rd floors of the Main Building Tower. The Laboratory includes servers that support the structure of large-scale computing at the PRC, as well as 24 desktop stations available on a continual basis for student use. The PRIL is a unique resource for students working with demographic data at the University of Texas at Austin. It is the only place on campus where it is convenient and efficient to work with large census-type data sets, by virtue of its data resources, facilities, and support staff.

The Data Services Core is the largest of the support units in the PRC. It provides a computing and data support environment to researchers (students and faculty) by hosting a large body of data that are immediately available for use, and by providing a mix of computing support in the form of UNIX and PC (Windows NT) platforms. The data include large samples of national censuses for the U.S., Mexico, and Brazil, among other countries, plus vital statistics and survey data from many countries and about many topics. The UNIX network serves up large

data sets and offers researchers the opportunity to extract and analyze those data. The Windows NT network provides access to desktop computing functions (word processing, spreadsheets, graphics, cartography, mail, as well as web browsing and web hosting), in addition to allowing statistical analysis of smaller data sets. Both UNIX and NT networks are moving toward a configuration where a larger general purpose server is supported by a range of specialized servers for distributed functions. These distributed servers are mostly purchased with research grant funds and are used to support individual research grants. There is a staff of 3 1/2 support employees.

The other support units within the PRC support administration of grants and the training function, and provide library services. These two cores also make heavy use of IT in their work, with the Administrative Core maintaining an almost completely automated system of grant application and management, and serving as a leading user of the University's automated administrative systems. The PRC Library and Information Services Core provides bibliographic information and data to researchers through a mix of traditional print services (books and journals) and an increasing amount of on-line and electronic information.

D. CURRENT PROPOSAL FOR ITAC FUNDING:

This is a proposal for continued support of the Population Research Instructional Laboratory, which supports student computing at the Population Research Center. During 2001-2002 the PRIL requires modest support and upgrades in terms of equipment and software, plus continued support for the salaries and fringe benefits of our support staff.

E. PROPOSED ITAC BUDGET BY PROJECT:

Project I: Continued Support of Population Research Instructional Laboratory...\$142,000.00

F. PROPOSED ITAC BUDGET BY CATEGORY:

Table 2: Proposed ITAC Budget for the Population Research Center, by Category

Salaries and Fringe benefits (wages)	97,000.00
Faculty Stipends	0
Computers	40,000.00
Software	5,000.00
Special Equipment	0
Remodeling	0
Miscellaneous	0
Total	\$142,000.00

II. PROJECTS

PROJECT #1

SUMMARY

The Population Research Instructional Laboratory is a multi-platform environment in which students at the Population Research Center learn about demographic analysis and analyze population data. This project provides for continued staffing and incremental enhancements to the equipment and software infrastructure of the PRIL, by providing new server equipment, replacement desktop workstations, and software.

A. PROJECT TITLE OR LABORATORY NAME:

Population Research Instructional Laboratory

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

The goal of this project is to continue to provide the highest quality support for instructional computing at the Population Research Center. This requires continued maintenance, replacement, and upgrades of equipment and software in the PRIL, as well as staff support for the Lab. In the past the Dean's office has provided us with 1.5 positions at the level of the Systems Analyst. In this budget we include these positions (they have not been included in the past), with provision of a pay raise above 2000-2001 levels.

C. AUDIENCE:

The Population Research Center does not have its own course listings. The following courses offered by PRC affiliates make significant use of computer technology. In addition, we want to stress that PRC graduate students all make very extensive use of computer technology in their theses and dissertations.

- History 344M - Gutmann
- History 388M - Gutmann
- Sociology 389K - Sections offered by Potter, Galle, Frisbie, Hummer
- Sociology f396L - Galle
- Sociology 396L - Galle
- Sociology 384L - Sakamoto, Pullum, Powers
- Sociology 384M - Raley
- Sociology 391L - Pullum

These classes enroll roughly 300 students per year. In addition there are approximately forty graduate students who use our facilities constantly for thesis and dissertation support.

D. BUDGET SUMMARY:

Table 3: Proposed ITAC Budget for Project I

Salaries and Fringe benefits (wages)	97,000.00
Faculty Stipends	0
Computers	40,000.00
Software	5,000.00
Special Equipment	0
Remodeling	0
Miscellaneous	0
Total	\$142,000.00

E. SPACE:

No additional space needed at this time.

Psychology

I. DEPARTMENT SUMMARY

A. DEPARTMENT:

Psychology

B. DEPARTMENT CONTACTS:

Lawrence K. Cormack, Ph.D. (Associate Professor and Departmental Computer Committee Chairman)

471-5380, cormack@psy.utexas.edu

Gary Zuker (Staff Computer Specialist)

475-9734, Zuker@psy.utexas.edu

C. DEPARTMENT VISION STATEMENT:

The Department of Psychology is committed to preparing our students to live and work effectively in a technological world. Our students must become adept at using advanced information technology during their years at The University. The cutting edge of technology requires an informational environment that takes advantage of the best in computer technology and the best in applications to higher education.

The broad vision of the Department of Psychology for the use of information technology is to create i) a more effective and enjoyable learning environment for undergraduate students, ii) a more productive research and learning environment for advanced undergraduate students, graduate students, and post-doctoral trainees, and iii) a more efficient administrative environment.

A fundamental tenet of our vision is that the teaching and research missions of the department are inexorably intertwined. The intertwined nature of the two missions can be illustrated in a number of ways. First, in any given semester, we teach over 2000 undergraduate majors and over 6000 total students in classroom settings, but it is important to realize that the things we teach in the classroom come directly from scientific research in the laboratory. It is true that some of the research comes from secondary sources, such as books and papers written by others, but much of it also comes from our own laboratories right here at The University of Texas. In short, our teaching is made more current, relevant, and exciting by our research.

Second, to be effective teachers, we need to be able to put all the information that we teach into the context of today's cutting-edge research questions so that the students can appreciate what the exciting scientific mysteries are, what is known and what is unknown, what is good science and what is speculation. But the only way faculty members or graduate student instructors (GSAs) can do this is if they are active researchers themselves. Good teaching does not involve reading out of

a musty book; good teaching involves bringing current scientific questions to life. Thus, effective up-to-date teaching depends on active research.

Finally, and most importantly from the standpoint of the Information Technology initiative, good teaching requires that we get as many students as possible directly involved in the process of scientific research. This is most obvious in the graduate curriculum, in which the students' primary focus is on laboratory work from the very beginning. But it is also an important component of any undergraduate curriculum in a scientific research field. We in Psychology go to great lengths to give each and every one of our students some research experience despite the staggering number of majors we have (2026), and the relatively high student-to-faculty ratio (about 46:1) under which we labor. In the current semester, we have only about 150 students, or less than 1 in 13, engaging directly in some sort of research activity. We have another 40 or 50 students per semester that get some exposure to the research experience through a course entitled "Experimental Psychology" (PSY458). Currently, this course is rather generic and is taught out of a common classroom, but one of our plans in the upcoming year is to expand and diversify this general course into a series of focused "special topics" courses, such as "Experimental Research in Social Psychology," "Experimental Research in Cognitive Psychology," etc. However, to make this work, substantial portions of these courses will have to be conducted within the laboratories of the faculty teaching the courses, in shared student computer facilities, and in shared teaching/research facilities such as are present in the Animal Resource Center. Further, the general the task of getting more undergraduates involved in research will require a modern, stable, and fast computer network infrastructure, such that data can be shared quickly and easily between classrooms, individual laboratories, student computer facilities, shared teaching/research facilities, and even the students' home computers.

A very important component of our departmental vision, then, is the blurring of the lines between teaching and research, both by exporting the laboratory to the classroom and importing the classroom to the laboratory. In the days in which data were collected and analyzed by hand and courses were taught with chalkboards, this was relatively difficult. But today, with so much information technology potentially at our disposal, we can reasonably expect to get a higher proportion of our students involved in research. We hope to do this by providing state-of-the-art computer-based teaching equipment to the faculty, ample walk-in computer facilities for our graduate and undergraduate students, shared teaching/research facilities for use by our graduate and advanced-undergraduate students, and a modern, stable network infrastructure to tie all these elements to each other and to individual research laboratories.

Special Consideration: The New Psychology Building.

We have made substantial progress towards our Information Technology goals, but further efforts must be tempered by the fact that the Psychology Department will be moving and setting up its computer systems in a new building in Fall

2001. The network and classroom infrastructure now in place will have to be recreated in the new building; particularly the computer labs, classrooms, and multimedia teaching facilities.

At this point, our priority is to have sufficient funds in reserve and available to recreate in the new building the computer systems and facilities currently in place. Therefore, our Vision Projects for this year, as well as the preceding 2 years, are considerably more modest than in past years.

D. CURRENT PROPOSAL FOR ITAC FUNDING:

The Psychology Department's most critical proposed project is our Facilities Upgrade and Expansion. This project comprises upgrades and expansions in four key areas, which will allow us to continue to implement our vision of the more effective and productive learning and research environment outlined above. The core upgrade is the replacement of our 9-year-old VAXcluster Servers. These are the primary file servers in the Department, and form the very foundation of our computer network that ties together over 600 individual computers across 9 different university buildings. As mentioned above, this network is an indispensable component of our overall plan to teach our undergraduates more effectively by tying together laboratories, classrooms, walk-in computer facilities, and shared teaching/research facilities.

The second upgrade is the replacement of our 6-year-old Apple color laser printers. The primary purpose of these printers is to produce color printouts for classroom use (handouts, overhead transparencies, etc.). The printers are simply getting old and are breaking down with increasing frequency. Obviously, to teach effectively, we need machines that can reliably print classroom teaching materials.

Third, we propose to double the number of mobile computer projection systems used by instructors in University classrooms and auditoriums still lacking modern presentation facilities. The systems are very popular with our faculty and we simply don't have enough to satisfy the demand. We also propose to add two portable lightweight video-projection systems for the same reason.

The final key area we have targeted for expansion are our walk-in computer facilities. Our student computer facilities have become desperately overcrowded, so we intend to provide more student workstations in these walk-in computer sites.

Our second project is an important resubmission of a project submitted last year. The "Microscope Image Acquisition System" is planned to enhance and replace the aging digital camera, microscope, and computer system originally set up in FY '95-96 with Information Technology (IT) Funds. This equipment constitutes an important shared teaching/research facility. It is used by virtually all of the

advanced undergraduates and graduate students in our Behavioral Neuroscience area, as well as by students from other programs including Neuroscience, Pharmacy, and Zoology. Unfortunately the technology has improved so rapidly that our current system is primitive by comparison and sorely needs to be upgraded if our students and the work that they do are to remain competitive with other major universities.

E. PROPOSED ITAC BUDGET BY PROJECT:

Description	Cost
Facilities Upgrade and Expansion	\$ 133K
Microscope Image Acquisition System.	\$ 43K
Total =	\$ 176K

F. PROPOSED ITAC BUDGET BY CATEGORY:

Budget Categories	Cost
Wages	\$ 0
Faculty Stipends	\$ 0
Computers and peripherals	\$ 167K
Software	\$ 9K
Special Equipment	\$ 0
Remodeling	\$ 0
Miscellaneous	\$ 0
Total =	\$ 176K

II. PROJECTS

PROJECT #1

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Psychology Computing Facilities Upgrade and Expansion

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

Psychology is one of the largest academic departments on campus, with over 600 computers in its network serving over 2000 undergraduate majors and over 110 graduate students. Facilities Upgrade and Expansion is a set of four small projects which will allow Psychology to continue its computer-based operations in an efficient and reliable manner.

The upgrade projects include replacement of our 9-year-old VAXcluster Servers, and 6-year-old Apple Color laser printers. Our student workstation facilities have

become overcrowded due to increased demand. Thus, we intend to provide more student workstations in our walk-in computer facilities. We also propose to double the number of mobile computer projection systems and add two video projection systems for use by instructors in University classrooms and auditoriums still lacking modern presentation facilities.

C. AUDIENCE:

Many aspects of Project 1 are to provide resources that will benefit nearly every student taking a Psychology course. This is a large audience, as Psychology is one of the largest departments on campus, teaching over 45,000 semester credit hours per year. Our students comprise some 15% of the entire University student population. Thus, direct benefits will accrue to the approximately 6,500 undergraduates taking our courses each semester, as well as the faculty and students from other departments who will be using our facilities.

Most courses now utilize web-based posting of assignments, teaching materials, grades, etc. Many of our instructors also use computer-based presentations in the classroom, which often allows our instructors to make more dynamic, colorful, and interactive lectures than was possible with just chalkboards and overhead projectors. Moreover, many Psychology courses require substantial use and proficiency with computers on the part of the students. This list is growing and currently comprises over a dozen courses, listed below:

- Psy301 Introduction to Psychology
- Psy325K Advanced Statistics
- Psy357 Undergraduate Research, Individualized Instruction
- Psy359H Honors Research I
- (7) Psy371 Learning
- D.** Psy379H Honors Research II
- E.** Psy384K Advanced Statistics: Experimental Design
- F.** Psy384M Advanced Statistics: Inferential
- G.** Psy389K Theory of Assessment I
- H.** Psy389M Theory of Assessment II
- I.** Psy390 Grad Research, Individualized Instruction
- J.** Psy394T Regression Analysis
- K.** Psy394U Computational Modeling
- L.** Psy418 Statistics and Research Design
- M.** Psy458 Experimental Psychology

D. BUDGET SUMMARY:

Funds required for the project's equipment is \$133K. Annual maintenance cost to support the items represents only a modest increase in our present maintenance efforts. The Psychology Department currently operates and maintains roughly \$1.7 million in equipment previously purchased with Information Technology fees. Our existing maintenance budget will cover this additional new equipment.

Psychology has an existing departmental technical staff of five full-time permanent computer personnel. Approximately half of the salaries come from Information Technology Fees and half from Departmental staff lines. Our experienced staff will be able to implement the projects without delay and provide improvements to the students quickly.

E. SPACE:

There is no additional space required for any of the proposed projects. Most of the new equipment will be used to upgrade or replace existing systems.

PROJECT #2

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Microscope Image Acquisition System

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

The "Microscope Image Acquisition System" is planned to enhance and replace the aging digital camera, microscope, and computer system we currently provide our students. We originally set up this shared image processing facility in FY '95-96, before digital cameras were commonplace. In the Behavioral Neuroscience area of our department, digital microscopes and image analysis systems have become fundamental tools that these students must have available. Unfortunately, the old system is very slow and cumbersome, and the upgrade is sorely needed.

This equipment is to be located in the Animal Resource Center, a multi-disciplinary campus facility used by Psychology, Biomedical Engineering, Pharmacy, Kinesiology, Nutrition, Microbiology, Molecular Biology, and Zoology. This equipment constitutes a very important shared teaching/research facility. It is used by virtually all of the advanced undergraduates and graduate students in our Behavioral Neuroscience area, as well as by students from many of the other programs listed above. It should be emphasized that this equipment is a general shared facility, and is independent and separate from any individual research laboratories.

C. AUDIENCE:

While this facility may see use by students from other departments, its primary audience will be our Psychology students in the Behavioral Neuroscience area of the department. The Behavioral Neuroscience students typically number about 35 including both graduates and advanced undergraduates. Relevant courses include:

- Psy357 Undergraduate Research, Individualized Instruction
- Psy359H Honors Research I

- Psy379H Honors Research II
- Psy390 Grad Research, Individualized Instruction
- Psy458 Experimental Psychology

D. BUDGET SUMMARY:

Funds required for the project amount to \$43K. Annual maintenance cost to support the items represents only a modest increase in our present maintenance efforts, which cover roughly \$1.7 million in equipment previously purchased with Information Technology fees. Therefore, our existing maintenance budget will cover this additional new equipment.

Psychology has an existing departmental technical staff of five full-time permanent computer personnel. Approximately half of the salaries come from Information Technology Fees and half from Departmental staff lines. Our experienced staff will be able to implement the projects without delay and provide improvements to the students quickly.

E. SPACE:

There is no additional space required for this project. The new equipment will be used to replace existing systems and will be housed in our student computer facility, located in the Animal Resources Center, Room 0.214.

Rhetoric and Composition

I. DEPARTMENT SUMMARY

2. **DEPARTMENT:**

Division of Rhetoric and Composition

3. **DEPARTMENT CONTACT:**

Margaret Syverson, syverson@uts.cc.utexas.edu, 471-8734

C. DEPARTMENT VISION STATEMENT:

The Division of Rhetoric and Composition has since its inception been committed to the full integration of information technology in research, pedagogy, and administration. Currently we are in the process of developing our five year strategic plan. (See draft DRC Strategic Plan attached below.)

D. CURRENT PROPOSAL FOR ITAC FUNDING:

ITAC funding is sought for support of the Computer Writing and Research Lab (CWRL), which hosts undergraduate and graduate classes in writing and English, research on the integration of pedagogy and technology, and projects for the improvement of undergraduate writing instruction. These projects include the CWRL web site, the Learning Record Online, the CWRL Technology Skills Roadmap, Worlds Fair, the Division of Rhetoric and Composition web site, the DRC web site, the Academic Honesty site, two national peer-reviewed journals dedicated to teaching with technology, an annual colloquium for sharing best practices in teaching with technology, and support for other courseware developed with CWRL resources and staff: Critical Tools, the Daedalus Integrated Writing Program, and the CWRL staff manual.

E. PROPOSED ITAC BUDGET BY PROJECT:

The total cost proposed for the Computer Writing and Research Lab is \$308,014

F. PROPOSED ITAC BUDGET BY CATEGORY:

The sole proposed project for ITAC funding is the Computer Writing and Research Lab (See Project for budget details):

Computer Writing and Research Lab Proposed Budget 2001-02

EQUIPMENT	\$118,610	
NON-CLASSIFIED PERSONNEL	\$70,004	
OTHER EXPENSES	\$57,800	
TOTAL OPERATING FUNDS		\$251,414.00
CLASSIFIED PERSONNEL	\$56,600	
GRAND TOTAL		\$308,014.00

II. PROJECTS

PROJECT #1

SUMMARY

B. PROJECT TITLE OR LABORATORY NAME:

Computer Writing and Research Lab

C. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

The Computer Writing and Research Lab is an international leader in research and development for the integration of technology and pedagogy in the teaching of writing. Our goal is to continue our leadership through keeping current with technological change, exploration of new uses of technology to support best practices in teaching and learning, collaboration on research that probes our understanding of writing and technology, and evaluation studies that assure the quality of our educational mission. Our work is supported by our access to state-of-the-art technologies, strong administrative support, and outstanding graduate student instructors; these three key components enable us to make important contributions to the improvement of teaching and learning with technology. This year, we are seeking additional funding to implement the Learning Record Online web-to-database application across RHE306 courses. In development over the

past six years, the Learning Record Online has been supported by grants from DARPA, the Carnegie Foundation, and the College of Liberal Arts. When completed, the Learning Record Online will support a national archive of student portfolios across disciplines for use in classroom evaluation, teaching training, research on teaching and learning, and program assessment. This major CWRL project will be pilot-tested in spring 2001, refined over the summer, and implemented across RHE 306 classes in fall 2001. The full annual report of the Computer Writing and Research Lab for 2000 is posted on the web at <http://www.cwrl.utexas.edu/~syverson/cwrl>.

C. AUDIENCE:

The CWRL serves both undergraduate and graduate students in a number of ways. We offer courses in state-of-the-art networked computer classrooms, we provide training for future faculty in the pedagogical uses of technology, we host a large web site that serves students and teachers internationally, we research and develop courseware that is freely available to support teaching and learning, we conduct workshops for graduate student instructors and faculty to share best practices, and we host open hours with qualified proctors in CWRL facilities to support students' work with computers outside of class time. Through two peer-reviewed journals we inform our field and deepen understanding more generally about the impact of technology on teaching and learning in rhetoric and composition, literature, and other English courses.

Courses served: 100+, including

DRC

RHE 306; RHE 309K; RHE309M; RHE309S; RHE330C, RHE330D, RHE360M, RHE306GW, RHE306Q, RHE309L, RHE330RHE, RHE379C

ENGLISH

E 314L, E379S, E314J
E 388M, E 387R, E 398T

TLC

TLC 321, TLC 331

Estimated annual enrollment

2,000 (2,500 next year when the new computer classroom will be completed)

Professors, AI's involved

12 Professors
50 AI's

D. BUDGET SUMMARY:

Computer Writing and Research Lab Proposed Budget 2001-02

EQUIPMENT				
Debt service on 2000/2001 computers	53,700			
Interest @ 5%	2,685			
Debt service on 1999/2000 computers	33,500			
Interest @ 5%	1,675			
Sub-total financed equipment		91,560		
Other equipment				
2 printers	2,800			
DVD burners (Mac & Win)	750			
PC laptop	2,500			
Director's Powerbook	4,000			
LCD w/overhead projector	5,000			
furniture replacement	2,000			
miscellaneous	10,000			
Other sub-total		27,050		
Total Equipment			118,610	
NON-CLASSIFIED PERSONNEL				
AI staffing salaries (5 Ais @ \$4140)		20,700		
fringe benefits		6,000		
Summer AI support (6 AIs @ \$4134)		24,804		
fringe benefits		7,000		
Wages for undergraduate proctors		10,000		
fringe benefits		1,500		
Total Personnel			70,004	
OTHER EXPENSES				
Repairs		4,000		
Services		4,000		

Software		15,000		
Supplies		6,000		
Telephone		3,800		
Implementation of the Learning Record Online across RHE 306 classes: Programming, documentation, support		30,000		
Total Expenses			57,800	
TOTAL OPERATING FUNDS				\$251,414.00
CLASSIFIED PERSONNEL				
Program Coordinator salary		42,000		
fringe benefits		12,500		
merit increase pool		2,100		
Total Classified Salary			56,600	
GRAND TOTAL				\$308,014.00

E. SPACE:

We were compelled to defer our classroom remodeling of FAC 7 until summer 2001. Funds for this project have already been allocated. We are also in need of additional office space for our Program Coordinator, our System Analyst and the Director. The offices that were constructed in FAC 8, which are quite tiny, can be used by our graduate assistant directors for conferring with instructors and handling other responsibilities during their lab hours if we are able to identify space that can be used for our lab staff offices, but they are not adequate for permanent professional staff. Our preference is for staff office space close to our labs either in FAC or in Parlin. Remodeling costs will depend on the location and condition of the space.

Spanish and Portuguese

I. DEPARTMENT SUMMARY

A. DEPARTMENT:

Department of Spanish and Portuguese

B. DEPARTMENT CONTACT:

Orlando R. Kelm

Batts 314

232-4534

orkelm@mail.utexas.edu

C. DEPARTMENT VISION STATEMENT:

We currently have several faculty members who are working on various projects that involve technology (e.g., Prof. Nicolopoulos' project on Mexican Corridos, Prof. Bailey's project on Medieval Spanish, Prof. Kelm's projects on Business Language, and also the development of materials for our Civilization courses). All of these projects are progressing and no request is made for further assistance at this time. Our objective in the next year, as related to the use of ITAC funds, is to strengthen our lower-division Spanish lab by upgrading the existing computers.

The computer lab in Batts 115 is used by our students who are enrolled in SPN 506 (First Semester Spanish). Activities in this lab are now entering into their fifth year. The lab runs at near full capacity all day long from Tuesday through Friday. As a result, the computers, monitors, and headsets have started to show signs of wear and tear. We are requesting that ITAC funds be used to replace and upgrade the computers in this lab.

As we update the computers and the lab activities, we also envision a wider implementation of lab activities for all of the students enrolled in lower-division Spanish courses. For example, one of the activities that we do in the lab is to have students make digitized audio recordings of themselves, which are then sent to the instructors. These "oral quizzes" (called Communication Goals Recordings, CGRs) have proved to be an effective way of testing the students' oral production of language. We have already begun to expand the CGRs to all of the lower-division courses. As we upgrade our computers in the lab, we will also continue to expand activities like the CGRs.

D. CURRENT PROPOSAL FOR ITAC FUNDING:

As stated above, the current proposal is limited to the purchase of new computers to replace the outdated and worn out MAC 7200s.

E. PROPOSED ITAC BUDGET BY PROJECT:

Since there is only one proposed project being submitted, the budget is included below under section D. The total requested is \$26,889.

II. PROJECT

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

Undergraduate Spanish Language, Batts 115

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

Since 1996 we have been running the Undergraduate Spanish Language Lab in Batts 115. Students from the first-semester course (SPN 506) come into the lab once a week to work on grammar exercises, reading assignments, chapter quizzes, oral proficiency examinations, CD-ROM practice from the textbook, and vocabulary practice. The 30-station lab has also been extended to include oral testing exercises for all first-year courses (SPN 506, 507, 508). The current project request is to update the existing computers, which are now 5 years old.

C. AUDIENCE:

The lab is currently being used by all of the 1006 students enrolled in SPN 506. The lab is open and runs at near 100% capacity Tuesday through Friday from 8:00 AM until 6:00 PM. On Monday the lab is closed for maintenance and for use by the teaching assistants and course instructors for correction and review of materials, etc. Additionally the students enrolled in SPN 507 (465 enrolled), SPN 312K (839 enrolled), and SPN 312L (629 enrolled) use the lab on 2 occasions during the semester for the Communication Goals Recording (CGR), which is a recording of an oral examination that is made of the students' speech. The 450 students enrolled in SPN 508 also take the CGR on five occasions during the semester.

(The figures provided here are Fall 2000 12th day enrollments.)

Technology, Literacy, and Culture

I. DEPARTMENT SUMMARY

A. DEPARTMENT:

Technology, Literacy, and Culture

B. DEPARTMENT CONTACT:

Samuel M. Wilson

C. DEPARTMENT VISION STATEMENT:

Technology, Literacy & Culture is an interdisciplinary concentration in the College of Liberal Arts. The aim of the program is to allow students to explore a wide range of issues and ideas concerning the impact of information technology on human societies. The TLC concentration provides students with a sophisticated and broadly focused understanding of the roles of information technology and society. They will also develop new forms of literacy in the media that these new technologies make possible. The two main objectives of the TLC concentration are for students to develop an understanding of the role information technology plays in society, in the past, present, and future, and to become literate in new forms of digital communication, including hypertext authoring and the use of graphics, video, and sound. They do this in the TLC program by focusing on theoretical and historical studies, hands-on learning, research, and real-world internship experiences.

D. CURRENT PROPOSAL FOR ITAC FUNDING:

The current proposal is designed to maintain the computing infrastructure of the TLC concentration, in support of its curriculum, outreach, and fundraising goals. It includes computers for Assistant Instructors, a projector and laptop for use in classes.

E. PROPOSED ITAC BUDGET BY PROJECT:

\$26,200

II. PROJECTS

PROJECT #1

SUMMARY

A. PROJECT TITLE OR LABORATORY NAME:

TLC Computing Infrastructure Support

B. BRIEF DESCRIPTION OF GOAL OR INNOVATION:

The Technology, Literacy, and Culture program enriches the traditional Liberal Arts / Humanities curriculum. To the Liberal Arts' longstanding emphasis on critical thinking and clear communication, TLC adds a special concern with the social impacts of new technologies, and it gives students the opportunity to develop new literacies and skills with new media.

Because TLC exists outside of any departmental structure, we rely on the College of Liberal Arts and ITAC for our basic computing infrastructure. The projector, computers, server, camera, and other equipment are to be used exclusively for TLC undergraduate courses.

C. AUDIENCE:

- TLC 311 – Information in Cyberspace - 2 sections Haubitz
- Meets with LIS 312
- TLC 311 – Communication Technology and Society – 6 sections
- Meets with COM 309 and RTF 309
- TLC 311 – Computers and Writing – W - 2 sections Cambridge, Brantley-Johnson Meets with RHE 309M
- TLC 321 – Intro to Technology, Literacy, & Culture–2 sections Faigley, Crum
- TLC 331 – Ways of Knowing – W Syverson
- Meets with RHE 330C
- TLC 331 – Multimed Prod for Nat Scientist Kishi
- Meets with GEO 371C
- TLC 331 – Multimed/Accessibil/Virtl Body Slatin
- Meets with E 388 M
- TLC 331 – Globalizatn in M East & N Afr Henry
- Meets with GOV 365N and MES 323K
- TLC 331 – Communities and Computing Strover
- Meets with RTF 365
- TLC 331 – Privacy/Surveillnc/Encryption-W Phillips
- Meets with RTF 331P
- TLC 331 – The Geographer's Craft Crum
- Meets with GRG 859B
- TLC 331 – Information Society-W Strover
- Meets with RTF 331N
- TLC 331 – Geography: Information Society Crum
- Meets with GG 356T
- TLC 370 – Research Innternship Wilson in charge
- TLC 367 - Conference Course in Technology/Literacy/Culture

