Date: March 7, 2013

Overview
In light of our departmental review, and after a two-part departmental retreat and several follow-up meetings, the IAS Governing Board has approved the following proposed reforms to our program. The nature of the reforms is three-fold:

- First, we propose to create a new non-regional track within our major called "Global Studies" with an optional concentration in "Global Justice Studies."
- Second, we make three changes to the requirements for the major to our traditional regionally focused track.
- Finally, in light of these changes, and to better reflect the new nature of the program, we also propose changing the name of the program from International Area Studies (IAS) to Global and Regional Studies (GRS).

This proposal starts with the minor changes proposed to our traditional regional studies track first, and then proceeds to the additional of the Global Studies track and the program name change.

I. Proposed reforms to Regional Studies Track

   A. Replace required course ECON 3 “Principles of Microeconomics” with POL 121 “International Political Economy”

   Justification: After deliberations among the governing board and after consultation with professors in the Economics and Politics Departments, we agreed that removing this lower division requirement and replacing it with the upper division course in International Political Economy better prepares our students for understanding the economic reality of their region and how it links to the rest of the global economy. International Political Economy focuses on the politics of macroeconomic decision making and helps to explain why global patterns of production, consumption, trade, and finance (inter alia) work as they do across various regions of the globe. The focus on micro-economic theory, while useful, is not as helpful to explain regional economic patterns and processes.

   B. Expand the History 2 requirement to require either History 1 or History 2

   Justification: History 1 covers World History until about 1500 and History 2 covers World History from 1500 to the Modern Era. The Governing Board felt that students would be well served by covering the earlier historical period, especially to understand the social roots of the region they are studying. In addition, we felt that sufficient historical material from more recent times is covered in other lower and upper division courses required for the major to warrant making this change. Students covering the early period will gain knowledge and insights into the nature and shape of social institutions and culture whose origins are found in earlier time periods of their region of focus.
C. Expand the major by adding an introductory course in global studies. The course will be GRS 1: Introduction to Global and Regional Studies.

*Justification:* For many years, students have complained about covering so much material so quickly in the Cultural Geography course: IAS(GRS) 100. This course will cover major concepts and theories employed to understand global patterns of economy, politics, and culture while also introducing students to the major regions of the world as a focus of study. The creation of this course fulfills three objectives. First, it creates a single introductory gateway course to the major for all tracks and concentrations. Second, it better situates our students for making an informed choice about their specialization or track within the major. Third, it relieves the burden of IAS 100 in that many basic concepts and theories will be covered in this introductory course that students will find familiar when taking IAS(GRS) 100, allowing time to deepen their study of cultural geography at the upper division level. GRS 1 will now become a prerequisite course for IAS(GRS) 100. [Ron Ahnen of the Politics Department has offered to teach this course on an experimental basis for 2013-2014].

D. Change IAS 196 from an independent study basis to a formal research and writing course offered in combination with Ethnic Studies, and Women and Gender Studies programs.

This model includes a full time instructor for the course who will guide students through the great majority of tasks with respect to research, writing, and general analysis, and a second faculty member who will serve as reader/mentor to advise on more specific substantive and theoretical issues periodically throughout the semester.

*Justification:* The present system of requiring students to write their senior thesis with an advisor from the faculty governing board on an independent study basis has become untenable given recent growth in the major. The Dean is supportive of a thesis class for our program. This change promotes five goals. First, it helps the students to focus on writing their thesis by providing a structured environment. This alteration remedies a significant problem that was unfortunately all too common in the independent study format: students did not have enough structure and discipline to finish their theses in a timely fashion. Second, this course helps build greater communication among students in this program who often don't see each other given the interdisciplinary nature of the major. Third, a thesis course builds greater efficiency into the program by allowing one instructor to focus on information literacy, research, and writing tasks and deadlines while a second reader focuses with fewer meetings on substantive issues. The second reader would assist the student on substantive issues and meet with them three or four times throughout the semester (more if needed). The final grade, however, would be assigned by the instructor. Fourth, this course will serve as the writing course for the program under the new core curriculum writing requirement, and the new format will allow the instructor to deepen the discussion of writing in the discipline and further developing students' information literacy skills. Finally, the thesis course promotes greater equity among
program faculty as the task of teaching this course will be distributed on a rotating basis among the faculty of the three programs, thereby lowering the random and not well distributed burden of directing independent studies on each individual faculty member involved.

II. Creation of Global Studies Track with optional Global Justice Studies Concentration

A. Addition of Learning Outcome specific to global studies:
Along with our four existing learning goals, the new GRS program will add the following learning outcome that reflects our broadening of the program beyond regional specific studies:

- Students will demonstrate the ability to analyze the increasing interdependent nature and complexity of cultural, economic, environmental, political, and social processes that constitute the global experience, and to examine those processes from a global justice perspective.

B. Creation of Global Studies Track
As noted in our recent program review, we desire to create a new global studies track in which the student would not focus on a specific region of the world, but would instead take a broad array of courses with aim of understanding the global dimensions of cultural, economic, political, and social processes.

Justification: As indicated by a significant number of students declaring independent global studies or global justice studies in recent years (including six in the last academic year), some students clearly have a desire to have this option available to them. We believe that we can and should accommodate this demand within the IAS(GRS) program. In addition, many students have expressed a desire to focus on global studies without committing to a specific region of the world. This new global studies track creates a viable option for those students. We also believe several students are interested in studying the processes of globalization writ large in its many facets, and this new track would serve them as well.

C. Structure of the Global Studies Track
The global studies track requires five lower division, eight upper division classes, and foreign language proficiency equal to four college semesters of instruction. This track also includes an optional concentration in “global justice studies” including coursework specifically examining social justice issues on a global level, an internship with an organization with an international focus working for social justice, and a thesis that is focused on a global social justice issue.

1) Lower Division Requirements:
GRS 1: Introduction to Global and Regional Studies
ANTH 1: Introduction to Anthropology
HIST 1 or 2: World History
ECON 4: Principles of Macroeconomics
POL 4: Introduction to International Relations
Language: Required to Level 4 in a foreign language
Note: The lower division requirements above are essentially the same for the regional and the global tracks with one exception: Politics 1 (Introduction to Comparative Politics) is not required for this track and instead Politics 4 (Introduction to International Relations) is required.

Justification: With its target of study on global processes and nation-state interactions, Politics 4 offers a closer approximation of a global focus than comparative politics. The focus of comparative politics is to understand domestic political systems including political culture, institutions, behavior, and policies. The course is the required introductory course to studying politics in the region. The object of Politics 4 is to understand how and why nation-states cooperate or fail to cooperate across many broad issues such as peace and war, or economic production, trade, and finance.

2. Upper Division Requirements for Global Studies track (8 courses):
   GRS 100 Cultural Geography and Global Societies
   GRS 196 Senior Thesis
   Six additional upper division electives: two each from Groups A, B and C

GRS upper division elective courses are organized into three groups. Group A is the intellectual traditions group. These courses focus on presenting the basic concepts, theories and frameworks to understand global studies within the corresponding traditional disciplines. Group B includes courses that focus primarily on key issues or topic of interest rather than more theoretical explorations. Finally, while the first two groups focus on the truly global nature of social processes, Group C includes some regional courses.

Justification: We believe that the proposed structure of these courses is to provide both conceptual and theoretical structure while the topics and issues courses explore the analysis and application of key empirical issues. In addition, we feel that students cannot understand global processes without at least some in-depth study of societies at the regional level, which is why we include two courses from the regional studies group.

Group A: Intellectual Traditions
   ANTH 134 Issues in Globalization
   ECON 102 Development of Economic Thought
   ECON 160 Comparative Economic Systems
   ECON 192 Economic Development
   HIST 100 Topics in World History
   POL 121 International Political Economy
   POL 115 Theories of Justice

Group B: Issues and Topics
   ANTH 112 Global Perspectives on Race
   ANTH 114 Urban Studies
   ANTH 117 Religion
   ANTH 118 Health and Illness
ANTH 128 Food and Culture
HIST 116 Victorian Empire
HIST 137 United States in Comparative and Transnational Perspective
HIST 154 Latin America, the United States, and the Drug Trade
POL 122 Topics in International Politics
POL 125 Human Rights
POL 126 Food Politics
SPAN 160 Culture and Civilization of Spain
SPAN 161 Culture and Civilization of Latin America
SPAN 162 Culture and Civilization of Mexico

Group C: Regional Studies Courses
ANTH 121 World Cultures
ANTH 119 Cultures of the Americas
FREN 123 French Literature: 19th and 20th Centuries
FREN 129 French Literature Outside Europe
HIST 110 Topics in European History (Women in European History in 2013-2014)
HIST 115 France and Germany
HIST 117 20th Century Europe
HIST 119 Topics in German History (Modern Germany in 2013-2014)
HIST 150 Topics in Latin American History
HIST 151 Women in Latin American History
HIST 153 Revolution in Latin America
HIST 153 The African Diaspora in Latin America
HIST 155 Latin American Environmental History
HIST 160 Topics in Asian History
HIST 161 Modern Japan
HIST 162 Contemporary China
HIST 170 Topics in African History
HIST 172 African History Since 1850
POL 143 Middle East Politics
POL 144 Asian Politics
POL 145 Latin American Politics
POL 146 Western European Politics
POL 148 East European Politics
MODL 185 Culture and Civilization of France
MODL 186 Culture and Civilization of Italy
MODL 187 Culture and Civilization of Spain
MODL 188 Culture and Civilization of Latin America
MODL 189 Culture and Civilization of Mexico
SPAN 141 Latin American Literature II
SPAN 143 Contemporary Latin American Literature
SPAN 145 Twentieth Century Mexican Literature

Other courses that are not regularly offered through the catalog may also be considered as appropriate for fulfilling the requirements of Group A, B or C through formal special petition to the Director.
3. Optional Global Justice Studies Concentration:
Students desiring a concentration in Global Justice Studies must meet the following additional requirements:

1. The student must take POL 115 (Theories of Justice) from Group A
2. The student must complete an internship/independent study course with an organization or business while focusing on a global social justice issue (counts as Group B elective).
3. The topic of the student's senior thesis must focus on a global social justice concern.

_Justification:_ Together these elements help to focus the student's major study program around issues of global justice. The Theories of Justice course will provide the theoretical frameworks through which students will both further study and experience working in global social justice. We require the internship so that the student has practical experience of the challenges and rewards of working toward global justice. Finally, the student will spend significant time devoted to a global justice topic in their senior thesis project.

4. Study Abroad or Internship
Students in the regional studies track continue to be strongly encouraged to study abroad for a minimum of one full semester. The global studies track does not carry this expectation; however, qualified students are encouraged to study aboard. As with the regional track, students who plan to study abroad must meet the respective minimum GPA requirements for their intended study abroad program. In addition, global track students who do not study abroad are required to participate in an internship, service learning, or a community based research opportunity with an internationally focused organization linked to a required class or independent study course. The Director will approve which internships count toward this requirement.

_Justification:_ While maintaining the expectation of study abroad for those students focusing on regional culture, language, and society, we feel it is important to structure our program in a way to be inclusive of students who, for a variety of reasons, cannot study abroad. Some students are tied with family obligations, others have financial challenges, and others do not meet the minimal grade point average to qualify for study abroad programs (2.8-3.5). In addition, internships are a great way to put the study of global justice to use and gain valuable experience in how the work of global justice is carried out.

III. Change of Program Name
In light of I and II above, we propose changing the name of the department from "International Area Studies" (IAS) to "Global and Regional Studies" (GRS). The two tracks would be 1) Global Studies, with an optional concentration in Global Justice Studies; and 2) Regional Studies, whereby students choose a geographical region as their concentration combined with a social science or modern language minor (as is presently done under IAS).

_Justification:_ The name change more appropriately describes the proposed broader reach of the program and also avoids the confusion with "International Relations" as a discipline or program (a long standing problem with our program).