

Dr. Scott Greenwood
Assistant Professor of Political Science
Coordinator – Global Studies Program
333 S. Twin Oaks Valley Road
San Marcos, California 92096-0001 USA
Tel: (760) 750-8050 Fax: (760) 750-4111
sgreenwo@csusm.edu
<http://www.csusm.edu/globalstudies/>

MEMORANDUM

TO: Olaf Hansen
Chair, University Curriculum Committee

FROM: Scott Greenwood
Originator, Global Studies Major New Program Proposal

SUBJECT: Responses to UCC Questions and Remarks Regarding the GBST New Program Proposal

Please find specific responses to the questions and remarks sent to me by e-mail on March 3rd, 2008 below. I look forward to working with you and the members of the UCC on finalizing the Global Studies major proposal.

a. *UCC remarked that in item 3.a, where the faculty members are listed, who teach in the proposed program, not a single Sociology faculty is included despite the fact that Sociology courses are used by the program. Marisol Clark-Ibáñez of Sociology, p. 23, and Richelle Swan of Sociology, p. 24, have been added to the list along with new faculty members Elizabeth Matthews (PSCI), p. 23, and Alberto Ribas-Casasayas (WLHL), p. 26.*

b. *The items which are listed in Section 1.d, seem in part not connected to the question of 1.d. For example we find a reference to a grant and the career options for students. The items referred to on page 3 of the original proposal were added at the request of CAPC. In response to the UCC's suggestion (please see item "g" below) I have deleted the language regarding career options but have chosen to keep the reference to the Title VI-A grant. I have changed the language a bit so as to make the placement a bit less awkward. I feel that some kind of reference to the grant should be made early on in the proposal so that members of the Academic Senate and reviewers at the Chancellor's office can see the kinds of efforts that have been made to develop the program.*

c. *Two of the learning outcomes on page 3, listed under skills, are connected to language skills and the ability to communicate 'in a range of settings'. When we looked at the table of requirements on page 2 the role of learning a language seems to be much less emphasized, with not even a number of units attached to it. Language has been added to the top of page 2 in an effort to alleviate this concern.*

d. *Connected to item 6.d. is also the question about some of the career opportunities on page 3, where it is written that this 'formal program' prepares students for example for a position at the World Bank. Here UCC members expressed their concern that even a sequence of 4 [foreign language] courses on a 100-200 level is not enough to acquire the necessary skills. I am confused as to why the UCC expresses this concern. The primary working language of the World Bank and most other US-based international development agencies is English. However since the career opportunities language has been deleted, hopefully this will no longer be an important concern.*

e. *UCC noted that there is no mentioning of a course matrix where the program SLOs are connected to the courses (introduced, reinforced, applied). I cannot find any language in the new program form that requests the creation or discussion of such a matrix. I have added a table to pages 4 and 5 that may be able to meet this need.*

f. *Members of the UCC were wondering why GBST100 is not a required course and how the GBST courses will tie together the knowledge acquired in the geographical and issue areas. To get a higher enrollment in the GBST classes it might be a good strategy for the GBST program to seek GE credit for their classes. GBST 100 and 300 received GE designation when they became part of the University curriculum in 2006. The primary mechanism by which knowledge acquired in the geographical and issue areas will be tied together is the capstone course, GBST 400. In this course students will need to demonstrate how the knowledge they obtained from geographic, global issue, and global culture areas can be used to analyze contemporary global issues. In addition, the capstone course will require Global Studies majors to use written, audio, and video information sources in English and a second language when conducting analyses of contemporary global issues. For an explanation of why GBST 100 is not a required course please see the response to item "k" below.*

g. *It was noted that the University Mission Statement on page 4 is not the current statement; the new statement should be used here. On page 3 of the P-Form we think that the reference to the career options should be removed and the referral to the grant should be moved to Section 3.b (maybe?) The Founding Mission Statement was used to show that the Global Studies program was consistent with the principles, goals and values upon which the University was founded. The current University Mission Statement was not used because none of this statement's language speaks specifically to a need for a global perspective. However, a line from the current University Vision Statement was included in the proposal (this is now on page 4) in order to show that the Global Studies program would help achieve the University's vision of where it wants to be in its second decade of existence. As mentioned in item "b" above, I did change the language regarding the Title VI-A grant on page 2 and in light of this language revision feel that this reference should remain under item "1d" in the program proposal.*

h. *The verbs in list of Learning Outcomes on page 3,4 (recognize, appreciate, accept) should be chosen more carefully. The proposer should also keep in mind that these SLOs will be assessed in the future. These verbs have been revised slightly, and some of the SLO language has been changed. Hopefully these changes will be more in line with current assessment requirements.*

i. *We discussed again the issue of SLO6 and SLO7, in the SLO/course table of the appendix. We saw that only one item is given for SLO6. UCC has questions if this is enough to support these two SLOs. Also from the table on page 2 the important role of the language competence in the program was not clear to some of the committee members. Maybe this should be more emphasized in the P-Form. Language has been added in item “1d” (page 3) of the proposal in order to address the need for more discussion of the importance of second language acquisition. The language in SLO #6 has been revised so that the goal is now an ability to communicate at a high intermediate level in a second language. Given this revision, 14 units of second language study should be enough to achieve SLO #6. The UCC also makes reference to SLO #7 immediately above. Table II should show that SLO #7 is supported by two areas: 1) 4th semester language competency, and 2) GBST 400 (please see the response in item “f” for an explanation of how GBST 400 helps students apply their second language skills).*

j. *On page 4 the author refers to GBST100 as a core course, but this course is not required. The word “core” has been removed here.*

k. *UCC thinks that GBST100 should be a required course. We welcome this suggestion but do not feel that making GBST 100 a required course is feasible at this time. The primary obstacle to doing so is that GBST has no faculty lines attached to the program. As such the program director must rely on the goodwill of departments to allow their faculty to teach GBST core courses. At this time we have obtained enough departmental commitments to be able to offer GBST 300 each semester, and eventually offer GBST 400 on a once a year basis. However, we do not yet have enough available faculty to offer GBST 100 on a regular basis. Another obstacle is the lack of articulated equivalent courses at CSUSM’s feeder community colleges. Without such equivalents, we fear that transfer students will be discouraged from choosing the Global Studies major if they must wait until they get to CSUSM to finish all the pre-requisites necessary to begin their upper-division coursework. This is a problem that we are currently addressing by working on articulation agreements with local and regional community colleges. So far articulation agreements for GBST 100 have been made with Cerritos College in Los Angeles and Miramar College in San Diego. By Fall 2008 we hope to have similar agreements with Palomar and Miracosta Colleges. After agreements are made with all of CSUSM’s principal feeder colleges, we will submit a P-2 form requesting that GBST 100 be made a required course for the major.*

l. *UCC would like to ask the originator to make sure that all requests from CAPC have been included, for example we did not find the Philosophy course on page 11. In an effort to address as many of the UCC generated concerns as soon as possible I am leaving this task until later. I will ensure that all of the CAPC requests have been addressed by the time the proposal draft is finalized.*

m. *On page 7 GBST400 appears as a core class, this does not agree with page 2 and the catalog copy. GBST400 appears more as a capstone class so it should not be a core class. The requested change has been made on page 9.*

n. *In table II the SLOs should be stated as short phrases, otherwise the table is hard to read. The requested change has been made. Please also note that Table II has been revised and some “Xs” have been removed and added.*

o. *Page 7, GBST300 is not a new class, the sentence should be deleted. The requested change has been made on page 9.*

p. *Page 8, the courses GBST399, GBST495, and GBST498 are nowhere mentioned in the catalog copy, course list, or Appendix D, how are these classes included in the curriculum? **The rationale and role of these courses is laid out on page 10, however I am happy to add additional language if necessary. If the rationales on page 10 are insufficient please do not hesitate to inform me about what specific additional information would be necessary.***

Regarding GBST 495, the Global Studies program would actually like to add a 3 unit “international experience” requirement which would give GBST 495 an explicit role in the major curriculum but before doing so we would like to know if this would necessitate sending the proposal back to CAPC for additional review. If it would be necessary for CAPC to conduct an additional review, we prefer to make such a change at a later date in the interest of trying to get the finalized P-form to the Academic Senate as soon as possible.

q. *The BB course in table D should be moved to the junior year. **The requested change has been made.***

r. *UCC suggested that LTWR415 should be added to Geographic area “Middle East and North Africa” and HIST387 to the Global Issue area “International Law and Human Rights”. **The requested changes have been made.***

**CALIFORNIA STATE UNIVERSITY
SAN MARCOS**

1. Definition of the Proposed Degree Major Program

- a. *Name of the campus submitting the request, the full and exact designation (degree terminology) for the proposed degree major program, and academic year of intended implementation.*

Campus: California State University San Marcos
Title of Proposed Program: Bachelor of Arts in Global Studies
Academic Year of Intended Implementation: 2008-2009

- b. *Name of the department, departments, division or other unit of the campus which would offer the proposed degree major program. Identify the unit which will have primary responsibility.*

Global Studies Program, Office of Interdisciplinary and Emerging Programs,
College of Arts and Sciences

- c. *Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.*

Primary Author of the Proposal

Dr. Scott Greenwood, Assistant Professor of Political Science and Coordinator,
Global Studies Program

Contributing Authors

Dr. Patricia Seleski, Professor, Department of History
Dr. Kimber Quinney, Adjunct Lecturer, Department of History
Dr. Ranjeeta Ghiara, Associate Professor, Department of Economics
Dr. Darci Strother, Professor, Department of World Languages and Hispanic
Literatures

- d. *Objectives of the proposed degree major program.*

Overview

Global Studies is an interdisciplinary program that teaches students to understand the world as an integrated whole, and relate knowledge of the language, culture, history, society, and politics of a particular region to the larger trends and issues that affect all peoples of the globe. The structure of the major is described in the table below:

Lower-Division Requirements (9 units)	ECON 202 Macroeconomics, HIST 202 World Civilization, <i>and either</i> GBST 100 Introduction to Global Studies <i>or</i> GEOG 201 World Regional Geography <i>or</i> ANTH 200 Cultural Anthropology
Core Requirements (6 units)	GBST 300 Global Economics, Politics, and Society <i>and</i> HIST 301 Historical Methods and Writing <i>or</i> PSCI 301 The Practice of Political Research <i>or</i> WMST 490 Feminist Perspectives: Theory and Research
Geographic Areas (9 units)	Three courses from at least two different disciplines in one geographic area: The Americas, Asia, Europe, the Middle East and North Africa, or Sub-Saharan Africa (see approved course list)
Global Cultures (4-6 units)	Two courses from different disciplines (see approved course list)
Global Issue Areas	Nine units in TWO global issue areas for a total of 18 units ; at least two courses in each global issue area must be from different disciplines: Foreign Policy, Global Conflict and Cooperation, International Law and Human Rights, Global Political Economy and Development, Gender in Global Perspective (see approved course list)
Second-Language Requirement	Fourth semester competency in a language other than the student's native language*
Capstone Course	GBST 400 Senior Seminar

*The second-language requirement can be met by: completing an approved 4th semester language course with a grade of “C” or higher, meeting the university’s TOEFL requirement for admission, or by successfully passing a 4th semester level language competency exam given by the CSUSM Language Learning Center. If the CSUSM Language Learning Center does not offer a competency exam in a student’s second language, this student may request that the competency exam be conducted by the Berlitz Language Center. Students requesting this option must receive official approval from the Global Studies Program Coordinator before scheduling a Berlitz exam.

A key part of the Global Studies major curriculum is training in world languages and cultures. Currently all CSUSM students are required to achieve third semester competency (11 units) in a second-language. GBST majors will be required to take at least 3 more units of language training in order for these students to achieve a strong intermediate competency in a second-language. These three additional units of coursework will help reinforce two of the program’s desired learning outcomes (i.e., SLO #6 and #7 listed below)

The proposal authors wish to acknowledge that Global Studies faculty, curriculum, and program development activities during the 2006-07 and 2007-08 academic years was generously supported by a \$177,000 Title VI-A grant from the United States Department of Education.

Desired Learning Outcomes

It is the goal of the Global Studies program that upon completion of a Bachelor of Arts in Global Studies a student will possess the specific abilities in the areas of knowledge, skills, and attitudes. Following completion of the required curriculum Global Studies majors will be able to:

Knowledge

- Comprehend that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences. [SLO 1]
- Demonstrate knowledge and understanding of global issues, processes, trends and systems (i.e., economic and political interdependency among nations; environmental-cultural interaction; global governance bodies, non-governmental organizations). [SLO 2]
- Demonstrate knowledge of other cultures (beliefs, values, perspectives, practices, and products). [SLO 3]

Skills

- Use diverse cultural frames of reference and alternate perspectives to think critically and solve problems. [SLO 4]
- Comprehend and analyze global affairs from a variety of disciplinary perspectives. [SLO 5]

Skills (cont.)

- Communicate in a second language in each of the four modalities: speaking (productive), listening (receptive), reading (receptive),

- writing (productive) at a high intermediate level. [SLO 6]
- Use second-language skills and knowledge of other cultures to extend his/her access to information, experiences, and understanding. [SLO 7]
- Use social scientific techniques to conduct research. [SLO 8]

Attitudes

- Appreciate the language, art, religion, philosophy and material culture of different cultures. [SLO 9]
- Accept cultural differences and tolerate cultural ambiguity. [SLO 10]

The table below illustrates how elements of the Global Studies curriculum are linked to the specific student learning outcomes listed above. The first column describes the SLO while the other three columns demonstrate the parts of the curriculum where these SLOs are introduced, reinforced, and applied.

Connecting Program SLOs to the Curriculum

SLO	SLO introduced	SLO reinforced	SLO applied
#1: Recognizing cultural differences	ANTH 200 GBST 100 GEOG 201 HIST 202	GBST 300 Upper-division geographic area electives Global Culture electives	GBST 300 GBST 400 Global Culture electives
#2: Knowledge of global issues, processes, systems	ANTH 200 ECON 202 GBST 100 GEOG 201 HIST 202	GBST 300 Upper-division geographic area and global issue electives	GBST 300 GBST 400 Upper-division geographic area and global issue electives
#3: Knowledge of other cultures	ANTH 200 GBST 100 GEOG 201 HIST 202	GBST 300 Global Culture electives	GBST 300 GBST 400 Global Culture electives
#4: Using diverse cultural frames of reference for critical thinking and problem-solving	ANTH 200 GBST 100	GBST 300 Global Culture electives	GBST 300 GBST 400 Global Culture electives

Connecting Program SLOs to the Curriculum (cont.)

SLO	SLO introduced	SLO reinforced	SLO applied
#5: Interdisciplinary understanding and analysis	GBST 100	GBST 300	GBST 300 GBST 400
#6: Communicating	Entry-level second	Intermediate level	Intermediate level

in a second language	language courses	second language courses	second language courses
#7: Use second language skills to access information, experiences, and understanding	Entry-level second language courses	Intermediate level second language courses	Intermediate level second language courses GBST 400 (reading and researching in a second language)
#8: Use social scientific research techniques	Research methods course	Research methods course	Research methods course GBST 400
#9: Appreciate different cultures	ANTH 200 GBST 100 Entry-level second language courses	Intermediate level second language courses GBST 300 Global Culture electives Upper-division geographic area and global issue electives	Intermediate level second language courses GBST 300 GBST 400 Global Culture electives Upper-division geographic area and global issue electives
#10: Accept cultural differences	ANTH 200 GBST 100 Entry-level second language courses	Intermediate level second language courses GBST 300 Global Culture electives Upper-division geographic area and global issue electives	Intermediate level second language courses GBST 300 GBST 400 Global Culture electives

Alignment with the University's Mission, Vision, and Values

The founding mission statement of the university states that,

The University provides an atmosphere in which students can experience a challenging education in a supportive environment, preparing them to live co-operatively and competitively in a world of cultural and ethnic diversity, economic and governmental differences, shared resources, ecological restraints and technological change... CSU, San Marcos endorses an international perspective that addresses the global community in its distinctive social, political, and economic terms. This multicultural outlook is reflected in our curriculum, extracurricular activities, international exchanges, and special programs that focus on world issues and problems. Consistent with its global orientation, this comprehensive University exposes students to the study of languages, to world literature and the fine arts, and to issues and traditions of the United States and other countries... The university prepares students to take leadership roles in areas of work and society in the international community of the 21st century.

The current University Vision statement includes the following statement:

Our curriculum will build upon its strong foundation in the liberal arts and sciences to increase student achievement of the knowledge, skills, and competencies needed in a global society experiencing accelerated technological, social, and environmental change.

The curriculum of the Global Studies program is clearly consistent with the values, principles, and learning outcomes described in the statements above. This curriculum will impart a global perspective to Global Studies and General Education students taking two of the program's courses (GBST 100 and 300). This objective will be accomplished by exposing these students to the cultures, history, politics, and societies of peoples from across the globe. In satisfying the requirements for the Global Studies Minor, students will gain limited expertise on a particular region of the world, limited expertise in one Global Issue area, and limited exposure to a global language and culture. Students choosing to major in Global Studies will gain more in-depth expertise on a geographic region, a strong understanding of two global issue areas, and greater exposure to a global language and culture. In addition, General Education students taking GBST 100 and/or 300 for lower- and upper-division credit, will learn the utility of an interdisciplinary approach to learning and the importance of studying global affairs regardless of one's choice of major. The Global Studies program of study will prepare all students who participate in it to live "co-operatively" and "competitively" in the diverse, interdependent world described in CSUSM's Founding Mission Statement. It will also help students gain the skills and knowledge necessary to adapt to the ever-changing global society described in CSUSM's current Vision statement.

Alignment with the University's Values

CSUSM espouses the following values:

Intellectual Engagement
Community
Integrity
Innovation
Inclusiveness

The Global Studies program of study will contribute to all five of the stated University's values. First, the program will encourage students to learn and discover as much about global cultures, economies, polities, and societies as they possibly can, using a variety of historical and disciplinary perspectives. Second, the Global Studies curriculum will help CSUSM students develop a sense of community with peoples living in other countries and regions. In doing so the program can help students to develop the awareness and knowledge necessary to cooperate with people from across the planet to solve common problems faced by all. Third, the Global Studies curriculum will help students to see that their actions not only have personal and national consequences, but also consequences at the global level. In this sense, greater global awareness will help to encourage behavior that takes into account consequences both at home and abroad. Fourth, the Global Studies curriculum, by virtue of its interdisciplinary nature, will help students to be more creative in their problem-solving and analytical activities. Approaching and analyzing global problems from various cultural and disciplinary perspectives will help students to see that a plurality of perspectives can legitimately co-exist and be synthesized to reach a consensus acceptable to peoples from around the world. Finally, the Global Studies curriculum will attract students from various cultures and backgrounds. American students, in general, can use the program to gain a better understanding of the lives and peoples living all around the globe. At the same time, the Global Studies curriculum will strongly appeal to international students and American students from minority groups. Students feeling isolated or marginalized by mainstream American culture may find the program's embrace of global diversity to be particularly attractive. Through their support of programs such as Border and Regional Studies, Ethnic Studies, Native Studies, and Women's Studies, Cal State San Marcos faculty and administrators have helped create an environment that is particularly inclusive of women and minority groups. The addition of a Global Studies Major to the curriculum will be yet another step towards achieving the University's vision of inclusiveness.

- e. *Total number of units required for the major. List of all courses, by catalog number, title and units of credit, to be specifically required for a major under the proposed degree program. Identify those new courses which are 1) needed to initiate the program and 2) needed during the first two years after implementation. Include proposed catalog description of all new courses.*

Total Number of Units Required for the Major = 52-54

Preparation for the Major (9 units)

Prior to taking any of the upper-division Core Courses or Elective Courses for the major, students are encouraged to:

- Complete, or be in the final semester of completing, all lower-division General Education Requirements*
- Complete the preparatory lower-division courses below with a grade of C (2.0) or better:
 - ECON 202 Principles of Macroeconomics (3 units)
 - HIST 202 World Civilization from 1500 to the Present (3 units)
 - GBST 100 Introduction to Global Studies (3 units) **or**
 - ANTH 200 Cultural Anthropology (3 units) **or**
 - GEOG 201 World Regional Geography (3 units)

*It is recommended that students choosing to major in Global Studies use ECON 202 to satisfy the "D – Discipline Specific Social Science" lower-division GE requirement; HIST 202 to satisfy the "C2 – Humanities" lower-division GE requirement; and take GBST 100 or ANTH 200 to meet the "D7 – Interdisciplinary Social Sciences" requirement. In this way students will be able to satisfy their lower-division GE requirements and preparatory Global Studies course requirements at the same time.

Desired Learning Outcomes for Each Preparatory Course:

ECON 202: The knowledge necessary to understand contemporary economic systems, the role of markets in the distribution of goods and services, and fundamental economic concepts such as economic growth, inflation, wealth, exchange rates, international balance of payments, etc...

HIST 202: A broad understanding of the principal historical economic, philosophical, political, and social trends around the world since 1500.

GBST 100: An interdisciplinary understanding of the process of globalization and its impact on humans at the local, national, and international levels.

ANTH 200: A holistic and global understanding of the economic, social, political, cultural, and ideological integration of human societies.

GEOG 201: An broad understanding of the impact that physical geography has on such processes and issues as development, population and migration, identity, economic growth, and conflict and cooperation

Upper-Division Requirements (43-45 units)

Upper Division

- Core Courses (6 units)
- Elective Courses in the Major (34-36 units)
- Capstone Course (3 units)

Core Courses

GBST 300 Global Economics, Politics, and Society

HIST 301 Historical Methods and Writing **or**

Units

3

PSCI 301 The Practice of Political Research **or**
 WMST 490 Feminist Perspectives: Theory and Research 3
 6 units

Capstone Course
 GBST 400 Senior Seminar in Global Studies 3

Rationale and Description of Core Courses

GBST 300 Global Economics, Politics, and Society, 3 units

Rationale: This course will give students the knowledge and skills necessary to integrate the material learned in their upper-division electives into a coherent whole. It will do so in two ways. First, this course will integrate the material learned in the lower-division preparatory courses (ECON 202, HIST 202, and GBST 100 or ANTH 200 or GEOG 201). Second, it will demonstrate how the knowledge and skills learned in the preparatory courses can be used to study the process and impacts of globalization from a variety of disciplinary perspectives. By performing both of these tasks, this course will enable Global Studies Minors and Majors to see and appreciate the linkages between upper-division elective courses from various disciplines.

Course Description: Interdisciplinary survey of global issues including development, globalization, democratization, religion, culture, and the environment. Strong emphasis on the nexus between local and global processes, the roles played by nations and non-governmental organizations in global affairs, and the interaction between economics, politics, and culture in the international system. Global Studies majors are encouraged to have completed all three of their lower-division preparatory courses (ECON 202, HIST 202, GBST 100/GEOG 201/ANTH 200) prior to taking the course.

HIST 301 Historical Methods and Writing (3 units) or PSCI 301 The Practice of Political Research (3 units) or WMST 490 Feminist Perspectives: Theory and Research (3 units)

Rationale: By taking one of these courses Global Studies Majors will gain the critical thinking and social scientific skills necessary to objectively analyze the cultural, economic, historical, political, and sociological phenomena that they will study in their upper-division electives. Moreover, completing one of these courses will provide Global Studies Majors with the social scientific research skills that they will need for the Senior Seminar in Global Studies. The content of all three courses listed above deals either indirectly or directly with global issues.

Rationale and Description of Capstone Course

GBST 400 Senior Seminar in Global Studies (3 units)

NEW COURSE NEEDED TO INITIATE AND IMPLEMENT THE PROGRAM

Rationale: GBST 400 is the capstone course for the Global Studies Major. Its primary purpose is to give students a formal opportunity to use and demonstrate the interdisciplinary knowledge and skills they have gained from the Program's

curriculum to analyze contemporary global issues and problems. The course is also a critical tool for assessing the degree to which students have accomplished the desired learning outcomes for the program.

Course Description: Capstone course for the Global Studies major focusing on interdisciplinary analysis of contemporary global issues. Students must have completed at least 75 units and all of the core major requirements in order to enroll.

GBST 399 Topics in Global Studies (3 units)

NEW COURSE NEEDED TO INITIATE AND IMPLEMENT PROGRAM

Rationale: The creation of this course will create greater flexibility in the Global Studies curriculum and allow visiting scholars to be able to participate directly in the program when the resources necessary to fund such participation exist.

Course Description: Selected topics in Global Studies.

GBST 495 Internship (1-6 units)

NEW COURSE NEEDED TO INITIATE AND IMPLEMENT PROGRAM

Rationale: The creation of an internship course will allow Global Studies minors and majors to pursue experiential learning opportunities in fields relevant to their career goals. Such experience will also help Global Studies students become more competitive in the job market.

Course Description: Program of study, research, and work in connection with a governmental institution, an inter-governmental organization, or a non-governmental organization concerned with global affairs.

GBST 498 Independent Study (1-3 units)

NEW COURSE NEEDED TO INITIATE AND IMPLEMENT THE PROGRAM

Rationale: Since it will take several years to generate the number of majors necessary to fill an adequate number of seats in GBST 400, it is essential that an independent study course be created that will allow Global Studies majors to meet the requirements of GBST 400 on an individual basis.

Course Description: Individual study or special project under the direction of a faculty member in Global Studies.

- f. *List elective courses, by catalog number, title, and units of credit, which can be used to satisfy requirements for the major. Identify those new courses which are 1) needed to initiate the program and 2) needed during the first two years after implementation. Include proposed catalog description of all new courses.*

GEOGRAPHIC AREAS

The Americas (all courses listed are 3 units unless otherwise noted)

GEOG 340C Regional Geography: Latin America
HIST 352 Mexico, Past and Present
HIST 355 Women in Latin America
HIST 356 Culture and Identity in Latin America
HIST 359 A History of Brazil
ID 301 Latin America at the Millennium
ID 306 Dilemmas of Modern Mexico
MUSC 390 Andean Ensemble (2 units)
MUSC 423 Roots to Reggae: African Music in Dispersion
PSCI 338 Topics in Latin American Politics
PSCI 341 Latin American Politics Through Film
PSCI 348 Government and Politics of a Selected Nation-State
PSCI 449 Topics in Comparative Politics
SPAN 350B Spanish American Civilization

Asia (all courses listed are 3 units unless otherwise noted)

GEOG 340B Regional Geography: Asia
HIST 360 Classical Asia
HIST 363 China in Revolution
HIST 364 Image and Reality—Film and Modern Chinese History
HIST 365 Tradition and Change in Japan
MUSC 395 Javanese Gamelan Ensemble (2 units)
PHIL 318 Non-Western Philosophy
PSCI 348 Government and Politics of a Selected Nation-State
PSCI 449 Topics in Comparative Politics
VPA 320 Culture of India Through Dance, Music, and Film

Europe (all courses listed are 3 units unless otherwise noted)

GEOG 340D Regional Geography: Europe
GRMN 315 Exploring German Literature
GRMN 350 Civilization and Culture of German Speaking Countries
HIST 307 The Politics of Irish Nationalism
HIST 308 National Cinema and National History in 20th Century Europe
HIST 322 Interwar Europe, 1919-1939
HIST 323 Society and Culture in Modern Europe
HIST 324 The Enlightenment and European Society
HIST 325 Revolutionary Europe
HIST 326 Europe Since 1945
PSCI 335 European Politics
PSCI 348 Government and Politics of a Selected Nation-State
PSCI 449 Topics in Comparative Politics
PSCI 397 Comparative Public Policy: US and Europe
TA 421 Viva el Teatro – Spanish Theater in Performance
VSAR 307 Holocaust Art, Photography, and Film

Middle East and North Africa (all courses listed are 3 units unless otherwise noted)

HIST 384 Women and Gender in the Middle East

HIST 385 Modern Middle East
LTWR 415 Middle East Literature and Film
PSCI 339 Middle East Politics
PSCI 348 Government and Politics of a Selected Nation-State
PSCI 364A Arab Israeli Conflict: Origins to 1948
PSCI 364B Arab-Israeli Conflict: 1948 to the Present
PSCI 449 Topics in Comparative Politics

Sub-Saharan Africa (all courses listed are 3 units unless otherwise noted)

GEOG 340A Regional Geography: Africa
HIST 371 Modern African History
HIST 374 Africa Under European Imperialism 1880-1975
HIST 375 African Nationalism and Independence
MUSC 391 African Ensemble (2 units)
MUSC 424 African Music and Culture
PSCI 337 African Politics
PSCI 348 Government and Politics of a Selected Nation-State
PSCI 449 Topics in Comparative Politics
PSCI 357 Foreign Policy of a Selected Nation-State
PSCI 362 International Relations in a Selected Region

GLOBAL CULTURE (all courses are 3 units unless otherwise noted)

ANTH 330 Ritual and Religion
ANTH 370 Environment, Population, and Culture
DNCE 320 Global Modern Dance
DNCE 321 Cultures in Motion
FREN 315 Reading and Analysis of French and Francophone Literary Texts
FREN 350 Civilization and Culture of France and Francophone World
LTWR 320 Sacred Texts
LTWR 410 Global Literature I
LTWR 420 Global Literature II
MUSC 392 World Music Ensemble (2 units)
MUSC 421 Survey of World Music
SPAN 315 Reading and Analysis of Hispanic Literature Texts
VPA 311 Arts of World Cultures
WLAN 370 Literature of the Spanish and Portuguese-Speaking World

GLOBAL ISSUES

Foreign Policy

HIST 349 Foreign Policy of the United States
PSCI 355 US Foreign Policy
PSCI 358 America in Vietnam – The Vietnam War
PSCI 357 Foreign Policy of a Selected Nation-State
PSCI 361 US-Latin American Relations
PSCI 455 National Security Institutions and Policy

Global Conflict and Cooperation

HIST 387 History of the United Nations
HIST 388 History of War in Modern Society
HIST 362 China and the West
PSCI 358 America in Vietnam—The Vietnam War
PSCI 362 International Relations in a Selected Region
PSCI 396 Green Planet Politics
PSCI 450 Theories of International Relations
PSCI 461 International Conflict, War, and Peace
PSCI 469 Topics in International Relations

*International Law and Human Rights**

HIST 306 History of Internationalism and Human Rights

HIST 387 History of the United Nations

PSCI 365 International Organization and Law

SOC 353 Social Change and Social Movements

SOC 403 Children's Human Rights in a Global Society

SOC 449 Comparative Analysis of Criminal Justice Systems (4 units)

*Students who have completed 6 units of credit in this area but who are having difficulty earning the final 3-4 units of credit may substitute another 3-4 unit course that has been approved by the program coordinator.

Global Political Economy and Development

BRS 300 Borders and Regions: Interdisciplinary Perspectives

BRS 330 Introduction to Migration Studies

ECON 441 International Economics: Trade*

ECON 442 Economics of Development*

ECON 443 International Economics: Money*

ECON/PSCI/WMST 445 Gender and Development

HIST 381 Comparative French Colonialism: From the Caribbean to Indochina

HIST 389/PSCI 363 Historical Transformation of Money and Power

PSCI 431 Global Development

PSCI 460 Global Money and Power

SOC 469 Colonial and Post-Colonial Theory

*Requires ECON 202 and 201 as prerequisites

Gender in Global Perspective

ECON/PSCI/WMST 445 Gender and Development

HIST 316 Gender and Authority in Medieval and Early Modern Europe

HIST 327 Women in Modern Europe

HIST 355 Women in Latin America

HIST 383 Women and Jewish History

HIST 384 Women and Gender in the Middle East

SOC 315 Gender and Society

WMST 375 Women Changing Our World

ELECTIVES THAT MEET THE FOURTH SEMESTER SECOND-LANGUAGE COMPETENCY REQUIREMENT (all courses listed are 3 units):*

FREN 202 Intermediate French II
FREN 315 Reading and Analysis of French and Francophone Literary Texts
FREN 350 Civilization and Culture of France and Francophone World
GRMN 202 Intermediate German II
GRMN 315 Exploring German Literature
GRMN 350 Civilization and Culture of German Speaking Countries
SPAN 202 Intermediate Spanish II
SPAN 210 Intermediate Reading and Composition
SPAN 266 Intermediate Spanish in a Study Abroad Setting
SPAN 301A Advanced Spanish for Non-Native Spanish Speakers
SPAN 305 Advanced Oral Communication
SPAN 314B thru E Advanced Spanish
SPAN 315 Reading and Analysis of Hispanic Literature Texts
SPAN 316 Advanced Spanish for the Professional
SPAN 350A Spanish Civilization
SPAN 350B Spanish American Civilization
SPAN 366 Advanced Spanish in a Study Abroad Setting

*Students may also satisfy this requirement by successfully passing a 4th semester level language competency exam given by the CSUSM Language Learning Center. If the CSUSM Language Learning Center does not offer a competency exam in a student's second language, this student may request that the competency exam be conducted by the Berlitz Language Center. Students requesting this option must receive official approval from the Global Studies Program Coordinator before scheduling a Berlitz exam. International students may satisfy this requirement by meeting the university's TOEFL requirement for admission.

- g. If any formal options, concentration, or special emphases are planned under the proposed major, explain fully.*

Global Studies Majors must choose one geographic area of emphasis (The Americas, Asia, Europe, the Middle East and North Africa, or Sub-Saharan Africa). The purpose of the geographic emphasis is to give students an expertise in the cultures, history, politics, and societies of a particular region of the world. Global Studies Majors must also choose two "Global Issue" areas of emphasis (Foreign Policy, Global Conflict and Cooperation, International Law and Human Rights, Global Political Economy and Development, and Gender in Global Perspective). These emphases will allow Global Studies students to grasp the nexus between global and regional/national affairs as well as gain a better understanding of global interdependence.

- h. Course prerequisites and other criteria for admissions of students to the proposed degree major program, and for their continuation in it.*

No formal admissions criteria or course prerequisites will be required of students, in order for them to declare the major. However, prior to taking any of the upper-division Core Courses or Elective Courses for the major students are encouraged to:

- Complete, or be in the last semester of completing, all lower-division General Education Requirements;*
- Complete the preparatory lower-division courses below (with a grade of C [2.0] or better):

ECON 202 Principles of Macroeconomics (3 units);
HIST 202 World Civilization from 1500 to the Present (3 units);
GBST 100 Introduction to Global Studies (3 units) **or**
ANTH 200 Cultural Anthropology (3 units) **or**
GEOG 201 World Regional Geography (3 units)

- i. Explanation of special characteristics of the proposed degree major program, e.g., in terminology, units of credit required, types of course work, etc.*

N/A

- j. For undergraduate programs, provisions for articulation of the proposed major with community college programs.*

No Lower-division Transfer Pattern (LDTP) has been adopted by the CSU system for a major in Global Studies. Once the major is approved, the Global Studies Coordinator will meet with officials from the largest feeder community colleges (e.g. Palomar, Mira Costa) to identify lower-division courses that may be counted toward the degree requirements.

- k. Provision for meeting accreditation requirements, where applicable, and anticipated date of accreditation request.*

No accreditation is available for degrees in Global Studies.

2. Need for the Proposed Degree Major Program

- a. *List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public or private, currently offering the proposed degree major program.*

CSU Campuses with Similar Degree Programs

CSU Hayward, Bachelor of Arts International Studies
CSU Humboldt, Bachelor of Arts in Interdisciplinary Studies:
International Studies Option
CSU Long Beach, Bachelor of Arts in International Studies
CSU Monterey Bay, Bachelor of Arts in Global Studies
CSU San Jose, Bachelor of Arts in Global Studies
CSU Sonoma, Bachelor of Arts in Global Studies

Neighboring Institutions Offering a Similar Degree Program

University of San Diego, Bachelor of Arts in International Relations
University of California San Diego, Bachelor of Arts in International Studies
University of California, Riverside, Bachelor of Arts in Political Science and International Affairs
University of Redlands, Bachelor of Arts in International Affairs

- b. *Differences between the proposed program and programs listed in a. above.*

The proposed Bachelor of Arts in Global Studies program is similar in format to the programs offered by the six other CSU campuses listed above. All the programs emphasize an interdisciplinary approach to studying global phenomena and geographic regions, each has a foreign language requirement that goes beyond that required of other majors, and nearly all offer a capstone course to help students integrate the knowledge gained from their course of study.

The main difference is location. Five of the six CSU programs are in Northern California, while the sixth one, CSU Long Beach, is in Los Angeles County. No CSU in San Diego County currently offers an interdisciplinary Global Studies or International Studies program. The implementation of the Global Studies Major at CSUSM will provide students living in the San Diego, Orange, and Riverside Counties with the opportunity to gain the skills and competencies necessary to enter a career in international affairs without having to commute to Long Beach.

The University of California-Riverside, the University of Redlands, and the University of San Diego all offer programs in international affairs, but the curricula for these programs rely heavily on Political Science courses, making them less interdisciplinary in scope than the proposed CSUSM program. The program at the University of California San Diego is interdisciplinary in nature and is offered

as an area of emphasis in the anthropology, economics, history, linguistics, literature, political science, and sociology departments.

- c. *List of other curricula currently offered by the campus which are closely related to the proposed program. Enrollment figures during the past three years in specified courses or programs closely related to the proposed degree major program. If a formal minor, option or concentration is offered in the proposed subject area, indicate the number of students enrolled.*

As of October 1st, 2006, there were eleven students with a declared minor in Global Studies (the minor was implemented in Fall 2005). Please see appendix A for the enrollment figures of the preparatory classes for the major that are currently offered (ANTH 200, ECON 202, GEOG 201, and HIST 202) and figures for selected upper-division electives (PSCI 338, HIST 365, HIST 323, HIST 385, PSCI 339, HIST 371, MUSC 424, DNCE 320, LTWR 410, PSCI 355, HIST 388, HIST 306, ECON 441, and HIST 355).

- d. *Results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree and evidence of serious student interest in majoring in the proposed program. Justify any discrepancies between national/statewide/professional manpower surveys and local findings.*

The Career Center was able to determine 2002-2012 employment growth rates in the following career areas:

Career	National Rate	California Rate	S.D. County
Economist	13.4%	18%	n.a.
Historian	6.6%	n.a.	n.a.

National growth rates for social scientists and journalists are estimated to grow more slowly than average through 2014. The Career Center had the most difficulty determining employment demand in the following areas of federal government service: United States Foreign Service, United States Agency for International Development (USAID), the Central Intelligence Agency (CIA), the Department of Homeland Security, and the Federal Bureau of Investigation (FBI). However, the official websites of all five agencies indicate a strong desire for applicants with skills in strategic languages (e.g., Arabic, Chinese, Pashtu, etc...). As the CSUSM Global Studies major requires 4th semester competency in a foreign language, and CSUSM has begun offering Arabic, with plans to offer Mandarin Chinese in the near future, graduates of the CSUSM Global Studies program focusing on these languages will be excellent candidates for employment at all five federal agencies. Furthermore, Global Studies graduates

focusing on the more traditional languages of French, German, and Spanish will be strong candidates for agencies expanding their operations in Africa and Latin America. Finally, 40% of the US Government workforce will be reaching retirement age in 2007, opening up a large number of employment opportunities for graduates specializing in global affairs over the next decade.

- e. *For graduate programs, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program.*

N/A

- f. *Professional uses of the proposed degree major program.*

The Bachelor of Arts in Global Studies will prepare students for careers in such areas as education (primary, secondary, and post-secondary levels), international business, international development (e.g., Peace Corps, United States Agency for International Development, World Bank, etc...), intergovernmental organizations (e.g., United Nations, International Monetary Fund, World Trade Organization, etc...), international law, non-governmental organizations focusing on international affairs (e.g., Amnesty International, CARE International, Freedom House, etc...), public service, and research (i.e., private “think-tanks” such as the Brookings Institution, Center for Strategic and International Studies, RAND, etc...).

- g. *The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation and three years and five years thereafter.*

Please see Appendix B for the expected number of majors in the year of initiation and three and five years thereafter. The expected number of graduates in the year of initiation and three and five years thereafter will be provided by the Office of Academic Programs.

3. Existing Support Resources for the Proposed Degree Major Program

- a. *Faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed program.*

All faculty listed below are tenure-line unless otherwise indicated:

Dr. Ranjeeta Ghiara, Associate Professor of Economics (Ph.D., University of California, Riverside, 1994) – Dr. Ghiara teaches courses on International Trade, International Money, Economics of Development and Comparative Economic Systems. She has also developed and team taught an inter-disciplinary course on Gender and Development with political scientist, Cynthia Metoyer. Her current research interest focuses on the impact of international trade policies on the labor market in Mexico.

Dr. Patricia Seleski, Professor of History (Ph.D., Stanford University, 1989) – Professor Patty Seleski (B.A. Georgetown University; PhD. Stanford University) teaches courses on International History including, courses on the History of War, Human Rights and Global Social Movements. Her current research is on British involvement in international institutions in the post WWII period and she is working on a book, "National Internationalism: Britain and Britons in the Development of International Society after 1945". She also serves as a consultant to the Marine Corps University, College of Continuing Education on its Command and Staff curriculum.

Dr. Kimber Quinney, Adjunct Professor of History (Ph.D., University of California, Santa Barbara, 2002)– Dr. Quinney is the recipient of interdisciplinary Bachelor's and Master's degrees in International Affairs from the Nitze School of Advanced International Studies at Johns Hopkins University in Washington, D.C. Following the completion of her Master's degree, Dr. Quinney obtained a doctorate in the History of U.S. Foreign Relations at the University of California Santa Barbara. Her teaching reflects her interdisciplinary academic background. As a full-time lecturer at CSUSM, she teaches the history of U.S. foreign policy, U.S. immigration, and California; and the history of Modern European culture and society.

Dr. Reuben Mekenye, Associate Professor of History (Ph.D., University of California Los Angeles, 1996) - Dr. Mekenye teaches History at CSUSM. He has two inter-disciplinary degrees — a Bachelor of Arts degree in History, English, and Education, and a Master of Arts Professional Development in Psychology and History, as well as a Ph. D. in History. Dr. Mekenye has several years of experience teaching a wide range of classes in African history, as well as world civilizations. The focus of his research is Southern Africa and he has done fieldwork in Lesotho, South Africa, Kenya, and Great Britain.

Dr. Carmen Nava, Associate Professor of History (Ph.D., University of California Los Angeles, 1995) – Dr. Nava has a Bachelor of Arts in History from California State University Northridge and a Ph.D. in Latin American History from UCLA. She is the co-editor of two books dealing with Brazilian national identity. Her research and teaching interests include Mexican history, U.S. Chicano and Latino issues, and Brazilian history. She speaks both Portuguese and Spanish.

Dr. Alyssa Goldstein Sepinwall, Associate Professor of History (Ph.D., Stanford University, 1998) - Dr. Sepinwall is Associate Professor of History at CSUSM. She holds

Bachelor of Arts degrees in Intellectual History and Political Philosophy from the University of Pennsylvania, and a PhD in History from Stanford University. She teaches courses in comparative world and European history, focusing on intercultural contact, revolutions, colonialism, travel, and the history of ideas. She regularly conducts research and attends conferences in France, and has also lived and studied in England and Israel.

Dr. Zhiwei Xiao, Associate Professor of History (Ph.D., University of California San Diego, 1994) – Dr. Xiao holds a Bachelor of Arts degree in Chinese language and literature from Liaoning Teacher's University, a Master's of Arts in Chinese aesthetics from Sichuan University, a second Master's of Arts in liberal studies from the College of St. Rose, and a Ph.D. in modern Chinese history from the University of California at San Diego. His research and teaching interests include Chinese and Japanese history, classical and modern Asia, and Chinese cinema and censorship.

Dr. Vivienne Bennett, Professor (Ph.D., University of Texas, 1987). Dr. Bennett is Interim Director of the Center for Border and Regional Affairs, and Full Professor in the Liberal Studies Department. She has interdisciplinary Masters and Doctoral degrees, both in Latin American Studies. She teaches courses on the political economy of modern Mexico as well as on transnational water conflicts. An expert on modern Mexico, Professor Bennett's research focuses on the politics of water in Mexico as well as on the impact of social movements on transition to democracy in Mexico. She is the author numerous publications on social movements in Mexico and on the politics of water, as well as the primary co-editor of a recent book with case studies from eight Latin American countries.

Dr. Anibal Yañez-Chávez, Associate Professor of Liberal Studies (Ph.D., University of California Berkeley, 1992)– Dr. Yañez-Chávez's teaching interests include economic geography, the political economy of the US-Mexico border, US-Mexico integration, and border industrialization. He is editor of the 1996 book *Latino Politics in California*, and speaks Spanish and French.

Dr. Kim Knowles-Yáñez, Associate Professor of Liberal Studies (Ph.D., University of Illinois Urbana-Champaign, 1997) - Dr. Knowles-Yanez is a member and Chair of the Liberal Studies Department at Cal State San Marcos. She graduated from the University of Illinois at Urbana-Champaign, Urban and Regional Planning. Dr. Knowles-Yáñez joined the department in 1999. Her continuing research interests address land use planning, geographic information systems and children's environmental issues. She teaches courses on world regional geography and interdisciplinary social sciences.

Dr. Manuel Arriaga, Associate Professor of Philosophy (Ph.D., Duquesne University, 2001) - Dr. Arriaga is the Director of the CSUSM Philosophy Program. He has a Bachelor of Arts degree in English Literature and a Ph. D. in Philosophy, with specialization in Contemporary Continental Philosophy (French and German). He has team-taught in areas like the Philosophic Themes of Contemporary Philippine Literature, Biomedical and Medical Ethics, Theology, and Political Science, and lists the Philosophies of Law, Science, and Religion among his interdisciplinary interests. He has taught in the Philippines before coming to CSUSM, where he also regularly teaches

Non-Western Philosophy. Dr. Arriaga has language proficiency in Visayan, Ilonggo, and Tagalog, as well as in English, Latin, Spanish, French, and German.

Dr. Salah Moukhlis, Assistant Professor of Literature and Writing Studies (Ph.D., State University of New York Stony Brook, 1997) – Dr. Moukhlis has a Ph.D. in Comparative Studies. He has taught a variety of courses in Middle Eastern Studies including “Arabic, Islam, and the literature of North Africa.” He has also taught interdisciplinary courses that included history, philosophy, religion, and literature. His current research is on the Arabic and Francophone literature of North Africa.

Dr. Kent Bolton, Associate Professor of Political Science (Ph.D., The Ohio State University, 1992) – Dr. Bolton is an associate professor of Political Science and is the former chair of the department. He holds a Master’s of Arts in International Relations from Brigham Young University and a Ph.D. from the Ohio State University, where specialized in comparative foreign policy analysis and the political and economic development of Southeast Asia. His interests include U.S. Foreign Policy (sources and process) generally and, specifically, the domestic sources of America's Foreign Policy. Other interests are Comparative Foreign Policy and Vietnam's Foreign Policy.

Dr. Scott Greenwood, Assistant Professor of Political Science (Ph.D., University of Michigan - Ann Arbor, 1998) - Dr. Greenwood is the Coordinator of the CSUSM Global Studies Program. He has two interdisciplinary degrees, a Bachelor of Arts in International Relations and a Master of Arts in Modern Middle Eastern and North African Studies, as well as a Ph.D. in Political Science. He also has several years experience teaching interdisciplinary courses in comparative and international political economy. Throughout his academic career, Dr. Greenwood has spent a great deal of time studying and conducting research abroad in Jordan, Mexico, Morocco, and Tunisia. He speaks Arabic, French, and Spanish.

Dr. Cyrus Masroori, Assistant Professor of Political Science (Ph.D., University of California Riverside, 1999) – Dr. Masroori's research and teaching interests include comparative political theory, critical conceptual history, the history of toleration, and modern Persian political thought.

Dr. Elizabeth Matthews, Professor of Political Science (Ph.D., University of California, Los Angeles, 2002) – Professor Elizabeth Matthews teaches courses on International Relations including American and Russian foreign policy, theories of international relations, international conflict, international negotiations (conflict resolution), and the Middle East peace process. Her current research is on the effects of U.s. foreign aid on human rights in recipient countries and she is working on a book, “Strategic U.S. Foreign Assistance: The Battle between Human Rights and National Security.” She is also editing a volume on the Middle East peace process and serves as the Series Editor for a book series entitled “Middle East Peace and Security.”

Dr. Cynthia Chavez Metoyer, Professor of Political Science (Ph.D., Northern Arizona University, 1994) – Dr. Metoyer is chair of the Political Science and Women’s Studies departments. Her research and teaching interests include Third World development,

Women and State relations, and Comparative Politics. She is the author of a book and several articles on Central American politics.

Dr. Pamela Stricker, Assistant Professor of Political Science (Ph.D., University of California Riverside, 1996) – Dr. Stricker is an assistant professor of Political Science. She holds a Ph.D. from the University of California, Riverside. Professor Stricker studies environmental policy and politics in Latin America and the U.S. Her teaching and research interests include environmental policy and politics, social policy, and gender and public policy. She serves on the editorial board of the journal, [Latin American Perspectives](#) as well as the Environmental Book Review Editor for *STEPAhead*, the publication for the Science, Technology and Environmental Politics section of the [American Political Science Association](#) as well as on its council.

Dr. Marisol Clark-Ibáñez, Assistant Professor of Sociology (Ph.D, University of California at Davis, 2003) Dr. Clark-Ibáñez has published on the topics of photo-elicitation interviews (PEI), ethnography, and the sociology of childhood. She is working on a book manuscript called *Learning Inequality: An Ethnography of Charter School Reform and Inner-city Classrooms*. Her current book project is a PEI study of urban childhoods. She has conducted a workshop on PEI for Researching Children Conference 2006 in England. She has presented her research on photo-elicitation at “Childhoods 2005” in Oslo, Norway, the International Visual Sociology Association Conference, and the American Sociological Association Conference. Additionally, Dr. Clark-Ibáñez has published in the areas of social relationships, urban schooling, and classroom micro-interactions.

Richelle S. Swan, Assistant Professor of Sociology (Ph.D., University of California at Irvine, 2003) Dr. Swan’s research interests are in the areas of social justice movements, restorative and transformative justice, and transnational crimes against women. She is the co-editor of *Through the Eye of Katrina: Social Justice in the United States*, and the author of several book chapters and articles on topics related to social movements, social justice, and attempts to transform the justice systems both in the U.S. and abroad. She has served as the faculty sponsor of Amnesty International for several years and teaches classes related to international and national justice issues.

Kristine Diekman, Associate Professor of Visual and Performing Arts (M.F.A., Rhode Island School of Design, 1983) – Kristine Diekman has worked for several years in video and new media. Her work includes "Drift to Dust", "Super Ocho", "Corpse and Mirror", "Corn, Kitten, Sox and Knot", amongst others. She has received awards from New York State Council on the Arts, New York Foundation for Arts, Paul Robison Foundation, Rhode Island State Arts Council, and is a 2001-2002 recipient of a Media Fellowship from California State Council on the Arts. Her work has shown in festivals and on television throughout North and South America, Europe, Australia and Asia. She has developed The Community Video Project at CSUSM, in response to student and community need to affect social and cultural change through media. She serves on the Board of Directorss of Media Arts Center, San Diego, a non-profit media arts organization which is dedicated to distribution, programming and production of media from under-represented communities.

Dr. Mtafiti Imara, Associate Professor of Visual and Performing Arts (Ph.D., Michigan State University, 1997) – Dr. Mtafiti teaches courses on jazz, music of the African diaspora, and American popular music. He has composed over fourteen pieces of music and made seven recordings with other music artists.

*Dr. Andrea Liss, Associate Professor of Visual and Performing Arts (Ph.D., University of California Los Angeles, 1995) - Dr. Andrea Liss is the Contemporary Art Historian/Cultural Theorist at California State University San Marcos where her teaching focuses on feminist art and theory, photographic theory and representations of memory and history. She has published *Trespassing through Shadows: Memory, Photography and the Holocaust* (University of Minnesota Press, 1998) with critical acclaim, as well as over one hundred book chapters, journal articles and exhibition catalog essays that include: "Rituals of Mourning and Mimesis in Arie A. Galles's *Fourteen Stations*," *Image and Remembrance: Questions of Representation and the Holocaust*, eds. Shelley Hornstein and Florence Jacobowitz (Bloomington: Indiana University Press, 2003) and "Artifactual Witnessing and the Staging of Holocaust Memory," *Between Hope and Despair: Pedagogy and the Remembrance of Historical Trauma*, eds. Roger I. Simon, Sharon Rosenberg and Claudia Eppert (Lanham, MD: Rowman and Littlefield and Toronto: Ontario Institute for Studies in Education and Memory, 2000).*

Marcos Martinez, Professor of Visual and Performing Arts (Ph.D., University of New Mexico, 1983) - Dr. Martinez is a performer, director, and teacher. He is a graduate of the Juilliard School with a degree in Drama. He is a Professor of theater in the Visual and Performing Arts Program at California State University, San Marcos. Dr. Martinez co-founded La Compania de Teatro de Albuquerque, and later served as artistic director for three years 1988-91. He has directed plays and taught the Suzuki Actor Training Method extensively, including the Universidad Nacional Autonoma de Mexico, Guadalupe Cultural Center in San Antonio, Taos Art Association, Faeroe Islands, Denmark, Bosnia, Croatia, Greece, Israel, and National Theater of Ghana. His solo performance, "Holy Dirt", charts the journey of a small-town Chicano actor negotiating the worlds of art and commercialism in search of a compromise between idealistic fulfillment and self-respect. "Holy Dirt" combines poignancy, humor, and political commentary with numerous performances in the United States and Europe.

Dr. Karen Schaffman, Assistant Professor of Visual and Performing Arts (Ph.D., University of California Riverside, 2001) - Dr. Schaffman is the Program Coordinator for the Minor in Dance at CSUSM. She teaches dance practice and theory, as well as interdisciplinary arts courses. Her research is based in contact improvisation, particularly how the dance form remains a subculture practice and has shifted into the global sphere. She is currently active in an international collective, supported by a German-Polish initiative, that is concerned with history and memory. Dr. Schaffman has extensive experience teaching, performing, and studying experimental dance and performance in Europe. She has also been a guest artist in Mexico and Russia.

Deborah Small, Professor of Visual and Performing Arts (M.F.A, University of California San Diego, 1983) - Deborah Small, an artist, digital photographer, and writer, has investigated in her artwork the history of colonization and the relationships of European-Americans to the indigenous people of the Americas since the publication in 1991 of *1492: What Is It Like To Be Discovered*. In addition, her long-term and on-going interest and in the relationship of people and the environments they inhabit continue to inform and shape all of her work. In Fall 2002, *Routine Contaminations* was published, a book-length series of docu-fictions that explore personal, political, social, imaginative, as well as nuclear detonations. With Jane and Dick as the primary narrators, *Routine Contaminations* traverses the nuclear and chemical landscapes of the past fifty years. The focus of much of her current work focuses on cultural preservation and revitalization. The on-going Indian Rock Native Garden Project, an interdisciplinary collaboration with vital links to local indigenous communities, documents traditional and contemporary native cultural practices. For the Veracruz Project, she is co-author and videographer of *Prey to Enchantment, Stories of Song and Fandango*, a bilingual book and DVD based on the traditional songs and dances of the San Andres Tuxtla region in Veracruz, Mexico. *Medicina Mixteca* is an on-going collaborative project documenting in photography, video and writing the traditional medicinal concepts and practices of Mixtec communities in Mexico and California.

Dr. Veronica Añover, Associate Professor of World Languages (Ph.D., Florida State University, 1999) – Dr. Añover holds a Ph.D. in French with a minor in Spanish from Florida State University. Her areas of specialization are in French and Spanish Women Writers, French and Spanish Culture and Civilization.

Dr. Darci Strother, Professor of Spanish – (Ph.D., University of California Irvine, 1993) Dr. Strother's primary area of research focuses on the literature and society of Spain in the Renaissance/Baroque periods. She has also published in the areas of second-language acquisition and pedagogy. Dr. Strother co-developed CSUSM's study abroad program in Spain, has led Intensive Spanish Weekend programs, and has co-organized reciprocal student visits between our campus and the Universidad Autónoma de Baja California (Mexico). She speaks Spanish, and has additional training in French, Portuguese, and Latin.

Dr. Michael Hughes, Assistant Professor of German and Spanish (Ph.D., University of California San Diego, 2001) – Dr. Hughes has a Ph.D. in Linguistics, and Master's degrees in Applied Linguistics and German. He has extensive experience teaching German, Spanish, and English as a Second Language at all levels. In addition he teaches courses on linguistics (general, Germanic, and Hispanic), and World Languages and their Speakers. He has done fieldwork in European and African languages, and is currently working on a project on Amuzgo, a Native American language spoken in Mexico. He has lived, studied, and taught in Germany, Spain, and Mexico.

Dr. Alberto Ribas-Casasayas, Assistant Professor of World Languages – (Ph.D. Harvard University 2007) Dr. Ribas-Casasayas teaches courses on Hispanic

literatures and civilization. His dissertation, "Haunting Contemporary Narrative," studies ghosts and other figures of historical trauma in the works of Juan Rulfo, Toni Morrison, Carlos Fuentes, Leslie Marmon Silko, and Martin Amis. He has published scholarship on Jorge Luis Borges and Carlos Fuentes and a successful textbook on Hispanic civilization. Other academic interests are literature by immigrants, exiles, and linguistic minorities. He is currently working on expanding his dissertation in book format.

- b. *Space and facilities that would be used in support of the proposed program. Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.*

Classrooms: Classroom space will be needed in order to offer at least one section each of GBST 100 and 300 every academic year. From the fourth semester after the major's implementation onward, there will also be a need for classroom space to offer at least one section of GBST 400 per year.

Faculty and Staff Offices: The only additional demand for faculty office space will be for the new hire in French and German (see 4b., p. 24). The Program Director will work with the College of Arts and Sciences Dean's office to assess administrative support needs as the program develops in its first year.

- c. *Library resources to support the program, specified by subject areas, volume count, periodical holdings, etc.*

Existing library resources that can support the program are listed below:

Geographic Areas:

Areas	Library collection (books, journals, videos)
Americas, excluding U.S.	4000
Asia, Africa, and Pacific	6614
Europe	7515
Middle East	403

Global Culture:

Subject Areas	Library Collection (books, journals, videos)
Music	118
Folklore	183
Manners & Customs	200
Dance	92
Language and Literature	5125

Film	155
Theatre	118

Global Issues:

Issues	Library collection (books, journals, videos)
Foreign Policy, global conflict and Cooperation	234
International Law	1075
Global Political Economy and development	3100
Gender in Global Perspective	300

Current Electronic Databases that can support the program are:

ABI
 Academic Search Elite
 Art Abstracts
 Business Monitor Online
 Columbia International Affairs Online
 Contemporary Authors
 CountryWatch
 Historical Abstracts
 Handbook of Latin American Studies
 Lexis/Nexis
 Linguistics and Language Behavior Abstracts
 MLA (Modern Language Association)
 PAIS
 ProQuest Newspapers
 RILM Music Abstracts
 Sociological Abstracts
 Women's Studies International

d. *Equipment and other specialized materials currently available.*

N/A

4. Additional Support Resources Required

- a. *Complete Table I, enrollment and faculty positions should be shown for all discipline categories which will increase because of the new program and for all discipline categories which will decrease because of the new program. If faculty positions are to be transferred into the new program from other areas, the reductions in faculty positions should be shown in the appropriate discipline category.*

This table will be provided by the Office of Academic Programs.

- b. *Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.*

One new tenure-line faculty member in French and German will be recruited to support the program, beginning as early as 2007-08. During 2007-08 50% of the cost of this position will be paid for using Title VI-A funds and 50% will be paid for by the College of Arts and Sciences. Beginning in 2008-09 the College of Arts and Sciences will bear 100% of the costs of this line. The additional faculty person will teach courses in both French and German for the World Languages and Hispanic Literatures department.

Currently, the Global Studies Minor is administered by a Program Coordinator provided a small annual stipend. With startup of the Major, the Dean's Office has agreed to appoint a Program Director and provide assigned time and compensation commensurate with that position. (Currently, Program Directors receive three WTUs funded assigned time per semester, plus the stipends provided to Department Chairs under the current faculty contract.)

- c. *The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campuswide priority of the facility, capital outlay program priority, and projected date of occupancy.*

None

- d. *Additional library resources needed. Indicate the commitment of the campus to purchase or borrow through inter-library loan these additional resources.*

There is a need to increase the number of book and periodical resources in certain areas (e.g., the Middle East, global culture, foreign policy, global

gender studies, etc...). During 2007-2008 \$6155 from an external grant will be spent to boost holdings in these areas and other areas needing augmentation.

- e. *Additional equipment or specialized materials that will be 1) needed to implement the program and 2) needed during the first two years after initiation. Indicate source of funds and priority to secure these resource needs.*

None

5. Abstract of the Proposal and Proposed Catalog Description

Global Studies

Office

CRA 6239

Telephone

(760) 750-8050

Program Director

Scott Greenwood, Ph.D.

Faculty

Anthropology

Bonnie Bade, Ph.D.

Economics

Ranjeeta Ghiara, Ph.D.

History

Reuben Mekenye, Ph.D.

Carmen Nava, Ph.D.

Kimber Quinney, Ph.D.

Patricia Seleski, Ph.D.

Alyssa Sepinwall, Ph.D.

Zhiwei Xiao, Ph.D.

Liberal Studies

Vivienne Bennett, Ph.D.

Anibal Yanez-Chavez, Ph.D.

Kimberley Knowles-Yanez, Ph.D.

Literature and Writing

Salah Moukhlis, Ph.D.

Philosophy

Manuel Arriaga, Ph.D.

Political Science

M. Kent Bolton, Ph.D.

Scott Greenwood, Ph.D.

Cyrus Masroori, Ph.D.

Elizabeth Matthews, Ph.D.

Cynthia Chavez Metoyer, Ph.D.

Pamela Stricker, Ph.D.

Sociology

Marisol Clark-Ibáñez, Ph.D.

Richelle Swan, Ph.D.

Visual and Performing Arts

Kristine Diekman, M.F.A.

Mtfiti Imara, Ph.D.

Andrea Liss, Ph.D.

Marcos Martinez, M.A.
Karen Schaffman, Ph.D.
Deborah Small, M.F.A.

World Languages and Hispanic Literatures

Veronica Anover, Ph.D.
Michael Hughes, Ph.D.
Alberto Ribas-Casasayas, Ph.D.
Darci Strother, Ph.D.

Women's Studies

Linda Pershing, Ph.D.

Programs Offered

- Bachelor of Arts in Global Studies
- Minor in Global Studies

The Global Studies program provides students with the opportunity to study international affairs from a variety of disciplinary perspectives. Whether pursuing the Major or the Minor, students can choose from an approved list of courses from Economics, History, Liberal Studies, Literature and Writing, Political Science, World Languages and Literatures, and Women Studies. The programs allow students to specialize in one of five geographic regions: the Americas, Asia, Europe, the Middle East and North Africa, or Sub-Saharan Africa, and one of five global issue areas: Foreign Policy, Global Conflict and Cooperation, International Law and Human Rights, Global Political Economy and Development, and Gender in Global Perspective. The Global Studies programs will be useful to students pursuing careers in education, international development, international organizations (e.g., United Nations), law, non-governmental organizations focusing on international affairs (e.g., Amnesty International, “think tanks” such as the American Enterprise Institute), government, and graduate study in History, Political Science, and International Affairs.

Special Conditions for the Bachelor of Arts in Global Studies

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units counted toward the major must be earned in residence at Cal State San Marcos. No more than six (6) units of internship and/or independent study credit may be counted toward the major.

BACHELOR OF ARTS IN GLOBAL STUDIES

	Units
General Education*	51
Preparation for the Major	9
Major Requirements	43-45

Students must take a sufficient number of elective units to bring the total number of units to a minimum of **120**

*Nine units of General Education Requirements are automatically satisfied by lower-division Preparation for the Major.

Preparation for the Major

Prior to taking any upper-division coursework for the major, students are encouraged to:

- Complete, or be in the final semester of completing, all lower-division General Education Requirements*
- Complete the following nine units of preparatory coursework with a grade of C (2.0) or better:

	Units
ECON 202*	3
HIST 202*	3
One of the following: GBST 100* ANTH 200* GEOG 201*	3
<i>Total Units</i>	9

* ECON 202 or GEOG 201 may be used also to meet the "Area D – Discipline Specific Social Science" lower-division GE requirement; HIST 202 may be used also to meet the "Area C2 – Humanities" lower-division GE requirement; and GBST 100 or ANTH 200 may be used also to meet the "D7 – Interdisciplinary Social Sciences" requirement.

Upper-Division Requirements

	Units
GBST 300	3
Research Methods <i>Select one of the following:</i> HIST 301 PSCI 301 WMST 490	3
Geographic Area Electives	9
Global Culture Electives	4-6
Global Issues Electives: Nine (9) units each in two global issue fields	18
Fourth-Semester World Language*	3
GBST 400	3
<i>Total Units</i>	43-45

*Fourth-Semester World Language Requirement may also be satisfied by means of a competency exam, as detailed below.

Upper-Division Electives

GEOGRAPHIC AREAS

Nine units (9) in one geographic area drawn from at least two different disciplines; please see the information below to obtain lists of approved courses in these areas:

- The Americas
- Asia
- Europe
- Middle East and North Africa
- Sub-Saharan Africa

GLOBAL CULTURE

Students must complete two courses (4-6 units) from different disciplines; please see the information below to obtain lists of approved courses in these areas.

GLOBAL ISSUES

Students must complete nine (9) units of coursework, in each of two of the following global issues areas listed below, for a total of eighteen (18) units. At least two courses in each issue area must be from different disciplines. Please see the information below to obtain lists of approved courses in these areas.

- Foreign Policy
- Global Conflict and Cooperation
- International Law and Human Rights
- Global Political Economy and Development
- Gender in Global Perspective

To obtain the most current list of approved courses in all elective areas, students may consult the Program Director or the Global Studies staff advisor, visit the Global Studies Program office or the Global Studies website (<http://www.csusm.edu/globalstudies/>), or refer to the Global Studies major worksheet distributed by the Office of Academic Advising.

SECOND-LANGUAGE COMPETENCY REQUIREMENT (3 units)

The second-language competency requirement can be met by completing an approved fourth semester language course with a grade of "C" or higher or by successfully passing a 4th semester level language competency exam given by the CSUSM Language Learning Center. If the CSUSM Language Learning Center does not offer a competency exam in a student's second language, this student may request that the competency exam be conducted by the Berlitz Language Center. Students requesting this option must receive official approval from the Global Studies Program Coordinator before scheduling a Berlitz exam. International students may satisfy this requirement by meeting the university's TOEFL requirement for admission.

Various courses may be completed to meet this requirement. Students may obtain the most current list of approved language courses from the Program Coordinator, the Global Studies Program office, the Global Studies website (<http://www.csusm.edu/globalstudies/>), or from the Global Studies major worksheet distributed by the Office of Academic Advising.

Language courses may not be "double-counted" to meet the Global Culture AND Second-language competency requirements of the GBST major.

SENIOR SEMINAR

Three (3) units in the following course:
GBST 400*

*Students must have successfully completed at least 75 units and all of the Global Studies core courses to enroll in this course.

Additional CSUSM New Program Requirements

- a. *Complete Table II, indicating the courses in which the student learning outcomes are addressed.*

Please see Appendix C

- b. *Provide an initial assessment plan for the program. The data collected via this assessment plan will be the basis of the first program review (generally scheduled five years after program implementation).*

Program Goals and Plans for Assessment

Goal #1: Offering a major and minor curriculum that is up to date with developments in the field of Global Studies.

Assessment: Formation of a sub-committee of Global Studies faculty every two years to review the curriculum of Global Studies programs in the United States and abroad and evaluate the degree to which the CSUSM program is following trends in the field. This evaluation will take the form of a written report to be submitted to the Global Studies Program Coordinator and the Global Studies Steering Committee.

Goal #2: Creating a clear, up-to-date mission statement describing the nature and purpose of the program.

Assessment: Following creation of this statement, yearly review of the statement by the Global Studies Steering Committee to ensure that the statement accurately reflects the status and curriculum of the program.

Goal #3: Providing a wide variety of innovative and effective pedagogical techniques in Global Studies core courses and electives.

Assessment: Formation of a sub-committee of Global Studies faculty every two years to review the syllabi of Global Studies core courses and those electives most frequently taken by Global Studies majors to evaluate the variety of pedagogical techniques used in these courses. This sub-committee will also identify particularly effective pedagogical techniques and seek to recruit the faculty using these techniques to offer a workshop demonstrating these techniques for Global Studies faculty.

Goal #4: Offering at least one section of GBST 100 and 300 each academic year.

Assessment: Review of the course schedule for each academic year.

Goal #5: Ensuring that an adequate number and variety of upper-division electives are offered each year by the various academic departments participating in the Global Studies program.

Assessment: The Global Studies Program Coordinator will work with the chairs of the departments offering electives for the Global Studies minor and major at the beginning of each semester to make sure that enough upper-division electives are being offered in the course schedule for the following semester. Given the large number of upper-electives for both the minor and major and the fact that many of the upper-division electives for Global Studies are also essential for majors in other departments to complete their graduation requirements, this goal can be easily accomplished.

Goal #6: Creation of a viable internship program.

Assessment: Designation of an internship coordinator by the Global Studies Steering Committee. Submission of an annual report on the number of community internship partners and the number of students using these partnerships to obtain internships.

Goal #7: Promoting greater global awareness among the CSUSM campus community members through sponsorship of speakers, forums, and other activities dealing with global affairs.

Assessment: Distribution and collection of short questionnaires to participants in Global Studies-sponsored events.

Goal #8: A significant increase in the number of Global Studies minors and majors during the first five years of the major's implementation.

Assessment: The Global Studies Program Coordinator will determine the number of declared Global Studies minors and majors each year and compare the figures over time.

Goal #9: Providing regular student access to qualified Global Studies faculty advisors.

Assessment: The Global Studies Program Coordinator will serve as the primary faculty advisor to Global Studies minors and majors. In addition, two other Global Studies faculty will be designated by the Coordinator each semester as secondary advisors in order to ensure that students have access to an advisor Monday through Thursday. In addition, students will be able to send e-mails to the Program Coordinator using a link on the program's website.

Goal #10: Ensuring that Global Studies minors and majors possess the desired abilities in the areas of global knowledge, skills, and attitudes.

Assessment: All Global Studies courses (including core courses, electives, internships, and foreign language courses) will seek to develop the “global competencies” knowledge, skills, and attitudes specified in item “1d” of this proposal. Once again these competencies are:

Knowledge

- Recognize that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences. [SLO 1]
- Demonstrate knowledge of global issues, processes, trends and systems (i.e., economic and political interdependency among nations; environmental-cultural interaction; global governance bodies, non-governmental organizations). [SLO 2]
- Demonstrate knowledge of other cultures (beliefs, values, perspectives, practices, and products). [SLO 3]

Skills

- Use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems. [SLO 4]
- Gain the ability to understand and analyze global affairs from a variety of disciplinary perspectives. [SLO 5]
- Communicate with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), writing (productive). [SLO 6]
- Use foreign language skills and/or knowledge of other cultures to extend his/her access to information, experiences, and understanding. [SLO 7]
- Use social scientific techniques to conduct research. [SLO 8]

Attitudes

- Appreciate the language, art, religion, philosophy and material culture of different cultures. [SLO 9]
- Accept cultural differences and tolerate cultural ambiguity. [SLO 10]

In order to evaluate and measure the degree to which students in Global Studies courses and internships master these competencies students in all courses with a GBST prefix (i.e., GBST 100, 300, and 400), all students completing an internship, and students in selected Global Studies electives¹ will complete a “pre-test” evaluation during the first week of classes and a “post-test”

¹ At least two courses from different disciplines in each of the upper-division elective areas (i.e., geographic areas, global culture, global issues, and fourth semester world language competency) will be selected for evaluation each year.

evaluation during the last week of classes. Although the basic format of these evaluations will be the same, specific items will be added or deleted depending on whether the course is a core course, language course, internship, or an elective.² In addition, the evaluations for selected Global Studies electives will be customized to generate feedback for the two basic tracks within the Global Studies minor and major: geographic areas (the Americas, Asia, Europe, the Middle East and North Africa, and Sub-Saharan Africa), global culture, and global issue areas (Foreign Policy, Global Conflict and Cooperation, International Law and Human Rights, Global Political Economy and Development, and Gender in Global Perspective). The Global Studies Program Coordinator will collect these evaluations at the end of each semester for use in writing an annual report that will assess student acquisition of the global competencies described above. This report will be distributed to all Global Studies faculty whose feedback on the report will be used to organize a plan of action to improve students' mastery of the desired global competencies in the areas of knowledge, skills, and attitudes.

Goal #11: Acquiring a satisfactory level of physical and electronic library resources to support the program.

Assessment: At the beginning of each academic year, a sub-committee created from the Global Studies Steering Committee will evaluate the resources currently held in Kellogg Library and make a list of new resources desired for use in the program. At the end of each academic year the Global Studies Program Coordinator will request an annual report from the Kellogg Library regarding how many of these requested items, as well as other items dealing with global affairs, were actually acquired.

Goal #12: Regularly offering a four-semester sequence of courses (i.e., 101, 102, 201, and a course meeting the 4th semester competency requirement) in Arabic, French, German, and Spanish.

Assessment: The Global Studies Program Coordinator will work with the Chair of the World Languages Department to ensure that these courses are offered on a two-year cycle, and that instruction in these four languages receives adequate funding from the College of Arts and Sciences relative to student enrollment demand.

Goal #13: Regular meetings of the Global Studies Steering Committee and sustained participation of relevant academic departments on this committee.

Assessment: The Global Studies Program Coordinator will organize at least one meeting of the Global Studies Steering Committee each month during the fall and spring semesters. The Coordinator will also work to ensure that each academic department participating in the program has one representative on the Steering Committee.

² These evaluations will be developed collaboratively during the spring 2007 semester by the current Program Coordinator, Scott Greenwood and Pamela Stricker (Political Science) with the assistance of Vicki Golich, Professor of Political Science and Dean, College of Arts and Sciences.

- c. (For undergraduate degrees) Attach a sample schedule showing how a student beginning as a first-time freshman at CSUSM could fulfill all graduation requirements in four years.

Please see Appendix D

- d. Attach a proposed course offering plan for the first three years of program implementation. Where possible, indicate likely faculty teaching assignments.

Please See Appendix E

- e. Summarize the responses in items 4b-4e by completing the Table III below.

Table III.

Necessary Resources	Start-up Costs	On-going Costs (2008-09 and later)	Expected On-going External Funding (indicate expected duration of funding)
Additional Faculty <ul style="list-style-type: none"> • Tenure-line • Adjunct 	Tenure-line: \$59,085 (French/German, 2007-08) Adjunct: \$21,020 (Arabic, 2007-08)	Tenure-line: \$59,085 (French/German) Adjunct: \$21,020 (Arabic)	50% of the costs for the tenure-line French/German position during 2007-08 33% of the costs of the adjunct lecturer in Arabic during 2007-08)
Program Administration: Release time for Chair or Coordinator	\$19,200, 2006-08	6 units of release time per year (\$10,000)	50% of the costs for the coordinator's release time during 2006-08
Additional Staff	Administrative tasks for the program have been assigned to existing staff.	Administrative tasks for the program have been assigned to existing staff.	\$0
Library/Collections	\$6155, 2007-2008	\$1500 per year for specialized periodicals	100% of the costs during 2007-08
Technology: Special Hardware and/or Software	Arabic Language Learning Software: \$1710, 2006-07	\$2000, one time cost for language learning software for Chinese	100% of the cost of the Arabic Language Learning software
Other: Computer and Furniture Complements, telephone, equipment, operating expenses, etc.	\$1500	\$1500	\$0

Table II: Student Learning Outcomes Receiving Attention in Selected Courses APPENDIX C

	Preparation for the Major					Upper-Division Core			Geographic Area	Global Culture	Global Issue
	ECON 202	HIST 202	ANTH 200	GBST 100	GEOG 201	GBST 300	Research Methods Course	GBST 400			
Program		X	X	X	X	X		X		X	
Student Learning	SLO 1 Recognizing cultural differences	X	X	X	X	X		X		X	
	SLO 2 Knowledge of global issues, processes, systems	X	X	X	X	X		X		X	X
	SLO 3 Knowledge of other cultures		X	X	X	X		X			X
	SLO 4 Using diverse cultural frames of reference for critical thinking and problem-solving			X	X	X		X			X
	SLO 5 Interdisciplinary understanding and analysis				X	X		X			
Outcomes (SLOs)	SLO 6 Communicating in a second language							X			
	SLO 7 Use second language skills to access information, experiences, and understanding							X			
	SLO 8 Use social scientific research techniques					X		X			
	SLO 9 Appreciate different cultures			X	X	X		X	X	X	X
	SLO 10 Accept cultural differences			X	X	X		X	X	X	X

Use an X to mark Student Learning Outcomes that are developed within particular courses.

More refined versions of such a chart might use different symbols to differentiate between primary and secondary focus on an SLO in a course.

Appendix D

Sample Course Schedule for a First-Time Freshman Majoring in Global Studies

Academic Year	Fall	Spring	Units
Freshman	GEO 102 World Language 3 rd semester-level B4 GEL 101 D7 (GBST 100 recommended)	GEW A3 ECON 202 World Language 4 th semester-level HIST 202	30
Sophomore	B1 or B2 Dc/Dg C1 Dh GBST 300	B2 or B1 HIST 301, PSCI 301, <i>or</i> WMST 490 (GBST research methods requirement) Global Issue Course #1 Geographic Area Course #1	27
Junior	Global Issue Course #2 Geographic Area Course #2 Global Culture #1 BB and CC Free Elective/Minor	Global Issue Course #3 Geographic Area Course #3 DD Global Culture #2 Free Elective/Minor	33
Senior	Global Issue Course #4 GBST 400 Free Elective/Minor Free Elective/Minor Free Elective	Global Issue Course #5 Global Issue Course #6 Free Elective/Minor Free Elective Free Elective	30
			Total Units: 120