

**COLLEGE OF INTERDISCIPLINARY STUDIES
GRAND VALLEY STATE UNIVERSITY**

**SYNOPSIS OF THE PROPOSAL TO ESTABLISH A UNIVERSITY-WIDE
CENTER FOR GLOBAL STUDIES**

INTRODUCTION

The College of Interdisciplinary Studies has developed a proposal for the establishment of a University-wide Center for Global Studies. The proposed Center would have two major overarching purposes: 1) To serve as the institution-wide hub for promoting interdisciplinary teaching, research and service in global studies; and 2) to serve as the administrative unit of all of Grand Valley States University's current and future area(regional) and functional(thematic studies Programs).

THE PROPOSED STRUCTURE

The Center for Global Studies will be a companion unit of the Padnos International Center within the College of Interdisciplinary Studies. The structure of the Center of Global Studies will consist of: 1) An Executive Director, who will chair the Center's Steering Committee consisting of the Directors of the various area and thematic studies programs; 2) Faculty Fellows---GVSU faculty members with expertise in global studies, who will be affiliated with the Center through the various area and thematic studies programs; and 3) an administrative staff.

SOME PROPOSED ACTIVITIES OF THE CENTER

- . The establishment of new programs in European Studies, International Development Studies and Peace and Conflict Studies.
- . Monograph Series
- . Visiting Fellows Program
- . A new refereed journal in Global Studies.
- . Public Affairs Programs---Lecture Series, Roundtable Series, Research Forum, Students Global Issues Forum.
- . Conferences on various global issues.
- . Student research in Global Studies---Graduate and undergraduate students.
- . The creation of a new undergraduate interdisciplinary major in Global Studies.
- . The creation of a new graduate (M.A.) major in Global Studies.
- . Community outreach programs---Model United Nations Program for Grand Rapids Area High School Students, Summer Institutes in Global Studies for High Schools Students and High School Teachers in Foreign Languages and Social Studies and a "Global Studies Speakers' Bureau."

Proposal for a Major and/or Minor in Global Studies Program
with Recommendations for its Establishment, Administration, and Resources

By Hermann Kurthen and Jim Penn

Executive Summary

This proposal is a timely response to global trends and conforms with GVSU's vision for undergraduate education embedded in and recognizing local, domestic, and international linkages. This curriculum proposal will enhance the college's reputation in Western Michigan and beyond as a center of advanced interdisciplinary and integrated learning and will also prepare our students for the challenges of the 21st century. It will make GVSU a place where diversity, transnational exchange, creativity, and tolerance will flourish, reflecting important changes on local, domestic and global levels.

A GSD major and/or minor

- ◆ will offer conceptual tools and practical skills to better understand and analyze diverse aspects of globalization, international relations, sustainable solutions for business, applied sciences, health and development. It will prepare students for career opportunities at home and overseas; foster awareness of diverse cultures, people and ideas; and promote universal stewardship of our planet.
- ◆ will provide an interdisciplinary foundation of undergraduate studies in arts and humanities as well as health, natural, behavioral, and social sciences.
- ◆ will make extensive use of already existing tracks and courses of GVSU's general education, Geography, International Relations, and History programs, the Van Andel Global Trade Center, MAREC, the Robert B. Annis Water Resources Institute, the Seidman College of Business, International Education, Language and Liberal Studies, various area study programs, Padnos International Center, the GVSU study abroad program, and the student-led Global Issues Forum.
- ◆ will use an integrated and intellectually stimulating approach to learning similar to existing programs like International Relations, Geography, or area studies such as LAS. It will combine second language proficiency with study abroad and internships programs in addition to student conferences, field trips, and other extracurricular or outreach programs that promote writing skills, critical thinking, team work, and leadership competence.

The GSD program will require 36-39 total credits, 12 of which will come from 4 new courses designed for a GSD major (GSD 101, 202, 301, and 401), 18 from existing courses, and 6-9 credits of foreign language beyond proficiency level.

Students will be able to select elective courses from 4 thematic tracks:

- Track I): International Relations - Politics, Governance, and Institutions
- Track II): Global Trade, Business, Law, Justice, and Security
- Track III) Sustainable Techno-Science, Communications/Media, Environment & Health
- Track IV): Transnational Civilizations, Social Movements, Cultural Identities & Ethical Citizenship

The planned GSD major and/or minor does not require extensive new and separate resources

or administrative units but draws its strength from the research, teaching, and expertise of existing faculty, departments, and programs on the GVSU campus, as well as their overseas experience working in development and conservation initiatives that address globalization and the impacts of global forces at the local, regional and national level in developing countries. The program and its director could have ties with one or more existing departments (such as Sociology, Political Science, LAS, Anthropology, History, Geography, etc.). Or the program could be administered independently as an interdisciplinary program within CLAS or CUII.

Objective and Mission

The Grand Valley State University GSD major/minor proposal (GSD) is a response to global trends that affect our lives, as expressed in the compression and intensification of time, distance, communication, and information. Often in our existing departmental structure, students have learned about such diverse global topics as terrorism, the internet, global warming, resource shortages, poverty, or the United Nations separately, without a comprehensive understanding of how they fit into the larger global context. The same applies to the broad and looming challenge of sustainable development as we enter the 21st century. For these reasons, faculty and committees at GVSU but also professional organizations, such as NAPSA, the Chronicle of Higher Education, and the American Association of Colleges and Universities, have identified a lack of 'global competence' in students as a significant problem for higher education.

Above academic voices, professional statements, and findings among educators, and the increased recognition of a myriad of global interdependencies should prompt us to rethink existing curricular structures for teaching these global topics:

- ◆ First, it is critical that the current generation of students living in our increasingly globalized society develop a fuller understanding of the variable nature of the Earth's system components (geosphere, hydrosphere, atmosphere, cryosphere, biosphere) and its human components, i.e., the action of the Earth's people, nations, and civilizations in the sociosphere. This requires a focus on interdisciplinary connections and an understanding of the relationship between local, regional, national, and global levels of the bio-and sociospheres, in particularly the importance of environmental sustainability, social stability, economic competitiveness, and equitable development.
- ◆ Second, there is a need to expose students to a wide diversity of world views that familiarizes them with diverse and non-Western perspectives through experiential learning, as well as important questions of ethics, justice, and democracy, allowing the development of expertise, team-work, and global leadership competence.
- ◆ Third, such a mission requires an integrated approach to learning that includes and motivates students to study abroad, to expand their non-English second-language proficiency, and to apply their developing awareness within local contexts through extracurricular and outreach projects.
- ◆ Fourth, universities of the 21st century have a responsibility to prepare students for a growing number of transnational business, institutional and organizational career opportunities at home and overseas.

The following proposal for a new major/minor in GSD addresses all of these issues and -- additionally -- has the advantage that it:

- ◆ does not require the establishment of a new and separate costly institutional structure but

draws mostly on already existing resources of faculty teaching, curriculum, and institutions both in the Arts and Humanities, the Natural, Health, Behavioral and Social Sciences, such as International Relations, Van Andel Global Trade Center, MAREC, the Robert B. Annis Water Resources Institute, the Seidman College of Business, International Education, Language and Liberal Studies, various area study programs, Padnos International Center, the GVSU study abroad program, and the student-led Global Issues Forum.

- ◆ supports the College's vision for a liberal arts undergraduate education embedded in and recognizing local, domestic, and international linkages. It also fits the university's stated goal to foster interaction of diverse cultures and groups and to make GVSU a place where diversity, transnational exchange, creativity, and tolerance will flourish, reflecting important changes on local, domestic and global levels.
- ◆ is flexible enough to allow students to 'double' minor or 'double' major in other GVSU programs by combining the interdisciplinary GSD with established disciplinary studies.
- ◆ draws on all the major divisions of learning at GVSU, including the arts, humanities, social and behavioral sciences, economics/business/law, natural and health sciences, modern languages, and study abroad.
- ◆ offers students the chance to concentrate on four central tracks according to their preferences and requirements of other minors/majors. Tracks 1 to 3 are more geared toward supplemental job proficiency, direct professional applicability and/or providing a basis for further graduate studies. Track 4, on the other hand, is mainly helping students to improve their intercultural knowledge and global awareness in form of a more universally applicable 'secondary' job proficiency.
- ◆ addresses the need of a new generation of undergraduate students to acquire skills in writing, problem solving, self management/assessment, and critical thinking that will allow them to succeed in an increasingly globalizing world.

To sum up: the proposed major/minor programs will significantly enhance the GVSU curriculum and prepare students for more career choices with minimal institutional investment. It also will give our college a unique profile locally, regionally (in Western Michigan), and beyond as a center of advanced international, interdisciplinary and integrated undergraduate learning. Finally, it will prepare our students for the challenges of the 21st century and contribute to a better world where justice, sustainable development, and a tolerant dialogue of civilizations is possible.

Grand Valley's Strategic Location

GVSU's commitment to excellence in liberal education, innovative teaching, and applied research already has attracted a unique body of students and faculty. GVSU experienced in recent years tremendous quantitative and qualitative growth. GVSU now ranks as one of the leaders of Mid-Western public undergraduate colleges and can afford to maintain its leadership in curricular innovation.

Because of its economic basis in manufacturing and trade Michigan's citizens, businesses and communities have been strongly exposed to the challenges of globalization and are determined to develop new and sustainable strategies to cope with these changes. Through a variety of campuses in Grand Rapids/Allendale and Western Michigan GVSU has developed vital links to local and regional communities, institutions, businesses, and individuals. Most importantly, GVSU currently offers international study abroad and exchange programs in at

least 34 countries involving more than 400 students each year, and these programs continue to grow. GVSU is therefore in a strategic position to reflect on and analyze these changes in collaboration with its constituency, educate the next generation of leaders, and develop local solutions to global challenges.

GVSU is also closely located to urban centers with strong global ties, such as Chicago, Detroit, and Toronto. In addition, many local businesses in Grand Rapids, Holland, Kalamazoo, and Lansing have transborder trade relationships abroad and also attract employees or migrants from abroad. This provides GS students with multiple opportunities for field study experiences, internships, and community services related to globalization; for example, with local and regional R&D/transport/trade business units, banks, laws firms, tourist agencies/airlines, management headquarters of transnational corporations, foreign consulates, non-governmental and religious missionary organizations, health and pharmaceutical research organizations, etc. Our proximity to Canada provides easy access to new international initiatives and her institutions of higher learning.

Finally, the presence of a number of other prestigious public and private universities in the area offers opportunities to develop collaborative undergraduate courses or pool resources in areas such as international law and business, health science and research, hi-tech & IT, architecture, media and communications, tourism & transportation, archeology, geography, etc and where GVSU programs could use complements. It also allows GVSU to collaborate in or sponsor events that are related to our own objective in advancing global understanding and sustainable development on a global and local basis.

Review of Globalization Efforts at GVSU

Grand Valley State University initiatives and activities that address or relate to globalization and international exchange have become quantitatively and qualitatively more important in recent years. Examples are the increase of

- ◆ study abroad students and programs as well as a high number of international students attending GVSU from over 50 countries worldwide
- ◆ inter-departmental and inter-university contracts of collaborative research, teaching, and academic exchange reaching across the globe,
- ◆ funded research projects and faculty publications that are comparative, transnational, and international in their nature,
- ◆ undergraduate and graduate classes that deal directly or indirectly with globalization (see the attached list of classes that would fit a major/minor in GS).
- ◆ area study programs that cover non-Western regions, cultures, and civilizations, such as African/African American Studies (AAA), Latin American Studies (LAS), Middle East Studies (MES), and Russian Studies (RUS)
- ◆ internships for undergraduate students offered by multinational corporations, law firms, trade and international organizations, and transnational NGO's located in Grand Rapids, Holland, Kalamazoo, Grand Haven, Muskegon, Lansing, etc.
- ◆ GVSU conferences with global, transnational, or international themes, such as the Transatlantic Relations Conference, the Environmental Change in Central Asia Conference at GVSU in 2004 (Hosted by the Dept of Geography and Planning), **HERE WE NEED MORE INPUT FROM EVERYONE INVOLVED**

- ◆ seminars, colloquia, lectures, workshops, and initiatives such as the successful University Lectures on, the proposal for an academic exchange between the Sociology Department and Schwaebisch Gmuend University in Germany or with the University of Brisbane/Australia, the student-led "Global Issues Forum's, The Department of Geography Speakers Series (speakers on Environmental Change from China (November 2004), and Conservation and Sustainable Development Work from the Dominican Republic (December 2004). **HERE WE NEED MORE INPUT FROM EVERYONE INVOLVED**
- ◆ The International Relations Program (IR), directed by Prof. Constantelos (Pol.Sci), offers a major/minor in the field of international relations, management, and diplomacy. This program covers primarily economic/business, historical, and foreign relations issues with a special focus on international relations among nation-states and requiring a fourth-semester proficiency in a foreign language and an (optional) study abroad program participation.
- ◆ Finally, various departments (Geography, Sociology, History, Political Science, Anthropology, African/African American Studies, Latin American Studies), colleges (Honors College), and programs (Hospitality and Tourism Management, Journalism, Liberal Studies, Marketing, Music, Natural Resources Management, Women and Gender Studies) are increasingly offering courses with global focus and hire faculty committed to teaching global and international issues.

Review of GSD Programs at Other Universities

The **GS** minor and major program proposed here has benefited from a review of similar undergraduate programs in U.S. higher education institutions. The review compels us to conclude that most teaching oriented "**GS**" programs are primarily social-science orientated without a science component or they are a repackaging of "International," "Area," and "Multicultural Studies," such as the Yale Center for International and Area Studies. Some programs focus on only one aspect of Globalization such as "Peace" (Earlham), "Economics" (UC Santa Cruz), "Governance" (Rutgers), or "Environment" (Irvine, Ann Arbor, Pacific Lutheran University). Sociology or Social Science Departments are housing GSD Programs at Emory, Azusa Pacific, UC Santa Barbara, U of Tennessee, and Dartmouth) A few universities (such as Minnesota, Iowa, Indiana, Hamline U, Miami/OH, Portland State, Asuzu-Pacific) have a comprehensive interdisciplinary orientation integrating social sciences with sciences and area studies with numerous thematic tracks/options on the undergraduate level of the sort proposed here. According to available website information, their programs are successful in attracting students and providing them foundations for successful careers in a wide range of professions (see, for example the following websites: <http://www.indiana.edu/~global/minorprogram.htm> & <http://www.uiowa.edu/~gsp/courses.html>). For further information see also Mark Schaub's List of Undergraduate/Global Studies Certificates and his 'Global Studies/Globalization Program' memo of February 8, 2005.

Teaching Philosophy and Methods

The GVSU major in Global Studies intends to offer undergraduate students the opportunity to develop an appreciation for and fuller understanding of the world's societies, economies, systems of political governance, cultures, and environments in the context of sustainable development. The program caters specifically to students in the interested in "double majors"

or "double minors", proficiency in a second language, and study abroad.

The GSP is flexible, broadly interdisciplinary and learner-centered in the tradition of the University's diverse and interdisciplinary focus and strong commitment to study abroad and foreign language learning, rather than teacher-centered and confined to a single academic discipline, or college. In fact, the program transgresses the traditional disciplinary boundaries between the natural, health, cultural, behavioral, and social sciences.

Therefore, the program relies upon a variety of teaching and learning strategies that involve, empower and challenge students. It intends to learn research skills, the ability to advance and negotiate positions in a public forum, to collaborate effectively with others, and to gain insight into the inner workings of sustainable globalization through, for example,

- ◆ small and advisor intensive small core classes,
- ◆ required exposure to guest lectures, meetings with experts and scholars, student conference participation, extracurricular activities, field studies, and/or community outreach
- ◆ intensive team-oriented topical or area studies, and other applied/experimental/explorative hands-on projects may span two or more semesters under faculty supervision and result in a thesis.
- ◆ long distance hybrid online and face-to-face learning and collaboration with classes and students at other universities domestically and abroad,
- ◆ class room assignments which address a world issue and require students to analyze it from different global historical contexts, multiple cultural/ political/ economic/ business/ religious etc. viewpoints, and interdisciplinary perspectives in the natural, cultural, health, behavioral, and social sciences,
- ◆ portfolio assessment methods based on written assignments, oral presentations, and hands-on projects involving web page design, graphic, video, and other media applications,
- ◆ internship experiences,
- ◆ foreign language training, and,
- ◆ study abroad experiences.

These and other methods will help students to gain first-hand experience in intercultural relations and the practical realities of global affairs, to develop the ability to interact and learn in a foreign environment, to see connections across disciplines, to critically question and reason, and to increase awareness of the diverse natural, social and cultural world.

Since recent student cohorts have increasingly grown up with computers and electronic media and as new technologies emerge and become more user-friendly, the GSP will also use new instructional tools such as educational electronic communication (Blackboard, web pages, intranet, hypertext) and video conferencing with other colleges, institutions and instructors domestically and abroad as much as possible and feasible. This will help to increase the students global awareness and networking capacity, IT literacy, effective thinking and writing, and communication skills in addition to Upper Division Writing requirements.

Jobs for which a GSP Major may Prepare Students

The GSP major plans to lay the groundwork for successful careers with a global dimension in a

wide variety of occupations involved in global or international affairs or in areas that require such expertise.

As the examples of other colleges with Global and International Studies minor or majors indicate (e.g., CAL State Monterrey, Georgia, Indiana, Iowa, Pacific Lutheran, Purdue, Sonoma, St. Lawrence, UC Irvine, UC Santa Barbara, Winona State, Wittenberg, etc --see handout by Mark Schaub on February 8, 2005), students are prepared for careers both in the U.S. and abroad, such as:

- ◆ transnational business corporations (law firms, banks, media and telecommunications, manufacturing, services, international travel and tourism)
- ◆ United States government international agencies, particularly foreign service, affairs, development and extension assignments (e.g., State Department, USAID, USGS, Peace Corps.
- ◆ international institutions and its affiliated organizations concerned with international aid and economic development and administration (UN, World Bank, IMF, IDB, OAS, WHO, FAO)
- ◆ public interest groups and globally active non-governmental organizations (Oxfam, World Watch, CARE International, CGIAR, ITTO, CITIES, ITTO, WWF, TNC, AI, Doctors Without Borders)
- ◆ public and private think tanks, research institutions, foundations, research centers,
- ◆ university departments and administrations (International Services, Study Abroad, teaching)
- ◆ professional groups and associations with connections abroad

Experience and enrollment figures from other programs also indicate that global or international majors offer an excellent preparation for graduate schools in the social sciences, law, business, journalism, international affairs, and environmental studies.

The GS program also makes a good major for prospective secondary school teachers since a large proportion of the high school curriculum is devoted to the broad processes of social change and conflict since 1945 in the U.S. and worldwide.

GVSU Faculty Resources

GS Program at Grand Valley State is explicitly interdisciplinary, drawing its resources on the teaching excellence and research expertise and international work of distinguished faculty affiliated with a variety of existing departments and programs at GVSU (Allendale and Pew Campus) ranging from African/African American to Women and Gender Studies.

Many faculty are already involved in interdisciplinary teaching and international work directly related to this proposed GS Program, either in their own discipline (AAA, GPY, LAS, MES, etc) or as part of their research and consulting.

Structure of A Major in Global Studies

GS at Grand Valley State will require 36-39 total credits, 15 of which will come from new courses designed for a GS major, 15 from existing courses in various departments, and 6 credits of foreign language work beyond proficiency level.

The introductory core courses GS 101 and 201, and the more advanced GS 301 and GS 401 on

- ◆ Transnational Civilizations, Social Movements, Cultural Identities & Ethical Citizenship (GS 101)
- ◆ International Relations, Global Trade, Business, Law, Justice, and Security (GS 201)
- ◆ Sustainable Techno-Science, Communications/Media, Environment & Health (GS 301)
- ◆ Social and global statistics and research methods (GS 401)
- ◆ Senior Seminar in GS (GS 402)

are survey-level courses that students will need for their major course work. Courses introduce students to a variety of disciplinary approaches that examine the many issues of global studies. Five thematic tracks offered by the major/minor:

- Track I): International Relations - Politics, Governance, and Institutions
- Track II): Global Trade, Business, Law, Justice, and Security
- Track III) Sustainable Techno-Science, Communications/Media, Environment & Health
- Track IV): Transnational Civilizations, Social Movements, Cultural Identities & Ethical Citizenship
- Track V): Language study

The courses taken within the student's chosen thematic concentration provide a more focused approach to a particular set of issues or to a geographical world region. Students can choose to study 4 courses from one of the above thematic tracks of globalization and 2 courses from another track guided by their particular interests (which they will examine in depth in a comparative senior project).

In this balance between core courses and two thematic tracks of concentration, the major combines coverage of key concepts, theories, and methods with maximum flexibility for students, allowing them to design their majors around a problem or theme of importance to them. Students are also required to take 2 foreign language courses at the intermediate or higher level to acquire an adequate, functional proficiency in a language other than English and one methods/statistics course to prepare them for the use and analysis of secondary national and international statistical data.

How does this major work? For example, a student focusing on women's political participation in China and India might study Chinese and Hindi as languages, and focus on the thematic tracks I and IV.

A student working on the effect of tourism on reef pollution in Mexico would study courses offered in Natural Resources Management, Geography, Seidman Business School, LAS, Hospitality and Tourism Management, and Spanish related to the thematic tracks II and III and apply for a study abroad program in Mexico.

I. Core Courses

The 12 credits of core courses are distributed as follows:

1) GS 101 "Transnational Civilizations, Social Movements, Cultural Identities & Ethical Citizenship"

GS 101 could be listed as follows: *"Introduction to the contemporary world-system as a complex network of power relationships and its inextricable role in our daily lives. The course explores a variety of contemporary issues, particularly global ethics, civilizations, cultural change and conflict, transnational identities and heritage, citizenship and nationalism. Beginning with an introduction about the position of the United States in the global context, this course will lead students from an examination of their own identities and social locations to an understanding of how those identities exist in a global matrix of ethnic, gender, class, cultural-religious, and political relationships and conflicts."*

2) GS 201 "International Relations, Global Trade, Business, Law, Justice, and Security"

GS 201 will be listed as follows: *"Analysis of global developments, interdependencies, and forces associated with the advancements of global capitalism and transnational corporations and the contradictory challenges ranging from the emergence of a new global commons protecting human rights, development, and the cultural world heritage on the one hand to new dangers and risks of humanity's survival through war, terrorism, racial and ethnic divisions, global inequality, and religious fundamentalism on the other hand."*

3) GS 301 "Sustainable Techno-Science, Communications/Media, Environment & Health"

"This course explores from a comparative and sustainability perspective the advancements of techno-science, and its ramifications for the bio- and sociosphere, including the urbanization, communications revolution, global climate change, health, food production, tropical deforestation, soil erosion, waste management, etc."

4) GS 401 "Social and Global Statistics and Research Methods"

"This course will introduce students to quantitative and qualitative skills relevant to locate, manage, analyze, and report statistics relevant for the understanding of global and international phenomena".

5) The 400-level capstone seminar, GS 402 is designated as "Senior Seminar in GS"

It will be listed as follows: *"Application of theories, methods, and knowledge gained in previous course work and thematic concentrations in sustainable globalization and development. Students focus on specific questions or issues and undertake an in-depth research and study of them. The course will be structured around topics that engage in central globalization themes related to the natural and health sciences to the arts, behavioral and social sciences from an interdisciplinary perspective. The choice of topics will vary according to faculty interests and expertise. Students will normally satisfy this seminar by completing a research project. Papers should be at least twenty-five (25) pages in length."*

II. Elective Courses

Elective Courses will come from currently available offerings in the natural and health sciences, the arts, behavioral and social sciences. Students must take 3 courses from any one of the four thematic tracks related to globalization, and 2 additional courses from a second

thematic track.

III. Methodology Requirement

With the permission of the GS director, courses such as SS 300, HNR 301, SOC 304, and others listed below can be accepted as 3-credit statistics/methods courses toward the major instead of GSD 401 since they also can help students to understand and learn to use quantitative and qualitative skills relevant GSD.

IV. Course Numbers

The major will utilize the following course numbers common to most departments in CLAS or CUII: such as 447, 487, 488. It will also include honors program option HNR 241 "The Earth-A Global View". Also, it will offer many topics courses (see course lists below).

V. Foreign Language Requirement

Given the major's interest in providing students with a global understanding of sustainability and development, diversity of cultures, identities, societies, economies, and politics, it is important to expect from students a certain knowledge to be able to converse, read, and write in a non-English language (= bi-literate). For that reason the major will require 6 to 9 credits (or the equivalent of at least two semesters) of study of at least an intermediate level non-English foreign language appropriate to the student's intended concentration or one credit upper-level course, to be chosen in consultation with the undergraduate director. Students with proven foreign language proficiency can be exempted from language requirements for the major. Upper division foreign language courses, focusing on global or international themes (not grammar or conversation) may be used to fulfill track electives with the approval of a program advisor. This requirement then sets the stage for requirement VIII, and provides an important benchmark and evaluation criteria for student progress in the GS Program.

VI. Upper Division Writing Requirement

All students are required to write a term paper for GSD 301, which is evaluated by the instructor for its evidence of upper-division writing ability. Students whose writing is judged satisfactory will have fulfilled the upper-division writing requirement. Students who do not fulfill the requirement in GSD 301 must submit to the major advisor, no later than the first semester of the senior year, a portfolio of papers written for subsequent upper-division courses taken for the major and must achieve an evaluation of satisfactory on the portfolio.

VII. Grade and Credit Requirements

- ◆ Students must earn a C or higher in all courses except for the language credits, where the letter grade must be C- or higher. No more than one course may be taken P/NC.
- ◆ Students should consider the prerequisites to upper-division courses for the major when

choosing elective and General Education courses. The 36-39 total number of credits must include at least 12 upper-division credits taken at Grand Valley State University (six for the minor).

- ◆ Only three credits of GSD 447 "Directed Readings," GSD 487 "Independent Research," or GSD 488 "Internship" may be used to satisfy major requirements. No more than one independent study course (3 credits) may be applied toward the major.
- ◆ Other relevant courses, including special topics courses offered by other departments, may be substituted for major requirements with permission of the undergraduate director.
- ◆ Upper division foreign language courses, focusing on global or international themes (not grammar or conversation), may be used to fulfill track electives with the approval of a program advisor. Students with proven foreign language proficiency can be exempted from language requirements for the major.
- ◆ With the permission of the GSD director, SS 300, HNR 301, SOC 304, or others can be accepted as 3-credit statistics/methods courses toward the major since this will help students to understand and use quantitative and qualitative skills relevant to concepts and issues of globalization.
- ◆ Only in case of the International Relations Program (IR), students who participate in this program and who successfully finished two IR Major requirements from ECO 210, ECO 211, GPY 235, PLS 211, PLS 312, or HST 317 may, with the permission of the GSD director, have two of these courses accepted for the transfer into another GSD track equivalent to a 3-credit course. If IR is fully incorporated and becomes part of a GSD track, above requirements are, of course, mute.
- ◆ To fulfill Michigan teacher certification requirements, secondary school teachers who take the GSD major will have to register courses from departments whose offerings are certified. Therefore prospective teachers have to participate in a specific advisory session with the GSD program director.
- ◆ Students who use the GSD as double major must fulfill the criteria spelled out in GVSU Academic Policies and Regulations, i.e., taking at least a total of 60 credits in both departments. For a double minor, each must contain 20 credits not duplicated in the other. The same principle applies in counting credits toward a major and a minor; regardless of the overlap, the major must contain at least 30 credits not duplicated in the 20 credits of the minor.

VIII. Study Abroad (required)

GSD majors are required to gain experiential knowledge of the region, countries, or thematic concerns they are studying through participation in an approved study abroad program appropriate to their concentration, preferably in their sophomore or junior years. This is important both intellectually and as preparation for international careers. This must be in a non-English environment. This guarantees success in Requirement V, and makes for a stronger GS Program at GVSU and gives our students more skills for future employment.

GVSU Programs are available throughout the world. Offerings include both semester-long and academic year programs as well as summer programs. Credit earned in overseas studies programs may fulfill part of the minor program requirements and minors. Every effort will be made by the curriculum to fully integrate study abroad courses into the major. Some financial aid is available for study abroad. Details will be further fleshed out once the GSD major/minor

is established.

IX. Internship Credit

The GS Program also encourages qualified students to participate in an internship that addresses a global or international issue. This type of internship can take place overseas or with an organization located in the United States. Students can earn academic credit, which can be applied to their concentration in the major. In all cases, credit will only be awarded (a) under approval and continuous advising of a GVSU professor and (b) with the completion of a substantive research paper, evaluated by the advisor, and based upon the internship. Research papers should be approximately twenty-five (25) pages in length.

X. Honors (optional)

An Honors program will be developed once the GS minor/major has been established. Students with a grade point average of 3.50 in the major and 3.00 overall may attempt the degree in GSD with honors. Students should apply for the honors program at the end of their junior year. The student must find a faculty member affiliated with the program to act as sponsor and, with written approval of the sponsor, submit a written proposal for an honors thesis or honors project to the GS Undergraduate Director. The thesis or project is reviewed by at least two faculty members affiliated with the program and one unaffiliated faculty member. If the honors thesis or project is judged to be completed with distinction and the student has achieved a 3.50 G.P.A. in all courses for the GS major taken during the senior year, honors are conferred. Course credit for the honors thesis or project is given under GSD 495.

Structure of a Minor in GS

The minor in GS is designed to provide a broad overview of global sustainability and development processes and to complement other majors in the College of Liberal Arts and Sciences. If the current minor in "International Relations" (IR) is incorporated into this proposal as minor, the following is mute.

I. Core Courses

- 1) GS 101: "Transnational Civilizations, Social Movements, Cultural Identities & Ethical Citizenship"
- 2) GS 201: "International Relations, Global Trade, Business, Law, Justice, and Security"
- 3) GS 301: "Sustainable Techno-Science, Communications/Media, Environment & Health"
- 4) GS 401: "Social and global statistics and research methods"
- 5) GS 402: "Senior Seminar in GS"
- 4) GS 401 "Senior Seminar in GS"

II. Elective Courses

Three elective courses from any course acceptable for the GSP major chosen in consultation

with the program advisor.

III. Grade and Credit Requirements for a Minor in GSP

- ◆ All courses for the minor must be passed with a letter grade of C or higher. Completion of the minor requires 21 credits.
- ◆ In the (unlikely) case the International Relations Program (IR) remains separate, students who participate in this program and who successfully finished two IR Major requirements from ECO 210, ECO 211, GPY 235, PLS 211, PLS 312, or HST 317 may, with the permission of the GSD director, have two of these courses accepted for the GSP minor equivalent to a 3-credit course. Likewise, IR may, with the permission of its director, have GSP 201, GSP 301, and GSP 401 credits accepted toward the IR minor.

RECOMMENDATION FOR the ESTABLISHMENT, Administration, and resources of A new Major and/or Minor in GSD

GSP is intended to be an interdisciplinary program that consolidates and draws primarily on existing faculty, curricular, and institutional resources (International Relations, the Van Andel Global Trade Center, MAREC, the Robert B. Annis Water Resources Institute, the Seidman College of Business, International Education, Geography, Language and Liberal Studies, various area study programs). It does NOT call for the establishment of an entirely new, separate, and costly administrative structure.

The GSP major and/or minor could be tied to one or more departments, such as Sociology, Geography, History, Political Science, Technology and Society. Or the program could be administered independently as an interdisciplinary program like African/African American Studies.

If the new major or minor is integrated into an existing department, the administrative integration of the GS major into an existing department could be done in a manner similar to IR as part of the Political Science Department.

In that case, an undergraduate Global Studies Program director should be appointed for the GSP and share a secretary, room, and equipment with the home department. The secretary would be in charge of course enrollment, transfer student course credit and transcripts, program advertising, student career advancement (internships, study abroad). The GSP director would be responsible for student advising, program staffing, course evaluation, program assessment, curriculum development (GSP honors, upper division writing), and interdisciplinary course coordination.

The GSP director should receive a course release of two to four classes per academic year to accomplish above administrative and organizational tasks. She/he will remain involved in the GSP program by teaching at least two 3-credit courses per year and by conducting and publishing research in the field. If the GSP major and/or minor is located within an existing department, the GSP director would closely collaborate with the departmental chair re: course staffing and course coordination.

In addition to the director's course release, the programs annual cost for utilities (phone, copy, fax, postage) and supplies (shared with the home department) is estimated to be \$1,000. For the start-up period only, a desktop computer with printer and office furniture will be required at an estimated cost of \$3,000.

Based on the enrollment figures of the International Relations Program and Study Abroad programs (PIC) at GVSU, it is expected that the number of students who are registered in the GSP program will increase from about 20 students in the first year to at least 60 students in the fourth year.

A standing faculty committee or GSP Advisory Board, representative of the affiliated college, departments and programs in terms of interdisciplinary interests, should advise the establishment, administrative resources, and curricular development of the GSD program.

APPENDIX

Sample Course Sequence for a GSD Major (preliminary list)

Freshman Fall	Credits	Winter	Credits
<i>GENED</i>	3	<i>GENED</i>	3
<i>GSD 101</i>	3	<i>GSD 201</i>	3
<i>Elementary foreign language</i>	4	<i>Elementary foreign language</i>	4
<i>GENED</i>	3	<i>GENED</i>	3
<i>GENED</i>	3	<i>Elective</i>	3
<i>Total</i>	15-16	<i>Total</i>	15-16
Sophomore Fall	Credits	Winter	Credits
<i>Intermediate foreign language</i>	3	<i>Intermediate foreign language</i>	3
<i>GENED</i>	3	<i>Concentration requirement</i>	3
<i>GENED</i>	3	<i>GENED</i>	3
<i>GENED</i>	3	<i>GENED</i>	3
<i>Elective</i>	3	<i>Elective</i>	3
<i>Total</i>	15	<i>Total</i>	15
Junior Fall	Credits	Winter	Credits
<i>GSD 301</i>	3	<i>Upper-Division concentration</i>	3
<i>Upper-Division Concentration</i>	3	<i>Upper-Division elective</i>	3
<i>Upper-Division GENED</i>	3	<i>Upper-Division elective</i>	3
<i>Elective</i>	3	<i>Elective</i>	3
<i>Elective</i>	3	<i>Elective</i>	3
<i>Total</i>	15	<i>Total</i>	15
Senior Fall	Credits	Winter	Credits
<i>GSD 401</i>	3	<i>GSD 402</i>	3
<i>Upper-Division concentration</i>	3	<i>Upper-Division concentration</i>	3
<i>Upper-Division GENED</i>	3	<i>Upper-Division elective</i>	3

15

<i>Upper-Division elective</i>	3	<i>Upper-Division elective</i>	3
<i>Elective</i>	3	<i>Elective</i>	3
<i>Total</i>	15	<i>Total</i>	15

Preliminary Course List of five Thematic GSP Tracks: = 142 courses in Tracks 1-4, plus Language study courses in Track 5 (

Track I) International Relations - Politics, Governance, and Institutions (N=20)

CJ	325	Criminal Justice and Human Rights
GPY	335	Geographic Patterns of Global Development
GPY	356	Geography of Europe
HST	630	The Middle East in the Twentieth Century
LAS	380	Special Topics in LAS – Model OAS
ME	201	Introduction to the Middle East
PA	372	International and Comparative Administration
PLS	211	International Relations
PLS	221	Government and Politics of Western Europe
PLS	282	Government and Politics of Russia and Eastern Europe
PLS	283	Chinese Politics and US-China Relations
PLS	284	Latin American Politics
PLS	311	International Conflict and Conflict Resolution
PLS	313	International Organization
PLS	314	International Law
PLS	315	International Political Economy
PLS	321	The European Union
PLS	327	Politics of Developing Countries
PLS	339	Comparative Democratization
SOC	281	Global Problems (proposed)

Track II) Global Trade, Business, Law, Justice, and Security (N=27)

ACC	617	International Accounting
ACC	633	International Tax Practice
CJ	325	Criminal Justice and Human Rights
CJ	405	Terrorism
BUS	644	International Business
BUS	671	Global Competitiveness
ECO	201	Introductory Macroeconomics
ECO	345	Environment and Resource Economics
ECO	349	Emerging Markets Issues
ECO	365	Comparative Economic Systems
ECO	369	International Economic Issues
ECO	645	International Economic Issues
FIN	429	International Financial Management
GPY	235	World Regional Geography
GPY	335	Geographic Patterns of Global Development
GPY	351	Geography of Africa

GPY	352	Geography of Latin America
GPY	354	Geography of Asia
GPY	355	Geography of SW Asia (Middle East)
HST	377	History of Warfare
HTM	202	International Tourism
HTM	235	The Tourism System
LIB	330	The Idea of Nature
LIB	345	War in the Nuclear Age
MKT	359	Multinational Marketing
MKT	658	International Marketing
PLS	315	International Political Economy

***Track III) Sustainable Techno-Science, Communications/Media, Environment & Health
(N=35)***

BIO	109	Plants of the World
CFV	375	World Cinema
COM	271	History of Communications Technologies
COM	372	Global Communications
CTH	371	Theatre History
CTH	373	Global Arts Performance
GEO	103	Oceans
GEO	300	Geology and the Environment
GEO	305	Resource Exploitation of the Third World
GPY	100	Physical Geography
GPY	307	Introduction to Global Mapping/Geographic Information Systems
GPY	310	Land Use Planning
GPY	381	Geography of Agriculture (proposed)
GPY	382	Geography of the World's Forests (proposed)
GPY	410	Landscape Analysis
GPY	412	Global Environmental Change
HSC	201	The Scientific Revolution
HSC	202	The Technological Revolution
HSC	399	Readings in the History of Science
HNR	241	The Earth, A Global View
HNR	242	Plants and People
HNR	301	Research Methods
HPR	220	Health Care Delivery
NRM	140	The Climatic Factor
NRM	150	Introduction to Natural Resources
PHY	106	Science, Technology, and Society
PHY	303	The World after Einstein
PSY	405	History and Systems
STA	215	Introductory Applied Statistics
STA	216	Intermediate Statistics
STA	311	Introduction to Survey Learning
STA	315	Design of Experiments

STA	317	Nonparametric Statistical Analysis
STA	318	Statistical Computing
STA	321	Applied Regression Analysis
STA		More advanced courses with consent of GSP

Track IV) Transnational Civilizations, Social Movements, Cultural Identities & Ethical Citizenship (N=50)

CLA	315	Ancient Religion
ANT	204	Introduction to Cultural Anthropology
ANT	215	Origins of World Civilization
ANT	315	Comparative Religions
ANT	325	Culture and Disease
ANT	340	Culture and the Environment
ANT	370	Cross-cultural Perspectives on Gender
ART	221	Survey of Art History I
ART	222	Survey of Art History II
DAN	345	Dance History
ENG	204	World Mythology
ENG	215	World Literature
GPY	220	Introduction to Cultural Geography
GPY	235	World Regional Geography
GPY	350	Geography of Russia and its Neighbors
GPY	351	Geography of Africa
GPY	352	Geography of Latin America
GPY	354	Geography of Asia
GPY	355	Geography of SW Asia (Middle East)
GPY	356	Geography of Europe
HST	102	Introduction to European Civilizations
HST	203	World History to 1500 A.D.
HST	204	World History since 1500
HST	210	Empire, Culture, and Conflict
HST	330	Early Latin America
HST	331	Modern Latin America
HST	333	Survey of Modern Chinese History
HST	334	Making of the West Indies
HST	335	African Civilizations before 1870
HST	336	Africa after 1870
HST	337	The Age of Islamic Empire
HST	338	Modern Middle East
HST	340	A History of East Asia to 1800
HST	341	A History of East Asia since 1800
HST	342	History of East Asian Religions
HST	370	History of Medicine and Health
HST	386	Europe since World War II
HST	389	Russian History
HST	630	The Middle East in the Twentieth Century
HST	633	Issues in Third World History

HTM	175	International Food and Culture
SS	313	The Africans
SS	324	Urbanization
SOC	288	Sociology of Food
SW	354	Social Work: International Service
SW	430	Social Work Research
SW	600	Human Rights and Social Work
SW	630	Social Work: Global Service-Learning
SW	660	Grant Writing and Resource Development
WGS/SS	351	Family and Gender in the Developing World

Track V: Language study

ARA	All courses
CHI	All courses
FRE	All courses
GER	All courses
ITA	All courses
JPN	All courses
POL	All courses
RUS	All courses
SPA	All courses