

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 26, 2020**

To be adopted:

Proposed Changes to Global Studies Major

PRESENT:

Major Requirements The major requirements for the B.A. degree in Global Studies are as follows:

Students will not be admitted into the major until they have completed either GBST 001 or GBST 002 with a “C-” grade or better.

1. Lower-division requirements

(7 courses [at least 24 units] plus foreign language):

- a) GBST 001, ~~GBST 002~~
- b) Two introductory courses (courses numbered 001–099) in each of two different disciplines.
- c) Proficiency in a foreign language at the ~~sixth~~-quarter level
- d) Two courses in world history chosen from HIST 010 or HIST 010W, HIST 015, HIST 020, or HIST 020W

2. Upper-division requirements (45 units)

Students must select eight courses ~~with significant global content in at least two different disciplines and two courses in a single area,~~ and at least one 100-level GBST course.

~~ANTH 108, ANTH 109/GSST 109, ANTH 119,
ANTH 126/AST 123/DNCE 123/MUS 123,
ANTH 128/AST 128/DNCE 128/MUS 128/
THEA 176, ANTH 136, ANTH 140G, ANTH
140I, ANTH 140P, ANTH 163, ANTH 164/
LNST 164/ GSST 164, ANTH 168/ETST 148/
LNST 168, ANTH 170/BPSC 170, ANTH 176/
AST 127/DNCE 127/ETST 172/MUS 127 AHS
115/LNST 115, ANTH 143/GSST 185 AST~~

PROPOSED:

Major Requirements The major requirements for the B.A. degree in Global Studies are as follows:

Students will not be admitted into the major until they have completed either GBST 001 or GBST 002 with a “C-” grade or better.

1. Lower-division requirements

(7 courses [at least 24 units] plus foreign language):

- a) GBST 001
- b) Two introductory courses (courses numbered 001–099) in each of two different disciplines.
- c) Proficiency in a foreign language at the fourth-quarter level
- d) Two courses in world history chosen from HIST 010 or HIST 010W, HIST 015, HIST 020, or HIST 020W

2. Upper-division requirements (45 units)

Students must select (8) eight courses in at least two different disciplines and two courses in a single region, at least one 100-level GBST course. Students may opt to concentrate on one or two thematic tracks or to select a range of courses from different thematic tracks. Please note: students are responsible for fulfilling any prerequisites required for upper division courses. Students must complete GBST 001 before enrolling in any upper division GBST courses.

Global Health, Sustainability, and Resources

ANTH 162, ANTH 164, BPSC 165, ECON 129,
ECON 143, ECON 148, ENGR 171, ETST 116,
GBST 103, GBST 130/PBPL 130, GEO 157,
GEO 160, GEO 167, GSST 145, GSST 147,
GSST 148, GSST 161, GSST 171, GSST 173,
GSST 181, GSST 183, HIST 107, MCS 108,
MCS 122, PBPL 171/ENGR 171, POSC 106,
POSC 106S, POSC 137, POSC 137S, POSC 180,
POSC 180S, PHIL 167, SOC 184

123/ANTH 126/DNCE 123/MUS 123, AST
127/ANTH 176/DNCE 127/ETST 172/MUS 127,
THEA 176/ANTH 128/AST 128/ DNCE
128/MUS 128, BPSC 170/ANTH 170, BUS 114,
BUS 138, BUS 154B, BUS 178/ECON 178, BUS
185

CPLT 112/CLA 112/RLST 117, CPLT 121,
CPLT 125, CPLT 141, CPLT 160 (E-Z), CRWT
143

DNCE 123/ANTH 126/AST 123/MUS 123,
DNCE 127/ANTH 176/AST 127/ETST 172/
MUS 127, DNCE 128/ANTH 128/AST 128/
MUS 128/THEA 176, DNCE 173 (E-Z)/MCS 153
(E-Z)

ECON 124, ECON 170 (E-Z), ECON 182, ECON
183, ECON 185/LNST 185, ECON 187/LNST
187

Global Institutions and Economics

ANTH 119, ANTH 136, ANTH 181, BUS 114,
BUS 138, BUS 154, BUS 164, BUS 178, ECON
124, ECON 173, ECON 175, ECON 178, ECON
181, ECON 185, ECON 187, ECON 188, ECON
189, ETST 102, ETST 109E, GBST 104, GBST
130, GBST 100, GSST 101, GSST 138, GSST
155, GSST 190, MCS 109,
POSC 116, POSC 116S, POSC 126, POSC 126S,
POSC 134, POSC 134S, POSC 136, POSC 136S,
POSC 138, POSC 138S, POSC 150, POSC 150S,
POSC 151, POSC 151S, POSC 158, POSC 164,
POSC 164S, POSC 178, SOC 112, SOC 112S,
SOC 135, SOC 135S, SOC 176, SOC 181, SOC
181S

Global Arts, Cultures, and Ideas

ANTH 108, ANTH 119, ANTH 126, ANTH
136, ANTH 140G/I/P, ANTH 163, ANTH
168, ANTH 176, ANTH 178, AHS 115, AHS
163, AHS 178, CPLT 121, CPLT 123, CPLT
167, CPLT 166, CPLT 173 (E-Z), DNCE 123,
DNCE 127, DNCE 128, DNCE 136, ENGL
136, ENGL 189, ENGL 101, ENGL 142N,
ENGL 120T, ETST 100, ETST 118, ETST
148, ETST 166, ETST 175, GBST 100, GSST
123, GSST 146, GSST 151, GSST 162, GSST
167, GSST 171, HIST 130 A/B, HIST 137K,
HIST 139, MCS 105, MCS 125E, MCS 127,
MCS 129, MCS 130, MCS 144J, MCS 147,
MCS 156E, MCS 173F/I/T, MCS 184, MCS
185, MUS 117, MUS 123, MUS 126, RLST
106, RLST 107, RLST 109, RLST 111, RLST
135A, RLST 135B, SOC 146, SOC 161, SPN
102A, SPN 102B, SPN 105, SPN 106, TFDP
176

War, Peace, and Justice

ANTH 182, CPLT 121, ETST 101A, ETST
101B, ETST 108E, ETST 111, ETST 112,
ETST 177, GBST 110, GBST 140, GSST
109, GSST 125, GSST 136, HISA 160, HISA

184, MCS 188, MUS 118, PHIL 161, PHIL 164, PHIL 165, POSC 104, POSC 104S, POSC 107, POSC 110, POSC 110S, POSC 123, POSC 126, POSC 126S, POSC 129, POSC 132, POSC 132S, POSC 137, POSC 137S, POSC 140, POSC 150, POSC 150S, POSC 151, POSC 151S, POSC 152, POSC 159, POSC 159S, POSC 164, POSC 164S, SOC 122, SOC 146, SOC 161, SPN 165, RLST 116, RLST 117, RLST 124 (E-Z), RLST 113, RLST 136, RLST 155

ECON 124, ECON 170 (E-Z), ECON 182, ECON 183, ECON 185/LNST 185, ECON 187/LNST 187

ENGL 121 (E-Z)

ETST 100, ETST 104, ETST 109G, ETST 118/
MUS 129, ETST 148/ANTH 168/LNST 168,
ETST 166, ETST 175/GSST 175

MCS 125 (E-Z)/LNST 125 (E-Z)/SPN 125 (E-Z),
MCS 139/SOC 139, MCS 145 (E-Z)/ ENGL 145
(E-Z), MCS 171/SPN 171, MCS 174 (E-Z)/CPLT
174 (E-Z)

GBST 090, GBST 191, GBST 195A, GBST
195B, GBST 195C, GBST 198 I

SPN 102A, SPN 122B, SPN 145, SPN 179/LNST
109/MCS 179/GSST 179, SPN 188

HIST 151

LNST 105/MCS 185/SPN 185, LNST 164/
ANTH 164/GSST 164, LNST 168/ANTH 168/
ETST 148, LNST 185/ECON 185, LNST 187/
ECON 187

MUS 122, MUS 123/ANTH 126/AST 123/
DNCE 123, MUS 125, MUS 126/ANTH 177/
GSST 126, MUS 127/ANTH 176/AST 127/
DNCE 127/ETST 172, MUS 129/ETST 118

POSC 107, POSC 110, POSC 120, POSC 124,
POSC 126, POSC 128, POSC 133, POSC 150,
POSC 160, POSC 267, POSC 268

PSYC 148

~~PBPL 191~~

~~RLST 175, RLST 246~~

~~SOC 122, SOC 123, SOC 161, SOC 181, SOC 184~~

~~TFDP 161, THEA 176/ANTH 128/AST 128/
DNCE 128/MUS 128~~

~~URST 178/AHS 178, URST 182/SOC 182~~

~~GSST 108/PHIL 108, GSST 109/ANTH 109,
GSST 126/ANTH 177/MUS 126, GSST 162/
RLST 162, GSST 164/ANTH 164/LNST 164,
GSST 175/ETST 175, GSST 179/LNST 109/
MCS 179/SPN 179~~

3. Capstone requirement (4 units)

No Change.

Students are required to complete their major with a capstone experience. The capstone must examine at least one global issue. Most students will satisfy this requirement by taking the Senior Thesis Seminar (GBST 193). Students may also conduct an individual project with the approval of the chair of Global Studies.

Justification:

The Global Studies Steering Committee is proposing these changes in response to recommendations made in the report submitted by our external reviewers, following our first major review of the program, and at the request of the UCR's Committee on Educational Policy. Our justifications for each change reflect rationales given by both committees in requesting such changes, along with recommendations from steering committee recommendations regarding the best approach to implementing them.

Combining GBST 01 and GBST 02 into a revised version of GBST 01.

We have been asked to streamline our lower division requirements by combining GBST 01 and GBST 02 into a common introductory class. This streamlining will make it easier to ensure that we have high quality, dedicated ladder faculty and instructors lined up in advance to teach dedicated, introductory courses that are required for our majors. It is very difficult for us to get ladder faculty members to donate introductory courses, which leaves the major vulnerable to declining enrollments in years that the director and former director of the program are unavailable to teach these courses. Students will still receive the interdisciplinary training they need from the other required lower division courses and from the new introductory course, which will combine themes from both original dedicated introductory courses.

Removing the 6 quarter language requirement.

The 6 quarter language requirement had been a significant obstacle for many majors due to the unpredictability of course offerings in the 5th and 6th quarter of their chosen language. This was leading to perverse outcomes, as students were forced to delay graduation, opt out of study abroad programs, pay for these courses out of pocket at other institutions, or play it safe with languages that are more regularly

offered rather than learning languages that might be more appropriate to their chosen area of study. We had developed an informal strategy for approving exceptions for students in such situations, but our external review team felt that this approach was too confusing for the students and advising team. CEP agreed with this conclusion and asked us to cut the language requirement to the 4 quarters already required for CHASS majors. The steering committee was torn about this choice, but agreed that it was best approach, under the circumstances. The major will continue to recommend that students pursue language study through the 6th quarter, but has agreed to remove this as a formal requirement for our majors.

Thematic tracks through the major.

We are proposing to restructure the list of pre-approved upper division courses, as it appears in the catalogue, in order to offer guidance to our majors and prospective majors in pursuing a specialized thematic track within the general major of global studies. The initial impetus to do this came from ongoing conversations with the students taking our capstone seminar about their experiences with the major. We found that students had a great deal of enthusiasm for the strength of global studies, as a major that enables them to draw connections across diverse disciplinary and regional perspectives. However, they also sometimes felt disoriented and not sure how to make the most of their time as global studies majors or how to communicate with prospective employers and graduate program admissions committees about the nature of the expertise they had acquired in the program. As global studies majors are established in an increasing number of universities, most programs have incorporated thematic tracks that offer guidance in crafting a coherent interdisciplinary course of study that gives students a strong breadth of knowledge, as well a sense of mastery with respect to a given area of substantive specialization.

Selecting courses for inclusion

Our external reviewers advised us to take time to develop these thematic tracks through a year-long consultative process, aimed at including a broader range of faculty members and incorporating newer hires into our conversations about the future of the program. The rationale for this approach was that it would enable us to build tracks that would reflect strengths on our campus, and areas of emerging interest, without duplicating offerings from other programs. We took this advice and hosted a series of lunch meetings over the course of AY 2018-2019, issuing invitations to all faculty members (at least those who are reading their faculty emails!) to join us for any or all lunch meetings (one for each proposed track in addition to a planning and follow up meeting). At these meetings, we gauged interest among faculty in participating in the program as affiliated faculty members associated with specific tracks, discussed the wording of each track listing, listed possible classifications for proposed courses, and discussed possible obstacles or challenges for students (such as pre-requisites). All participants were subsequently contacted, along with standing steering committee members, and given an opportunity to comment on the discussion, offer additional suggestions, or raise any new questions or concerns that might be relevant to our planning.

More specifically, the consultative process for the development of this proposal and inclusion of classes, included the following (a partial list):

Lunch meetings in AY 2019-2020 to solicit feedback on planning thematic tracks

At these meetings, which were advertised to faculty across the whole college, participants recommended courses for inclusion and those who signaled their interest in being affiliated with the major were invited to recommend additional courses and to review the proposal in progress in follow up messages.

- 12/4/19 (Steering meeting committee to discuss the overall process)
- 1/16/20
- 2/28/20
- 3/5/20

- 5/6/20 (Meeting with Phil McCarty from UCSB on how our program compares with other global studies programs that he has consulted on developing worldwide)

Courses from the original catalogue listing

Courses from the original catalogue listing were not removed unless they were outdated listings. These courses were re-organized to reflect the thematic track listings as a way to provide guidance for the students. Courses were listed more than once if appropriate for more than one thematic track.

Circulating the proposal for feedback and responding to concerns and suggestions from the following groups:

After each round of circulation, suggestions and feedback were incorporated into the proposal. At no point was any course proposed by a faculty member rejected for inclusion. However, several courses were removed from the proposal based on faculty feedback suggesting that such courses were no longer taught.

- The global studies steering committee (multiple times while in progress, over the course of AY 2018-19 and 2019-20)
- The CHASS Dean and Associate Deans (spring of 2019)
- Those who attended the track lunches (a follow up request for comments immediately after the meeting and a request for comments on the proposal once developed)
- The undergraduate advising team (for any concerns regarding potential obstacles and logistical concerns for majors associated with prerequisites and other advising issues that might be raised)
- CHASS Exec Committee (following review of the proposal, several members had suggestions and reached out to members of their respective departments and networks for ideas about courses that I might have neglected, as well as courses that needed to be removed because they were no longer taught or taught in a manner appropriate to the program.
- A group of approximately 20 professors in CNAS for insight into which courses might be suitable for global studies majors to incorporate and how they might fit into our thematic tracks

However, we are not proposing to formalize specific courses required for each track, and have decided to frame these tracks as a basis for guidance to our majors. In conjunction with these changes, we will be setting up a standing blackboard on ilearn, for majors and prospective majors, where they will be able to receive updated information regarding any prerequisite changes associated with upper division courses listed here, as well as an updated list of pre-approved courses that may not be reflected on this list as new faculty members come into the university.

Encouraging the acquisition of strong regional expertise.

The current proposal removes a requirement for our majors to complete two classes from the same “area.” This requirement had become a problem for two reasons, according to our advising team. First, students and undergraduate advisors were not always sure which courses counted as a region-specific course. Second, students were pursuing incoherent course pairings in an effort to meet this requirement without necessarily acquiring any meaningful regional expertise or insight.

In reviewing concerns raised about this policy, the steering committee agreed that we would like to continue to encourage global studies majors to develop an area of regional expertise. However, we found it difficult to identify a general framework for specifying requirements that would be effective and meaningful in relation to the variety of regional and area studies offerings that are of interest to our majors. As our external review team noted, the best approach to doing this may vary a good deal depending on the region of interest, as well as a student’s thematic area of interest within the major.

CEP raised very valid concerns regarding the implications of eliminating this requirement altogether, and the message that this sends to the majors. In response to such concerns, the current proposal does not eliminate the requirement but replaces the word “area” with the word “region.” This will not resolve confusion entirely, but may be somewhat less open to misinterpretation than the word “area.” We will also work to address any confusion regarding this requirement through information provided to majors and by providing direction to courses that will aid them in fulfilling this requirement. As a minimalist expectation for regional and area expertise, it is easy to combine with pursuit of strength in a thematic track.

Other specific steps we have already taken to offer guidance for our majors regarding the acquisition of regional and area studies knowledge:

- 1) After securing a grant from UCEAP, global studies hosted several workshops for students to encourage and support them in planning to study abroad. At one workshop, we had staff from the study abroad office come and meet with our majors to discuss strategies for overcoming obstacles. At another meeting, we had majors share their experiences and challenges. These workshops are designed to send a strong message that our majors will benefit from intense and immersive experiences that develop their knowledge of a specific region or area. We can build on this model to introduce students to available resources on campus for pursuing regional and area studies expertise.
- 2) We have regularly co-sponsored events that introduce regional and area studies scholars and advertised them to our majors, and will continue to do so.
- 3) We have encouraged our majors to double major or minor in area studies programs available on campus, and will continue to do so.

Approvals:

Approved by the faculty of the Department of Global Studies:

February 14, 2020

Approved by the Executive Committee of the College of Humanities,
Arts, & Social Sciences:

February 21, 2020

Approved by the Committee on Educational Policy:

April 23, 2020