

INTERNATIONAL STUDIES PROGRAM

Audit and Review, 2003-2004

I. Program Highlights/Initiatives

A. Current curriculum

The International Studies curriculum has been significantly revised during the last year of the review period. Previously the major was primarily an “area studies” major. Students were required to take seven required courses (Cross-Cultural Communication, International Relations, Cultural Anthropology, Human Geography, International Economics, a capstone seminar, and an upper-level history course), 16 credits of a foreign language, four courses from one of the designated areas (Africa and the Middle East, Europe, Asia, and Latin America) and four electives from a long list of courses with international content. There was an option of the “general” emphasis, or four courses, one from each of four areas (political, economic, cultural and social), but few students opted for this emphasis.

The curriculum had several weaknesses. It lacked coherence. Most students ended up taking a hodge-podge of courses, patched together from the list, more on the basis of availability than intellectual design. Some of the courses on the list of approved courses are offered only occasionally, which weakens the major. And, the Africa and Middle East emphasis had only five possible courses from which to choose, which made it less appealing. Finally, and most important, it was not career-oriented. Although we live in a globalized world and understand that jobs in most sectors increasingly have international content, the major’s structure did not reflect this reality.

The new major includes several important changes, as follows:

1. The language requirement is now a unique requirement, which means that students who come to Whitewater with foreign language proficiency (ies) are not required to take another language, although they are always encouraged to do so.
2. The list of required courses has several “**or**” options added, to provide for greater flexibility.
3. All majors are now required to have an international experience, at least three credits of Travel-Study, or a Study Abroad Experience.
4. There are now three emphases:
 - i. The Foreign Language and Area Studies emphasis is similar to the area emphasis in the old major, except that a third year of foreign language is required.
 - ii. Business. This emphasis incorporates one of the Professional Minors in Business (actually, nine minors) into the major as an emphasis.

- iii. The Public Diplomacy emphasis includes 12-16 required credits in Communication and an additional 12-16 credits in related Political Science and Geography classes.

The new major is described in Appendix C. I am also including, as required, a copy of the ARs for the BS and the BA, but these have not been updated to reflect the curricular changes. (The curricular changes were approved in fall 2003.)

B. Special Recognition.

The International Studies program received a two-year Title VI A grant from the US Department of Education for the period 2003-2005. The funding from the US Government amounted to \$81,000 for the first year, which must be matched by the university. Approximately the same amount will be allocated in 2004-2005.

The five major project goals of the grant are the following: (1) increase course offerings in the area of communist and post-communist Eurasia; (2) introduce a two-year sequence of Russian language instruction; (3) raise awareness about the post-communist societies of Eurasia among faculty and students across campus; (4) expand international travel and study opportunities for faculty and students to communist and post-communist societies in Eurasia; and (5) establish a framework for coordinating international instruction and faculty development efforts across the university. Details regarding some of these goals will be provided in the relevant sections of this report.

C. New academic assessment initiatives

Under the terms of the grant, one member of the International Studies Advisory Committee will conduct an annual internal evaluation of grant activities, while an external evaluator will conduct an annual external evaluation. Since the activities of the grant are all directed at enhancing the international studies curriculum on campus, these assessments will provide valuable feedback that can be used in improving the program over this audit and review period.

In addition, the International Studies Coordinator plans to work with the International Studies Advisory Committee to review and revise the performance objectives for the major and develop a new International Studies major survey tied specifically to those objectives and that will solicit more detailed information about student career plans, feedback on specific courses, and recommendations for changes in the major. The current survey is overly broad. As such, it does not provide feedback that can actually be used to improve the major.

Finally, the International Studies Coordinator plans to develop a new International Studies graduate survey to mail out this summer to follow up on the careers of those who graduated from UW-Whitewater up to five years ago. Although all alumni are being surveyed now on a regular basis by the university, the coordinator believes that

she would receive better and more information in response to a personal letter. The Coordinator of the Public Policy and Administration program, Susan Johnson, administered such a survey two years ago and received valuable feedback from it.

II. Academic Assessment

A. Centrality

1. Centrality of program to mission and strategic plan of UWW

UW-Whitewater's vision statement states that "The university provides quality programs and services that meet the needs of students preparing to live and work in an increasingly diverse, multicultural and global society linked to an interdependent political, environmental, economic, and information-rich world. As active partners in education, UW-Whitewater faculty, staff, and students will assume responsibility to ensure that its graduates fulfill the expectations of an educated person who possesses analytic, communication, and critical-thinking skills with the ability to integrate knowledge among diverse academic disciplines providing a basis for life-long learning." The International Studies major is a multidisciplinary program drawing on courses from three of the colleges of the University. Although housed in the College of Letters and Sciences, it also offers courses from the Colleges of Business and Education and Arts and Communication. It is designed specifically to prepare students "to live and work in an increasingly diverse, multicultural and global society linked to an interdependent political, environmental, economic and information-rich world." Four of the six priorities of the Strategic Plan are directly relevant to the International Studies program:

Priority 1: UW-Whitewater will keep student learning as the paramount focus of its programs and services. The International Studies major represents a university-wide effort to provide the best international education possible to our students.

Priority 2: UW-Whitewater will deliver state of the art programs and services. The revised International Studies major, new curricular initiatives provided for under the DOE Title VI A 2003-2005 grant, and current efforts to coordinate international coordination across the campus are all part of a plan to provide an international program that meets the particular needs of UW-Whitewater students and incorporates up-to-date curricular initiatives in universities around the country that address changing international circumstances and changing student career-development needs.

Priority 4: UW-Whitewater will foster a sense of community, a respect for diversity, and an appreciation of global perspectives. The International Studies program's *raison d'être* is to develop an appreciation of global perspectives, which necessarily entails a respect for diversity,

Priority 5. UW-Whitewater will serve as a vital resource, particularly to the region. Only a small percentage of US-Whitewater students, most of whom come

from the surrounding region, are internationally aware when they arrive on campus. The International Studies program is a vital resource in the University's efforts to foster a global awareness among the student body. In addition, the Title VI A grant includes an outreach component, which will extend the benefits of the grant to area high schools and to the UW-Whitewater community.

One of the Chancellor's specific goals is to create international learning opportunities for 10% of all students. This goal specifically relates to experiences abroad, through short-term travel study and study abroad programs. The International Studies curriculum plays a significant role in developing student interest in international experiences. In addition, the revised curriculum includes, for the first time, a requirement for at least three credits of international experience.

2. Relationship of program to other UWW programs

The International Studies program is an interdisciplinary program, housed in the College of Letters and Sciences. A faculty member coordinates the major (with ¼ release time in the spring semester), with the support of a five-member International Studies Advisory Committee. There are a number of related educational programs on campus, including the Latin American Studies minor, the Asian Studies minor, the International Business emphasis, and international opportunities designed specifically for Education majors. In addition, the Office of International Education and Programs directs Study Abroad and faculty exchange programs, and appoints and coordinates the work of the university-wide International Education Committee. It also coordinates UW-Whitewater's participation in the Global Access Project, a two-year program jointly sponsored by the US Department of State and the American Association of State Colleges and Universities, to raise global awareness on US college campuses. Each month State Department officials visit one of the campuses involved, which makes the program available through videoconferences to the other campuses. Other institutions/programs on campus related to international studies include the Distance Education Office, which develops travel-study programs for the broader UW community (alumni and the Whitewater community, as well as students) and the US DOE-funded Title VI B Global Business Resource Center (GBRC). The GBRC was established in July 1998 and is on its third funding cycle. The Center aims to serve the international business needs of the University of Wisconsin-Whitewater campus and community.

B. Program Goals and Assessment

1. Current Program Goals

The 1998-1999 Audit and Review of the International Studies Program sets out the following program goals and objectives:

- a. provide a sound, substantive liberal arts education;
- b. make the student aware of and informed about international affairs, cultures and social systems;

- c. prepare some students for graduate study in international studies or related fields; and
- d. prepare others for careers in business and governmental service.

2. Relationship between curriculum and program goals/objectives.

The curriculum contributes to fulfilling the first three program goals and objectives, but, in its “old” form (which was the major for the period of this review period), it did not fulfill goal “d.” Unless the student did a minor (which was not required under the major) in business, public relations, or some other more career-directed field, the major did not prepare students for careers. This was the primary reason for the fall 2003 revisions to the major, which were based on feedback from would-be majors and graduates of the program.

3. Program Assessment Data

There is insufficient assessment data to evaluate how well the International Studies Program met its objectives and goals. The exit surveys, required of all graduates, indicate that students are generally satisfied with the quality of the education received as International Studies majors. Nearly all majors surveyed indicated that they agreed or strongly agreed with the statements “I am satisfied with the skills and knowledge acquired as an International Studies major,” “I am satisfied with my exposure to the breadth of International Studies,” and “I was impressed with the quality of the International Studies faculty.” The statements with which students most often disagreed or strongly disagreed were “The International Studies major helped prepare me for employment,” “The program provided information and assistance to help me with my career/graduate education planning,” and “I am satisfied with the International Studies curriculum.”

External assessment data to date has been anecdotal; no systematic efforts have been made to survey graduates or their employers. I know, for example, that one recent graduate joined the Peace Corps, another went to graduate school to study international law, and several are working in international businesses. As indicated above, there is a real need for more effective external assessment.

4. Relationship of program to state and societal needs, as well as diversity and global awareness issues

September 11, AIDS and SARS, trade protectionism, the falling dollar, the war in Iraq—these are all international events or phenomena that affect Wisconsinites’ daily lives, some of which threaten to destabilize the world. And the effects of such events or phenomena on the state of Wisconsin are likely to intensify as globalization proceeds. As a result, UW-Whitewater needs to provide its students with top-notch programs in international studies, even though most UW-Whitewater students arrive on campus with little international knowledge, awareness, and interest. The International Studies major is one of the best curricular avenues by which students become aware of differing international perspectives and educated about global

issues. The fact that the major is multidisciplinary means that students learn about issues through various disciplinary lenses, which also adds to understanding. The Chancellor's goal of having 10% of our student body have an international experience is recognition of the importance of international understanding, yet even that goal is modest. The UW system regents have discussed adopting a target goal of 20-25% having an international experience.

5. Changes in goals, objectives and/or curriculum since the 1998-1999 Audit and Review

- a. Specific educational objectives, related to specific courses, were developed by the previous International Studies Coordinator (1998-2001) ("required action" in the last Audit and Review Evaluation).
- b. A minor was developed and approved through the curricular process in 2000. There are currently seven students minoring in International Studies.
- c. New hires have helped to address regional weaknesses. Dr. Xia Lollar teaches courses on Chinese Politics and Asian Politics, and is developing a course on the political economy of transitional economies (including China). Dr. Anne Hamilton, a specialist in Russian politics, includes Russia and Poland in her Government of Europe course. There are weaknesses, though, in other areas and disciplines. Major gaps include Latin American politics, history of the Middle East and Central Asia, history of South Asia, and regional economics courses, to name a few. Some of these gaps are being addressed, but curricular weaknesses will continue to be a problem in the program, given staffing constraints.
- d. One of the most significant changes during the review period was the introduction of two-year sequences in Arabic and Russian. The future funding of this instruction is uncertain, but maintenance of these courses is essential to the viability of the international studies program. The other two less commonly taught languages in the Whitewater curriculum are Japanese and Chinese. Japanese language instruction is offered on a regular basis and maintains decent enrollments. Unfortunately, a regular sequence of Chinese is not offered, due to staffing issues. This means that students who take Chinese I may not be able to take Chinese II in the following year.
- e. The recent changes in the curriculum should help to address the weaknesses noted in the areas of quantitative analysis, public speaking, and professional skills. Students who opt for the professional minor in business emphasis will have greater opportunities to improve their quantitative skills; students who choose the public diplomacy emphasis have the option of taking a course in public speaking as part of the major. Each of these emphases help students develop professional skills related to particular career sets.

Though listed under “Opportunity for Students” in the 1998-99 Audit and Review Evaluation, new study abroad programs and the numerous travel-study courses offered are also curricular changes. The fact that the new major requires at least three credits of “international experience” should enhance the credibility, and employability, of International Studies majors.

5. Anticipated curricular changes, in light of new technologies and employment trends

Since the curriculum was just revised significantly, there are no major revisions to the curriculum envisaged in the upcoming audit and review period, although the Title VI A grant provides funding for several new courses, beyond Russian language, to be developed. These include the “Political Economy of Countries in Transition,” “Major Russian Authors in Translation,” the “International Relations of Eurasia” (currently being offered as the capstone seminar for the major—INTRNAR 488), and the History of Eurasia.

First-year Arabic is taught at UW-Whitewater, and offered by teleconferencing to UW-Oshkosh (check this). We are currently exploring offering our Russian courses to other UW campuses, as well, although space limitations (availability of the videoconferencing facility) may limit our ability to do so.

B. Assessment of Student Learning/Outcomes

1. Performance Objectives

- a. Substantive learning objectives
 - i. Students of this major will be able to critically analyze global forces and issues.
 - ii. Students of this major will understand the various ways in which nation-states interact.
 - iii. All majors will be able to understand the challenges of cultural diversity, ideas and practices and how these compare in an increasingly complex and interdependent world.
 - iv. All majors will be able to understand how the world’s systems are interdependent and how local economic and social patterns have global impact beyond their effect on individual lives.
 - v. All majors will be able to understand the various social movements and organizations that have created or are creating goals and values that transcend national cultures and ideologies.

b. Cognitive Development Objectives

- i.– a recognition or awareness that one’s view of the world is not universally shared and that others may have profoundly different perceptions.
- ii.– an awareness of how the world’s systems are interdependent and how local economic and social patterns have global impact beyond their effect on individual lives.
- iii.– an awareness of prevailing world conditions and developments including emergent conditions and trends (e.g., population growth, migrations, economic conditions, resources and physical environments, political developments, science and technology, law, health, and international conflicts).
- iv.– a knowledge of various social movements and organizations that have created and are creating goals and values that transcend national cultures and ideologies.
- v.– an awareness of linguistic principles underlying the process of second language acquisition.
- vi.– an understanding of how development in other countries may be relevant to one’s individual profession or business.
- vii.– significant international experience and knowledge from collaborations with persons in other countries and foreign universities through study abroad, travel study and internship programs.

c. Basic Skills

- i. All majors will exhibit writing proficiency appropriate to the field.
- ii. All majors will exhibit a foreign language proficiency and limited communication skills in a second language.

2. Data collection techniques for assessment.

The primary tool used for assessment of success in meeting performance objectives is the exit survey administered to graduating students. The “Skills” portion of the exit survey asks students to evaluate how well the major developed particular skills (e.g., critical thinking, writing, public speaking) and other performance objectives, such as an appreciation of differing global perspectives and career-specific preparation. As explained in section I(C) above, the major’s performance objectives (student learning objectives) and the exit survey need to be revised during the next review period.

3. Summary of assessment data.

The survey results indicate that the program is doing well, in the opinion of its upper-level majors, in developing critical thinking and writing skills, as well as appreciation of differing global perspectives. The two areas where the program

regularly has received less than satisfactory evaluations are public speaking skills and career knowledge and preparation.

4. Relationship between individual courses and student performance objectives

The required courses all contribute to meeting the learning objectives of the major. For example, International Relations students (Polisci 351) learn the various ways in which nation-states interact; Cross-Cultural Communication (Speech 424) and Cultural Anthropology (Anthro 218) students come to understand the challenges of cultural diversity, ideas and practices and how these play themselves out in an interdependent world; International Economics (Econ 401) students learn how economic policies have impact beyond the local level and come to understand what the process of globalization entails; and Human Geography (Geogrp 230) students learn about the global effects of population growth, migrations, resources and physical environments. A number of the required courses meet several of these goals. For example International Relations students meet subject matter objectives i, ii, iv, and v, as well as cognitive development objectives ii, iii, and iv. Cross-cultural Communication courses meet subject matter objectives iii and v, and cognitive development objectives i and iv. In fulfilling the language requirement, students meet cognitive development objectives i and v; the new international experience requirement ensures that majors will meet cognitive development objective vii, although this objective was only met by some students during the review period under audit here. All of the required courses have the objective of teaching students to think critically about global forces and issues. The “basic skills” writing proficiency requirement is addressed in a number of the required courses. The capstone seminar, which students take in their junior or senior years, is a writing-intensive course. As the enrolments in this course are usually very low, this is an excellent opportunity for students to hone their public speaking and writing skills.

Gaps between specific goals/objectives and the curriculum: The only objective that is not specifically addressed by the required courses is cognitive development objective v: “Majors will develop an understanding of how development in other countries may be relevant to one’s individual profession or business.” This has to do in part with the wording of the goal, since very few students know what their individual professions or businesses will be. This goal will be easier to meet in the future under the new major, especially for students who elect the new “business” or “public diplomacy” emphases.

5. Potential revisions to the major, based on results of assessment of performance objectives.

The 2003 revisions were a response to assessment data (formal and informal) collected, including exit survey responses regarding performance objectives. I do not foresee new revisions to the International Studies major curriculum over the

next review period at this time. I am aware of plans to introduce new international curriculum, such as a Peace Studies minor and an International Communication minor. These initiatives would enhance international studies at the University of Wisconsin-Whitewater, but they would not be part of the International Studies major per se.

C. Dual-listed courses -- N/A.

D. Program Improvement Resulting from Assessment Efforts

1. Changes to curriculum and assessment objectives

The revisions made to the major in fall 2003 were based in part on exit survey data. But, the primary motivation for revising the major came from interviews the International Studies Coordinator had with *potential* majors and a number of International Studies majors who changed their major in their second or third years to ones that was more career-oriented. For details regarding the changes to the major, see section I(A) above, and Appendix C.

2. Implementation of recommendations re. student learning in 1998/1999 A & R report.

The 1998/99 Audit and Review evaluation report listed the lack of articulated educational objectives and the fact that specific courses were not related to educational objectives as a weakness of the major. Student learning objectives were developed in academic year 2000/2001, which are linked quite directly to the substantive, cognitive, and basic skills developed in the required courses in the curriculum. Though this recommendation was implemented, the current International Studies Coordinator has identified a number of areas of overlap in the objectives and little distinction between cognitive and substantive learning objectives. As a result, the International Studies Advisory Committee has decided to review and revise these objectives, as necessary, over the 2004/2005 academic year.

E. Information Sharing with Constituencies

The only regular means by which assessment data (as limited as it is) is shared with constituencies is in meetings with the International Studies Advisory Board, an appointed six-member committee of faculty in the College of Letters and Sciences.

III. Enrollment Information

A. Trend Data

#enrolled	1998-99	1999-00	2000-01	2001-02	2002-03
Majors	32	32	31	33	29

Degrees Granted	1999	2000	2001	2002	2003
	8	9	15	6	12

Total credits	1999	2000	2001	2002	2003
	133	129	126	130	133

The average number of credits of graduating majors has exceeded the 120 minimum required for graduation for the last five years. The primary reasons for this are late declaration of the major and completion of a minor (which is not required in the major). The students who declared the major late in their academic careers did so for a variety of reasons, including lack of knowledge about the major, due to poor publicity, and changing interests in college due to increasing exposure to international issues. The 2003 changes to the major will make it easier for students to complete the major and graduate with 120 credits.

B. Demand for Graduates

International Studies majors are prepared for a wide range of masters and doctoral graduate programs. Some of the options include programs in political science, development economics, environmental policy, geography, law, history, international public policy, and an increasing number of interdisciplinary masters and doctoral programs in global studies.

There are career opportunities for graduates with International Studies degrees in a wide range of fields. The traditional career choices for International Studies majors were jobs in international organizations, such as the United Nations, and U.S. government jobs, including the US Foreign Service, and positions in the international divisions of many other departments, including Treasury, Commerce, and Agriculture. Non-governmental organizations, such as the International Red Cross, Amnesty International, and Greenpeace were other options, as were research positions in interest groups dealing with international issues and think-tanks in major cities. And, international businesses have been recruiters, although many employees had to spend a period of time at corporate headquarters in training and entry-level jobs before being posted overseas.

Globalization has greatly expanded the range of careers for which International Studies graduates are trained. For example, human resource departments in large institutions in major cities can benefit from the communication skills and appreciation for different world views that International Studies majors develop through their courses. Many businesses that do not have operations overseas have international business activities. While an International Studies education does not fully prepare majors and minors to manage these activities, their foreign language and other communication skills, and knowledge about international issues are valuable assets to employers. The skills and perspectives that International Studies majors bring to their employers are ones that are difficult for employers to provide for through training in traditional business settings.

A 2003 Georgetown University Press publication, Careers in International Affairs (Maria Pinto Carland and Lisa A. Gihring, editors) provides an extensive listing of the public and private sector opportunities for students with international training. The opportunities are great now and continue to grow. The challenge for our students is to learn about the wide range of opportunities and to take advantage of the flexibility of the major to structure a set of courses that meets their interests and will help them fulfill their career aspirations.

C. Accreditation—N/A

D. Location Advantage

Simply put, the program has a location disadvantage. There are few international internship opportunities in the Whitewater vicinity and few international events. Students with strong interests in international issues and the necessary qualifications are more likely to attend UW-Madison or UW-Milwaukee, where the range of courses, internship opportunities (especially in Milwaukee), and programming (conferences, workshops, etc.) is greater. Of course, US-Whitewater students have access to these opportunities and resources (especially, lectures and library resources), but few students take advantage of events on other campuses. A new “All Things International” section of the UW-Whitewater web site will provide information about all international activities at UW-Whitewater, as well as links to international centers at universities in the region. This will greatly improve communication about international opportunities for students and faculty alike.

E. Comparative Advantage

Despite the location disadvantage, the International Studies program at UW-Whitewater has competitive strengths. First, the newly designed major combines areas of excellence for which Whitewater is well-known (e.g. Business and Communications) to combine the advantages of a strong liberal arts-based international background with career-oriented emphases. Because of the emphasis on teaching at UW-Whitewater, International Studies majors are likely to have more

opportunities than UW-Milwaukee or UW-Madison for close relationships with the faculty, many of whom have very strong international backgrounds (see section IV below). Finally, although all UW campuses have international programs, the majority of our students come from communities in the eight-counties closest to Whitewater, and choose Whitewater because of its close proximity to home and because it is not as big as Madison and Milwaukee. In other words, Madison and Milwaukee are not viable options for them. Given the state and society needs, and diversity and global awareness issues, discussed in section II(B)4 above, it is important to develop the best cutting-edge international education programs possible at UW-Whitewater.

F. Community Impact

The Whitewater community is routinely invited to lectures on campus, some of which have an international focus. And, faculty associated with the program have engaged in outreach activities in the region, for example, speaking engagements on international issues, in a number of venues. Several of the lecture series that Dr. John Kozlowicz, chair of the Political Science Department, organizes for the Fairhaven Retirement Home, have focused on international issues. For example, during the review period there were semester-long series on China and Russia, as well as one entitled “Around the World in Eighty Days.” Because the program is multidisciplinary and has faculty teaching courses in the major in three of the four colleges of the university, the information provided here is incomplete. In addition, when faculty engage in these activities, they are introduced as members of faculty of their respective departments rather than faculty in International Studies. Because International Studies is not a separate department with its own faculty, it does not have an independent identifiable impact on the community.

IV. Resource Availability and Development

A. Faculty and Staff Characteristics

1. Faculty Contributions in Teaching, Research and Service

See Appendix F, which includes a summary of relevant contributions by select faculty. The list is incomplete for reasons explained below.

2. Characteristics of Faculty and Staff Responsible for the Program

Anne Hamilton (Political Science) was appointed Coordinator of the International Studies Program in Fall 2001. She teaches a wide-range of courses on international issues, is coordinator of the Global Perspectives core course, and brings to the position significant professional experience. She has worked in the Special Committee on Decolonization at the United Nations (1974-77), as an international trade analyst in the U.S. Department of Commerce (1980-82); as a Foreign Service Officer for the U.S. Department of State, and as assistant director/outreach

coordinator for a DOE Title VI-funded Comprehensive Graduate and Undergraduate Center for Russia, East Europe and Central Asia (CREECA) at UW-Madison (1994-1997). She speaks Spanish, French, and Russian, has lived in Mexico, England, Switzerland, and Argentina, and has worked on short-term projects in Russia, Portugal, and Mozambique.

There are numerous faculty teaching courses in the International Studies curriculum. All of the foreign language professors, and a number of faculty in other key departments (Political Science, History, Geography, Communication, Economics, Sociology) teach courses on the list of courses approved for the major. Other professors who have significant international experience but who do not teach courses in the major include Choton Basu (Assistant Director of the Title VI Global Resource Business Center) and Barbara Monfils (Associate Vice Chancellor and Professor of Communication).

I have included in Appendix F professors who teach the required courses in the major, along with professors who have played a key role in enhancing the major in the last year through active involvement in the programming funded by the Title VIA Grant to Enhance International Studies. This list is illustrative of the international expertise we have at the University of Wisconsin-Whitewater. A complete list would include approximately 60 professors.

3. Faculty teaching required curriculum:

- i. Cultural Anthropology (ANTHRO 218): Sharon Tiffany
OR Intro. to Eastern Religions (RELIGST 211): Wade Dazey
OR Intro. to Western Religions (RELIGST 212): Richard Brooks
OR Comparative History of Contemporary Women (HIST 326): Nikki Mandell
- ii. Cross-Cultural Communication (COMM 424): Deborah Dysart-Gale, John Luecke, R. Baus, Susan Wildermuth
- iii. International Relations (POLISCI 351): Anne Hamilton
- iv. International Economics (ECON 401): John Dominguez
- v. Human Geography (GEOG 230): Carol Rosen
OR Sociology of Globalization (SOCIOLGY 385): Darcie Vandegrift

4. Anticipated staffing needs

The International Studies program is a multidisciplinary program with faculty in three of the four colleges of the university. As such, it does not have input into the hiring process in individual departments. Yet, there are significant gaps in the curriculum that should be met to enhance the curriculum. There is a need for courses on the history of the Middle East; as a result of an ongoing search, this gap may be filled. There is also a need for a Latin American Politics course. Anne Hamilton has the expertise to teach it, but has not been able to fit this course in her schedule. While there are a number of Economics courses that have

international content, courses with regional foci are needed. “Economies of Asia” is on the books, but it has not been taught for a number of years, and the professor who taught it retired last year. Finally, significant hires in the last year, namely instructors in Russian and Arabic, the latter of whom also teaches a special studies course, “Introduction to Islam,” are funded with soft money. The continuation of these courses is critical to the viability of the International Studies program.

B. Teaching and Learning Enhancement

International Studies faculty have enhanced learning and teaching over the review period in significant ways. Nearly all have departmental advising responsibilities. Several (Hamilton, Heinrich, Wildermuth) have participated in UW-Whitewater’s Teaching Scholars Program, a year-long program. Nearly all participated in Title III-funded Faculty Technology Workshops; Susan Wildermuth has served as faculty adviser on several undergraduate research projects and has been nominated twice for the College of Arts and Communication Excellence in Teaching Award. Several faculty teach or are planning to teach on-line courses, including Anne Hamilton, Darcie Vandegrift, Zohreh Ghavamshahidi, Charles Cottle, Susan Johnson, Xia Lollar, and Susan Wildermuth. Many have been involved in the development of Travel-Study courses, including Darcie Vandegrift, Seth Meisel, Larry Neuman, Nikki Mandell, and Susan Wildermuth. New courses developed over the period include “Women in International Relations,” “Peace Studies: Conflict Resolution and Crises Management” (Ghavamshahidi); “Introduction to Comparative Politics” (Hamilton); “Revolutionary Movements in Latin America” (Meisel); “Politics of Asia” (Lollar); “The Holocaust: Nazi Germany & The Genocide of the Jews” (Berger); “Introduction to Australian Studies: Australian Society and Culture;” and “Survey of Latin American Music” (Allsen). Anne Hamilton and Jeffery Heinrich (and, before her resignation, Jayati Ghosh of Geography) have developed a team-taught Global Perspectives course, which they have taught together three times.

C. Research and Other Scholarly/Creative Activities

See Appendix F. Nearly all International Studies faculty have active research agendas, covering a broad spectrum of fields. They have all published (or are seeking publication of completed projects) and regularly make presentations at professional meetings and conferences.

D. External Funding

Title VI(A) Grants to Enhance International Studies:

UW-Whitewater has received two Title VI grants during the review period. Larry Neuman was project director for the first, to enhance Asian Studies and Languages at Whitewater, from 1999-2001. The grant provided funding in the amount of \$150,000 and

resulted in the introduction of Japanese and Chinese language programs, which have become a regular part of the curriculum. Anne Hamilton received the second, to develop faculty expertise and multidisciplinary courses on the communist and post-communist countries of Eurasia, which will run from 2003-2005. The US government portion of that grant will amount to \$160,000 over the two years. Since UW-Whitewater will match those funds, the grant will result in over \$300,000 spent in new programming.

E. Professional and Public Service

See Appendix F.

F. Resources for Students in the Program

There are sufficient resources for the number of students currently in the program. The Office of International Education and Programs has developed a number of new Study Abroad programs and Travel-Study programs over the review period. High-quality and varied international study opportunities are essential if the International Studies program is to grow and improve. The coordinator receives ¼ release time in the spring semester, which is enough time to advise majors (and minors) and maintain the status quo. It is not enough time to write grant proposals and to work proactively to develop the major. Under the Title VI grant, she has one course off in the fall, and two in the spring, which has greatly improved the situation in the short-term.

G. Facilities, Equipment, and Library Holdings

The facilities, equipment and library holdings are generally satisfactory. The one need that has come up several times is for a second videoconferencing facility. The one room that we have is in almost constant use. As a result, we are limited in the distance education language classes we can offer (either as host institution or receiving institution) and have run into scheduling problems in other areas, such as the US Department of State-sponsored Global Access Project.

Appendix A

AUDIT AND REVIEW EVALUATION FORM

Program: International Studies

BA, BS

Major

Program Strengths:

Strategic Plan

1. The program is aligned with the UWW Strategic Plan.

Assessment

1. The program has an advisory committee composed of UW-W faculty members.
2. Plans call for using alumni surveys and a student portfolio system.

Curriculum

1. The program is planning to develop a minor.
2. Students may choose one of four regional emphases.
3. The International Studies Seminar is required as the capstone experience.
4. Course of study is flexible.
5. The program can be completed in four years.
6. Several new courses are anticipated being developed.
7. The program is Interdisciplinary.

Opportunity for Students

1. Study abroad and exchange opportunities exist for students.

Enrollment

1. Program enrollment and degrees granted have remained relatively steady.
2. There is interest in developing a marketing plan for the major and engaging in aggressive program promotion.

Resources

1. The program is cost effective requiring only a quarter-time coordinator.
2. Computer resources are adequate.

Location

1. Clearly this program serves students in this geographic area.

Other

1. Program has now been given ongoing leadership.

Weaknesses:

Assessment

1. No formal and systematic assessment program is in place.
 - There has been no internal assessment, and only recent alumni feedback for external assessment.
 - Specific courses not related to educational outcomes.
 - No educational objectives articulated.
2. There is no external advisory board (which might improve internship opportunities)
3. There are no external members on the International Studies Advisory Committee.

Curriculum

1. There is inadequate coverage of Pacific Rim and Eastern Europe, although this weakness is being addressed through new hires.
2. Quantitative analysis, public speaking and professional skills are weak.
3. There is a need to increase course offerings in less commonly taught languages.

Faculty

1. It is not possible to fully evaluate faculty strength. Data for all faculty teaching in the program should be provided. There is no other way to assess their strength in relation to this particular program.

Opportunity for Students

1. Although internships and study abroad opportunities for students are available, they need to be more fully developed and publicized.

External Funding

1. Faculty have not engaged in external grant writing activity, at least not based on the limited faculty/staff data provided

Required Actions:

Assessment - Progress toward addressing these recommendations should be reported to Dean Ross by April, 2000.

1. Formulate and institute an assessment program. Consult with the LEARN Center for support in designing the program.
2. Develop educational objectives and assessments specifically for International Studies majors and minors.
3. Add some external members to the program's advisory committee.

Curriculum

1. Investigate the development of a minor. A plan should be submitted through the curricular process for approval and implementation. Report to Dean Ross by April, 2000.

Faculty

1. Provide additional information about faculty involvement in teaching, research, and service activities. This should be provided in the next self-study in 2003-2004.

Opportunities for Students

1. Work with the Office of International Education and Programs to coordinate international opportunities for students. Help take the lead on campus, working with the Office of International Education and Programs, to foster international awareness and involvement.

External Funding

1. Investigate possibilities for outside funding.

Resources

1. Explore increasing the level of student help.

Other

1. Explore possible links with program in the College of Business and Economics.

Recommended Result:

The program should be continued subject to annual reports to Dean Ross on progress remedying deficiencies, particularly in assessment.

Appendix C

NEW INTERNATIONAL STUDIES MAJOR (FALL 2003)

There are three possible emphases in the International Studies major. The first emphasis (“Foreign Language and Area Studies”) is close to the old major; the second and third emphases are new. In the new major, required courses make up 21 credits, the emphases 33 credits, for a total of 54 credits.

Unique requirements:

- (1) A minimum of 16 credits of the same foreign language or equivalent certified by our foreign language faculty in the Department of Languages and Literatures.
- (2) Minimum grade-point average (2.25) in the major

Required courses (21 credits):

- (1) International Relations (Polisci 351)
- (2) Cross-cultural Communication (Speech 424)
- (3) Capstone seminar (Intrna 488)
- (4) International economics (Econ 401) OR Comparative Economic Systems (Econ 359)
- (5) Human Geography (Geog 230) OR Sociology of Globalization (Sociology 385)
- (6) Cultural Anthropology (Anthro 218) OR Introduction to Eastern Religions (Religst 211) OR Introduction to Western Religions (Religst 212) OR History of Contemporary Women from 1800 (Histy 326)
- (7) Three credits of Travel-Study or Study Abroad experience

Emphases:

Choose one of the following three emphases:

I. FOREIGN LANGUAGE AND AREA STUDIES (Additional 33 credits)

A. 15 credits in courses related to area (either Europe, Africa and Middle East, Latin America, Asia); no more than nine credits in any one discipline

B. Six additional credits of language study (beyond unique requirement)

C. 12 credits of electives, from list of courses approved for International Studies

major

II. BUSINESS (Additional 33 credits)

- A. Equivalent of one of the existing Professional Minors in Business Studies
- B. 9-12 credits of electives, from list of courses approved for International Studies major

III. PUBLIC DIPLOMACY (Additional 33 credits)

- A. Principles of Public Relations (Speech 202) and Public Relations Tactics I (Speech 203)
- B. 6-9 credits from following:
 - Public Relations Tactics II (Speech 204)
 - Public Speaking (Speech 240)
 - Public Relations Strategies (Speech 302)
 - Introduction to Organizational Communication (Speech 327)
 - Communication Conflict Resolution (Speech 328)
 - Persuasion (Speech 345)
 - Communication Theories (Speech 422)
 - Communication and Public Opinion (Jour 430)
 - Mass Communication in Society (Speech 431)
 - Mass Communication in Society (Jour 431)
- B. 9-12 credits from the following courses:
 - Political Geography (Geogrp 332)
 - International Law (Polisci 350)
 - American Foreign Policy (Polisci 457)
 - Peace Studies: Conflict Resolution and Crisis Management (Polisci 463)
- C. 9-12 credits of electives, from list of approved International Studies courses

LIST OF APPROVED COURSES

AFRICA:

AFRIAMR 496 Black Political and Social Thought
ENGLISH 324 Post-Colonial Literatures
FORNLANG 496 Special Studies [Arabic I and II]
HISTORY 150 Atlantic History
HISTORY 340 Introduction to African History
HISTORY 340 Politics of Development
POLISCI 461 Governments and Politics of Africa
POLISCI 471/671 Government and Politics in the Middle East

ASIA:

ECON 451 Economics of Asia
ENGLISH 323 Asian Literatures
FORNLANG 101 Beginning Japanese
FORNLANG 102 Beginning Japanese II
FORNLANG 103 Beginning Japanese III
FORNLANG 141 Beginning Chinese
FORNLANG 142 Beginning Chinese
FORNLANG 201 Intermediate Japanese
GEOGRPY 364 Geography of Asia
GEOGRPY 368 Geography of the Soviet Union
HISTORY 130 The East Asian Tradition
HISTORY 131 East Asia Since 1800
HISTORY 372 History of Russia Since 1815
HISTORY 432 Banditry, Rebellion and Revolution in Modern China
HISTORY 433 Twentieth Century Japan
HISTORY 434 Social History of Japan
RELIGST 211 Introduction to Eastern Religions

RELIGST 303 Eastern Religious Thought
POLISCI 460 Government and Politics of Asia
POLISCI 472 Government and Politics of China
SOCIOLGY 280 Intro. to Australian Studies
SOCIOLGY 290 Sociology of Pacific Asia
SOCIOLGY 350 Contemporary Japanese Society
ANTHROPL 324 Peoples and Cultures of the Pacific

EUROPE:

ARTHIST 201 Survey of Western Art - Ancient to Medieval
ARTHIST 202 Survey of Western Art - Renaissance to the Present
ARTHIST 305 History of Women in Art
ARTHIST 316 History of Nineteenth Century Art
ARTHIST 318 History of Twentieth Century Art to 1945
ARTHIST 319 Concepts in Art Since 1945
ECON 404 History of Economic Thought
ENGLISH 206 British Literature Survey I
ENGLISH 216 British Literature Survey II
ENGLISH 347 British Modernism
ENGLISH 360 Postwar British Literature (1945-present)
FORNLANG 496 Special Studies [Russian I and II]
FRENCH 310 French Phonetics
FRENCH 321 Advanced French Language Study
FRENCH 322 Advanced French Language Study
FRENCH 331 Readings in Modern French
FRENCH 332 Readings in Modern French
FRENCH 340 Contemporary French Civilization
FRENCH 350 French Civilization
FRENCH 370 Introduction to Business French
FRENCH 451 Survey of French Literature

FRENCH 452 Survey of French Literature (18th Century to Present)
FRENCH 481 French Classics
FRENCH 482 Contemporary French Literature
GERMAN 310 German Phonetics
GERMAN 321 Advanced German Language Study
GERMAN 322 Advanced German Language Study
GERMAN 331 Reading in Modern German Literature
GERMAN 332 Reading in Modern German Literature
GERMAN 350 German Civilization
GERMAN 451 Survey of German Literature
GERMAN 452 Survey of German Literature (18th Century to Present)
GEOGRPY 362 Geography of Europe
GEOGRPY 368 Geography of the Soviet Union
HISTORY 351 Rebellion and Revolution in England
HISTORY 352 England and the British Empire
HISTORY 372 History of Russia Since 1815
HISTORY 381 Modern Germany
HISTORY 460 History of Twentieth Century Europe
RELIGST 212 Introduction to Western Religions
RELIGST 388/SOCIOLGY 388 The Holocaust: Nazi Germany
POLISCI 352 Comparative Government – Europe
SPANISH 310 Spanish Phonetics
SPANISH 321 Advanced Spanish Language Study
SPANISH 322 Advanced Spanish Language Study
SPANISH 331 Peninsular Spanish Readings I
SPANISH 332 Peninsular Spanish Readings II
SPANISH 350 Spanish Civilization
SPANISH 370 Spanish for Business
SPANISH 451 Survey of Spanish Literature
SPANISH 452 Survey of Spanish Literature

SPANISH 481 Spanish Classics

LATIN AMERICA:

MUSC 144 Cultural Music of the Americas

MUSC 241 Survey of Latin American Music

CHICANO 330 Chicano and Latino American Thought

SPANISH 333 Spanish American Readings I

SPANISH 334 Spanish American Readings II

SPANISH 360 Spanish American Civilization

SPANISH 453 Survey of Spanish American Literature

SPANISH 454 Survey of Spanish American Literature

SPANISH 483 Contemporary Spanish American Narrative

GEOGRPY 363 Geography of South America

GEOGRPY 365 Geography of Middle America

HISTORY 150 Atlantic History

HISTORY 342 Early Latin American History to 1860

HISTORY 343 Modern Latin American History 1860 to Present

HISTORY 346 History of Mexico

HISTORY 347 Revolutionary Change in Latin America

ANTHROPL 312 Civilizations and Societies of Latin America

OTHER APPROVED COURSES:

ANTHROPL 228 Anthropology of Religion

ANTHROPL 334 Women in Cross-Cultural Perspective

ARTHIST 316 History of Nineteenth Century Art

ARTHIST 318 History of 20th Century Art to 1945

ARTHIST 319 Concepts in Art Since 1945

ECON 360 Economic Development

ECON 404 History of Economic Thought

ECON 406 International Finance and Banking
ECON 431 Economics of Globalization
ECON 438 Urban Economics
ECON 471 Natural Resources and Environmental Economics
MANGEMNT 410 International Management
MARKETNG 361 International Marketing
GEOGRPY 332 Political Geography
GEOGRPY 340 Economic Geography
GEOGRPY 344 Urban Geography
HISTRY 326 History of Contemporary Women (from 1800)
PHILSPHY 342 Modern Philosophy
POLISCI 247 Issues and Crises in American Politics (International Topics)
POLISCI 255 Intro to Comparative Government
POLISCI 340 Politics of Development
POLISCI 350 International Law

POLISCI 411 Modern Political Thought
POLISCI 412 Contemporary Political Thought
POLISCI 457 American Foreign Policy
POLISCI 462 Social Welfare Policy
POLISCI 463 Peace Studies: Conflict Resolution
POLISCI 464 Women in International Relations
POLISCI 356 Political Sociology
RELIGST 330 Women and Religion
SOCIOLGY 356 Political Sociology
SOCIOLGY 353 Sociology of Religion
SOCIOLGY 362 Population Dynamics
SOCIOLGY 385 Sociology of Globalization
SPEECH 202 Principles of Public Relations
SPEECH 203 Public Relations Tactics I

SPEECH 204 Public Relations Tactics II

SPEECH 240 Public Speaking

SPEECH 302 Public Relations Strategies

SPEECH 327 Introduction to Organizational Communication

SPEECH 328 Communication Conflict Resolution

SPEECH 345 Persuasion

SPEECH 422 Communication Theories

JOUR 430 Communication and Public Opinion

SPEECH 431 Mass Communication in Society

JOUR 431 Mass Communication in Society

Appendix D—Links between Courses and Goals

The courses listed below are on the required list of courses for the major. With the exception of International Relations (Polisci 351) and Cross-Cultural Communication (Speech 424), students are offered choices between courses, as specified in Appendix C.

ANTHROPL 218 CULTURAL ANTHROPOLOGY GS 3 u

Varieties of human cultures past and present throughout the world, emphasizing the comparative study of social systems.

Substantive learning objectives iii, iv, v; cognitive development objectives i, ii, iv; basic skills i.

ECON 359 COMPARATIVE ECONOMIC SYSTEMS 3 u

Study of the modern theories of capitalism and socialism and their variants. Examination of the origin, organization, operation and performance of alternative economic systems. Contemporary economies considered are those of United States, Russia, China, Japan and selected economies from Eastern and Western Europe. Emphasis is on reform/transition efforts in these economies. Prereq: ECON 202 or ECON 211

Substantive learning objectives i, iv; cognitive development objectives ii, iii.

ECON 401 INTERNATIONAL ECONOMICS 3 u

The nature, extent and growth of international trade. Comparative advantage as the basis for trade. Distribution of the gains from trade between and within countries. International capital and labor mobility. Growth, technological progress and trade. Tariffs, quotas, subsidies, economic integration. Exchange rates and the balance of payments. Prereq: ECON 201 or ECON 212.

Substantive learning objectives i, iv; cognitive development objectives ii, iii.

GEOGRPY 230 HUMAN GEOGRAPHY 3 cr

A systematic study of human land relationships highlighting the diversity of the elements that make up the cultural landscape in various regions.

Substantive learning objectives i, iii, iv; cognitive development objectives i, ii, iii; basic skills i.

HISTRY 326/526 HISTORY OF CONTEMPORARY WOMEN FROM 1800 3 u

A comparative historical study examining women's experiences in representative societies in the modern world (Africa, Asia, Latin America, the Middle East and the North Atlantic World). The course focuses on themes of work, family and politics. Emphasis is placed on the ways in which women have shaped and been affected by economic modernization, colonialism, political change, traditional views of gender and feminism.

Substantive learning objectives i, iii, iv, v; cognitive development objectives i, ii, iii, iv; basic skills i.

INTRNAR 488 TOPICS IN INTERNATIONAL STUDIES 3 cr

An intensive study of selected topics in International Studies. Subject matter will vary depending on the department and faculty member responsible for the course. Repeatable for a maximum of 6 credits in major/degree (for different topics only). Prereq: Consent of instructor.

Substantive learning objectives i, ii, iv; cognitive development objectives ii, iii, iv; basic skills i.

POLISCI 351 INTERNATIONAL RELATIONS (AREA IV COURSE) 3 u

An introductory survey of political relations among nation-states, including the topics of war and peace, nationalism, elements of national power, conventional and nuclear weaponry, diplomacy, economic interdependence, the Third World, and international and regional organizations.

Prereq: Three units of political science.

Substantive learning objectives i, ii, iv, v; cognitive development objectives i, ii, iii, iv; basic skills i.

RELIGST 211 INTRODUCTION TO EASTERN RELIGIONS GH 3 u

An introduction to the major religious traditions in the cultural areas of South, Southeast, and East Asia: Hinduism, Buddhism, Jainism, Taoism, Confucianism, and Shinto.

Substantive learning objectives iii, v; cognitive development objectives i, iv; basic skills i.

RELIGST 212 INTRODUCTION TO WESTERN RELIGIONS GH 3 u

An introduction to the major religious traditions that have shaped Near Eastern and Western culture; especially Judaism, Christianity, and Islam.

Substantive learning objectives iii, v; cognitive development objectives i, iv; basic skills i.

SOCIOLOGY 385 SOCIOLOGY OF GLOBALIZATION (GROUP 1 COURSE) 3 u

A survey course designed to critically examine the sociological theories of change. Also examines contemporary empirical developments and their relevance for social policy.

Illustrations will be drawn from work done in the developing countries.

Prereq: 3 units of sociology.

Substantive learning objectives i, iii, iv, v; cognitive development objectives ii, iii, iv; basic skills i.

SPEECH 424/624 CROSS CULTURAL COMMUNICATION GS/Diversity 3 u

Study of cross cultural contacts and interactions when individuals are from different cultures. An analysis of verbal and nonverbal communication and related factors within and between various cultures, predictions of patterns and effects, and communication barriers.

Substantive learning objectives iii, iv, v; cognitive development objectives i, ii, iii, iv.

16 credits of foreign language study. Foreign language classes meet cognitive development objective v and basic skills objectives ii.

