



Office of the Executive Dean

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W. Randy Smith
Vice Provost for Academic Programs
Office of Academic Affairs
203 Bricker Hall
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CAMPUS

Dear Randy:

I am pleased to forward for CAA consideration a proposal for a new undergraduate major in Globalization Studies. The program is constructed as an interdisciplinary Arts and Sciences major, and will be housed in and administered by the Undergraduate International Studies Program (UISP). The proposal for this new major has been approved by the ASC Committee on Curriculum and Instruction at its January 11, 2008 meeting.

This proposal was fully four years in formation. During that time, a large number of departments have been consulted (see Appendix C: letters of concurrence). Thirty-six faculty were involved in planning for the major (see Appendix B), representing departments from across the Arts and Sciences as well as the Colleges of Food, Agriculture and Environmental Sciences and Education and Human Ecology.

Three core courses form the academic center of this new program of study, two offered by UISP, and one by the Department of Comparative Studies. In addition, six elective courses will be selected from three course clusters: Economy, Environment, Health; Violence, Conflict, and Reconciliation; and Global Networks, Cultures, and Institutions. Students will work with professional advisors housed in UISP to select appropriate elective courses for their course of study.

This new major provides an opportunity for students to partake of an interdisciplinary program that explores forms, forces, historical origins, and impacts of globalization across cultural, economic, and environmental areas. It will be a unique degree program within the state of Ohio, and will provide an important avenue for the study of our global interdependence that is a salient factor in the lives of our graduates.

I look forward to being of assistance during the CAA vetting process.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ed Adelson".

Edward Adelson
Associate Executive Dean

Copies: Kay Halasek, Chair CAA
Terry Gustafson
Jackie Royster
Kate Hallihan
Tony Mughan
Nina Berman

CCI Sub A

4/9/07

Minutes – Excerpts Globalization Studies

Present: Florman, Baker, Mercerhill, Mangum, Lemberger, Schoen, Lowry

1. Globalization Studies Major Proposal
 - a. Created by adhoc committee
 - b. Proposed to be ASC Interdisciplinary, but housed in International Studies for administration which provides advising and faculty resources
 - c. 3 required courses and requires 6 elective courses which are to be taken 2 courses from each of the 3 categories
 - i. Economy, Enviro, Health
 - ii. Violence, Conflict & Reconciliation
 - iii. Global Networks, Cultures & Institutions
 - iv. Students required to take 2 language courses above 104
 - v. Geography had concurrence concerns that have been resolved
 - vi. P 12 – Women’s Studies course might be listed in the wrong category- Linda checking
 - vii. Question of if there are Philosophy courses that might be appropriate – Deb to follow-up with Don Hubin to see if there are Ethics courses that might be added
 - viii. Concern expressed that the capstone course does not focus enough on globalization; intention of course is to take a topic in globalization and focus the research around it; suggested that a resource list for topics students might chose be listed; new course request form must be submitted before committee will approve this course; suggested that a research colloquium be included in course
 - ix. Question of what the Assessment plan is – needs to be fleshed out more
 - x. Question of whether there is enough in the major for Honors students to pursue the degree- suggested that these students would have to be advised in order ensure that the students achieve the upper level course requirements, H783s will most likely be taken

in the department that the faculty member they work with is housed

- xi. Overall, committee thinks that the proposal looks good, will accept questions above answered via email

5/7/07 Sub-A Minutes excerpt: Globalization Studies

Present: Baker, Schoen, Mangum, Florman, Mercerhill, Van deHeijen, Leuberger

- Globalization studies- approved
 - a. IS 557 requested revisions made
 - b. Assessment Plan submitted
 - c. Honors courses will be developed as a need is identified

**PROPOSAL FOR AN UNDERGRADUATE MAJOR IN
GLOBALIZATION STUDIES**

January 2008

Proposed by:

Ad-Hoc Committee on Globalization Studies

Nina Berman, Co-Chair
Anthony Mughan, Co-Chair
Daniel Avorgbedor
John Brooke
Jennifer Mitzen

I. TRANSMISSION OF PROPOSAL

This proposal for a new undergraduate major is transmitted by the Colleges of the Arts & Sciences to the Office of Academic Affairs. The proposal must be accompanied by a letter from the dean(s) that describes college resources committed to the program and the relationship of the new major to other priorities of the college. See Appendix C for a letter of support from Executive Dean Jacqueline Jones Royster.

II. GENERAL INFORMATION

- 1. Give the name of the proposed major:**
Globalization Studies
- 2. State what degree students completing the major will receive:**
Bachelor of Arts in Globalization Studies
- 3. State the proposed implementation date:**
Autumn Quarter, 2008
- 4. Identify the academic units (e.g., department, college, etc.) responsible for administrating the major program:**
Colleges of the Arts and Sciences Interdisciplinary Major which will be administratively housed within the Undergraduate International Studies Program (UISP).

This major is an interdisciplinary program and draws on courses from academic units across several colleges. UISP offers two of the three core courses and the Department of Comparative Studies one. These courses will be taught by suitably qualified personnel from UISP, Comparative Studies and other departments.

Curricular and programmatic oversight will be provided by an interdisciplinary Faculty Advisor Committee. The committee will consist of four faculty members appointed by the Executive Dean of the Colleges of the Arts and Sciences. There will be at least one faculty representative from the three colleges that supply the majority of coursework on the major: the College of the Arts, the College of Humanities, and the College of Social and Behavioral Sciences. The Director of the Office of Interdisciplinary Programs will be an ex officio member of this committee. Members will be appointed for a three-year term.

Administrative oversight and budgetary responsibility will lie with the Director of UISP. UISP is overseen by a committee drawn from academic units in several colleges and appointed by the Executive Dean of the Arts & Sciences. Student advising will be provided by the professional staff of UISP.

III. RATIONALE/GOALS/OBJECTIVES

- 5. Describe the rationale/purpose of the major:**

Globalization is perhaps the most potent source of cultural, economic, political and social change in the world today. Its presence and effects are widely commented upon and captured in common-usage phrases like “our shrinking planet,” “the global village” or “think globally, act locally.” A simple definition of the phenomenon is: “The process of

countries, through increasing contact, communication and trade, coming closer together to create a single global system in which developments in one part of the world can profoundly affect individuals or communities in other parts of the world.” This proposal envisages the creation of a major in Globalization Studies within the Undergraduate International Studies Program (UISP). This major will be independent of the Program’s existing track structure.

The proposed major provides an opportunity for students to explore from a highly interdisciplinary perspective the forms that globalization takes, the forces that shape them, their historical origins, and their impacts on all aspects of the lives of individuals and communities. These impacts range across culture and the arts through economic interdependence to climate change and disease management. The major will help students to understand better our increasingly multicultural society and will provide them with knowledge relevant to careers in, for example, business and education.

Looking at curricula across Ohio State’s departments and colleges, one is struck by the pervasiveness of courses dealing, broadly speaking, with the causes and consequences of globalization from a variety of disciplinary and methodological perspectives. Lacking, however, is the opportunity for undergraduates to obtain a coherent, interdisciplinary perspective on a phenomenon that is reshaping the world in which we live. This major is intended to fill this void and offer the undergraduate student body the opportunity to engage in the academic study of what is perhaps the most dynamic and pervasive influence on the cultural, economic and political fabric of the contemporary world. It is anticipated that the major will appeal to students in the various Colleges in the Arts & Sciences as well as in the Colleges of Education & Human Ecology, Food, Agricultural & Environmental Sciences, and Social Work.

6. Linkage to the University’s Academic Plan

The Globalization Studies major is being created to support the University’s Academic Plan which calls for the maintenance and development of “... new initiatives that draw on university-wide strengths to attack major problems of the next quarter century, ... create ... interdisciplinary program[s], or link a range of disciplines for a coherent attack on a highly complex area.” This programmatic initiative will become an important component of the university’s response to the new, competitive and more interdependent international environment faced by the United States after the accelerated economic liberalization initiatives set in motion in the 1980s.

7. State the general and specific goals and objectives of the major:

Globalization is a complex set of processes that affect virtually all facets of our daily lives – the arts, culture, economics, politics, immigration, climate, health, and so on. The most general goal of the globalization major is to give students an understanding of these processes in all their complexity. It will provide students with an introduction to what globalization is, and what its sources and its major effects are, both nationally and globally. Moreover, this major will be highly interdisciplinary. Courses will be separated into two broad categories, “arts/humanities” and “science/social science” and students will have to take an equal number of courses from each of the two categories. Two educational goals will be achieved through this format. One, students’ understanding of the phenomenon of globalization and its myriad effects for both states and the international system will be more comprehensive and coherent. Two, they will

come to a better, more rounded understanding of how the United States both shapes and is shaped by the international economic liberalization of which it is a champion, and which has global climactic, health, cultural, and political developments effects.

The more specific educational goals of the proposed major are to:

a) provide students with a framework that enables them to understand current global developments in historical and comparative perspective and from a variety of disciplinary perspectives.

b) develop in students the ability to read, critically evaluate, and synthesize information from material produced in different geographical contexts and from different disciplinary perspectives.

c) refine students' ability to communicate effectively about the complexity of globalization and its different effects on different communities, both orally and in writing

f) foster in students the ability to appreciate the combination of global-wide change and persistence of cultural diversity in the contemporary world.

g) prepare students who are not seeking graduate education for suitable employment in the public or private sector.

In addition, the specific requirements of the major address central concerns of the proposed area of study:

a) by exposing students to courses taught from different disciplinary perspectives, the major develops students' appreciation of the breadth and diversity of academic scholarship. It should also help to improve the ability of those going on to graduate education to make informed choices based on their own personal interests and intellectual preferences.

b) by requiring students to take courses at different levels, the major ensures that learning occurs progressively.

8. Identify any unique characteristics or resources that make it particularly appropriate for Ohio State to offer the proposed major.

The breadth of expertise and the distinction of the faculty teaching globalization-related courses make the introduction of a Globalization Studies major particularly relevant. OSU is in the unique position of having departments and faculty members who carry out research across almost the entire face of the earth. In this regard, OSU is truly exceptional in comparison to many peer institutions (e.g. The University of Texas at Austin, The University of Michigan at Ann Arbor, The University of Wisconsin at Madison) that lack a significant concentration in one or more regions of the world, e.g., African Studies, Asian Studies, Near Eastern Studies, or Latin American Studies.

Given this exceptional expertise across both disciplines and world regions, it has been possible to devise a major in which there is a very good fit between the conceptual framework of the proposed major and the courses offered by faculty. The proposed major constitutes a structure that combines the resources present in individual departments in

optimal ways. In particular, students will be encouraged to make connections across disciplines in ways that are intellectually productive and vocationally beneficial.

The proposed major would also take advantage of the resources of the World Culture and Media Center in Hagerty Hall, particularly its facilities for conducting videoconferencing units with academic institutions or organizations in other parts of the world.

The sheer number of students enrolled at OSU is another factor that makes the introduction of this new major meaningful. OSU's large student body almost certainly contains a pool of individuals who are potentially interested in the new major because it addresses issues relevant to life in a globalizing and diverse world.

9. Cite the benefits for students, the institution, and the region or state.

Students: The proposed major explicitly emphasizes the scope and pervasive relevance of globalization-related phenomena to people's every day lives. It provides students with a chance to understand local and national developments, such as growing economic inequality, immigration, cultural and religious diversity and tensions, and political change in the context of similar developments elsewhere. It would broaden and deepen their horizon beyond the experience of the general education curriculum and help them to become responsible citizens with an awareness of global developments. More academically, students would be trained to read, analyze, and write about globalization from an interdisciplinary, as well as variety of disciplinary, perspectives. Such skills are essential in today's information-driven technological economy when students can expect to follow a number of careers, and not just one, over the course of their lifetime. The GS major will make an ideal double-major for students in such specialized fields as Political Science or English, by providing students with a broader perspective on their areas disciplinary expertise. Overall, students will be equipped to pursue career paths in education, business, government, and media.

The institution: OSU is in a very strong position to offer a truly interdisciplinary, cutting-edge major that could serve as a model for peer institutions. The proposed major would enhance the university's reputation as a trendsetter, promoting an intellectual environment that both reflects and promotes a diverse, multicultural student population.

The region and the state: Both the state and the region will benefit from having individuals in the workforce familiar with the scope of global developments and capable of responding to the specific economic, cultural, and political challenges of globalization. As Ohio, and the United States more generally, continues to welcome partners, visitors and immigrants from across the globe, The Ohio State University needs to take the lead in fashioning a curriculum appropriate to the changing character and needs of the 21st century. Graduating majors who enter Ohio's workforce would bring with them a background knowledge and mindset that would be useful in a number of settings, from companies engaged in foreign trade to multicultural educational institutions. The proposed major would thus contribute to making OSU what the *New York Times* called a "revving economic engine" that spurs strategic growth in the new Information Age economy.

10. List similar majors offered in both public and private institutions in Ohio and the U.S. Explain how these majors compare to the one proposed.

“Global studies” programs are common in colleges and universities across the United States. In the Midwest, for example, the Universities of Illinois and Minnesota as well as Pennsylvania State University, all offer global studies undergraduate majors. These, however, tend to be the equivalent of Ohio State’s International Studies Program and commonly combine area and thematic studies under a single umbrella.

Less common are majors that have a similar globalization perspective to the one that we are proposing herein. The University of California at Santa Barbara is one such program, offering a major that it describes as “a program of international studies with contemporary globalizing trends as a central organizing theme.” Similarly, the UCLA Global Studies curriculum “focuses on three thematic pillars of globalization: *Culture & Society, Governance & Conflict, and Markets.*”

Focusing more narrowly on Ohio and its neighboring states, the University of Toledo calls its international studies program global studies and aspires to give its students, among other things, “a well rounded, and multidisciplinary understanding of global processes from a variety of perspectives, including political, geographic, social, historical and cultural.” Bowling Green State University offers concentrations within its International Studies program on *Women and Globalization* and *Global Environment*. In contrast, the International Studies program at Miami University remains largely area studies-focused and does not have a strong global component. “The International Studies Program (at Miami University) offers a multidisciplinary major covering history, economics/business, geography, and political science as well as language and area studies.” Finally, the University of Cincinnati offers not a major, but an “honors global studies certificate.” In the region, Penn State appears to be closest to the degree program we are proposing insofar as it offers a major “requiring core courses in world literature and intercultural communication, while retaining the traditional foreign language, history and political science emphasis of most other programs.”

In short, there is little competition for this proposed major within the state of Ohio. Moreover, no other institution in the state can equal Ohio State in range and depth of course work relevant to the major. This University’s size and disciplinary breadth is an unparalleled advantage in the general area of global, or international, studies.

11. Cite the enrollment patterns of similar majors in Ohio or in the United States.

There is no equivalent to our proposed major in Globalization Studies in the state of Ohio. The closest equivalents are in California at UCSB and UCLA. UCSB has an established program where students choose between a humanities-based “Global Culture and Ideology” and a social science-based “Global Socio-Economic and Political Processes.” The number of majors peaks at 750-800 every Spring and some 150-200 graduate each year. The program at UCLA is different in that it is designed in part as an “honors major” with a tight sequencing of courses and a thesis. It is intended to keep the major relatively small and about 20 to 25 majors were anticipated in the first graduating class of 2007.

12. Describe career opportunities and/or opportunities for graduate or professional study available to persons who complete the major.

The GS specialization provides an exemplary liberal arts education. It is interdisciplinary (including language) and the domestic and international debates and discussions in it should capture students' attention. This combination means that its graduates will have at least the range of career opportunities open to them that any liberal arts major has. The breadth of this major may make them even more attractive to the growing number of public and private sector entities that have to negotiate their way in an ever more complex and interdependent world. For students who choose to continue their education, the specialization will be good preparation for further study in any number of disciplines, or interdisciplinary programs, e.g., History, Comparative Studies and the social sciences. Their enhanced language training should be a particular asset whether they choose graduate education or the labor force.

In short, the major will educate students about aspects of globalization in ways that will make them attractive to either graduate and professional schools or employers in the areas of business, government, and media. Students will be prepared in particular for careers involving aspects of globalization, diversity, and multiculturalism.

13. Describe any licensure or certification for which this major will prepare students.

N/A

IV. RELATIONSHIP TO OTHER PROGRAMS

14. Describe current major and minor programs in the department(s) and how they relate to the proposed major.

The College of Arts and Sciences currently offers majors in International Studies, Film Studies, and Middle Childhood Education. Minors also exist in International Studies and Film Studies.

UIISP offers majors and minors in six area studies tracks, or specialization. These are *Africa, East Asia, Slavic and Eastern Europe, Latin America, Middle East, and Western Europe*. In addition, it offers the same options in four thematic tracks: *Development, International Relations & Diplomacy, World Economy & Business, and Security & Intelligence*. Students choose to major or minor in a single specialization. Entirely separate from this track structure, however, is a *Globalization Studies* minor that is distinguished by its compelling students to divide their course work equally between arts/humanities courses and science/social science courses. This proposal simply offers a major in addition to the GS minor that has been in place now for about three years.

The student's undergraduate transcript will record receipt of a B.A. in Globalization Studies with no mention of International Studies. UIISP is simply the unit administering the interdisciplinary GS major/minor.

- 15. Identify any overlaps with other programs or departments within the University. Append letters of concurrence or objection from related units.**

The proposed major does not duplicate any existing major. Comparative Studies has a track in Comparative Cultural Studies that is interdisciplinary but does not focus on globalization. Letters of concurrence are attached from academic units whose coursework is included in the major (see Appendix C).

- 16. Indicate any cooperative arrangements with other institutions and organizations that will be used to offer this major.**

N/A (All requirements are satisfied by courses offered at this University.)

- 17. Specify any articulation arrangements (direct transfer opportunities) with other institutions that will be in effect for the major.**

N/A (No particular transfer opportunities are anticipated.)

- 18. Provide information on the use of consultants or advisory committees in the development of the major. Describe any continuing consultation.**

The major was created by the ad-hoc committee on globalization studies. This committee appropriately brought together faculty from a range of disciplines: Daniel Avorgbedor is a member of the Department of Music and the Department of African-American and African Studies; Nina Berman has a joint position in Comparative Studies and German Studies, John Brooke teaches in the Department of History and Jennifer Mitzen and Anthony Mughan both teach in the Department of Political Science. Mughan is also Director of the Undergraduate International Studies Program. The committee members each have an interest in different aspects of globalization, such as World Music (Dr. Avorgbedor) and global environmental history (Dr. Brooke). The committee convened several times over the period of one and a half years. The committee also consulted with Associate Executive Dean Ed Adelson and Assistant Executive Dean Linda Schoen, to gather input regarding various aspects of the proposal.

The establishment of the committee was preceded in Autumn 2004 and Winter 2005 by email surveys and discussions involving faculty members from different colleges. The scope of the input received at this stage helped to establish that there was a strong interest and enthusiasm among OSU faculty for the proposed major.

- 19. Indicate whether this major or a similar major was submitted for approval previously. Explain at what stage and why that proposal was not approved or was withdrawn.**

N/A

- 20. Indicate where students will be drawn from, e.g., existing academic programs, outside of the University, etc. Estimate the mix of students entering the major internally and externally.**

Internally: Until the major develops a reputation, most of the students will be drawn from within OSU (at least 90% of the potential majors). Students who enroll in the

proposed major are likely to be students with an interest in international relations, global culture, and current events.

Externally: It is hoped that the unique features of the new major will attract students who would otherwise enroll colleges or universities other than OSU.

V. STUDENT ENROLLMENT

21. Indicate the number of students you anticipate will be admitted to the major each year.

	Year 1	Year 2	Year 3	Year 4	
Full-time	5-10	10-15	15-20	20-25	Total 50-70
Part-time	5	5-10	5-10	10-15	Total 25-35

Estimated Summer enrollments:

	Year 1	Year 2	Year 3	Year 4	
Full-time	1-5	1-5	5-10	5-10	Total 12-30
Part-time	0	0-5	5	5	Total 10-15

VI. REQUIREMENTS

22. List the courses (department, title, credit hours, description) which constitute the requirements and other components of the major. Indicate which courses are currently offered and which will be new. Append a quarter-by-quarter sample program and all New Course, Course Change, and Course Withdrawal forms necessitated by the implementation of the proposed major.

The major can be broken down into three components:

1. Students will enroll in three mandatory courses. Two of these courses are introductory (IS 356 “Introduction to Globalization Studies” and CS 357 “Introduction to Globalization and Culture”), and one is designed as a capstone course (IS 557: “Research in Globalization Studies). The introductory courses provide the foundation for the major by exploring central questions of globalization from the perspective of the Social Sciences (IS 356) and the Humanities/Arts (CS 357). The major culminates in a capstone course that is designed as a research course, and requires students to write a substantial research paper about a central question of globalization.

2. Students choose six elective courses from a list of approved courses. The courses are divided into three clusters, namely 1. Economy, Environment, Health; 2. Violence, Conflict, and Reconciliation; and 3. Global Networks, Cultures, and Institutions. Students are required to select two courses from each cluster. In addition, students are required to fulfill an additional distributional requirement: Three of the courses selected from the

different clusters are to be chosen from the Arts/Humanities offerings, three from among the Social Science/Science courses.

3. Common to all International Studies major programs is the goal of enhancing students' foreign language skills. Thus, at a minimum, GS majors will take two courses above 104 in a foreign language beyond the 20 hours required by the Arts & Sciences.

All courses have five credit hours. The major has no prerequisites. Course prerequisites are listed in Appendix A.

23. State the minimum number of credits required for completion of the major.

Globalization Studies majors are required to complete a minimum of 55 hours of coursework.

24. State the average number of credits expected for a student at completion of the major.

55-60 credit hours

25. Give the average number of credits taken per quarter by a typical student. Estimate the average for each year.

Full-time 45-50 credits/year

Part-time 20 credits/year

26. Give the number of credits a student is required to take in other departments.

N/A

27. Give number of credits a typical student might take as electives in other departments.

N/A

28. Describe other major requirements in addition to course requirements, e.g., examinations, internships, final projects.

N/A

29. Identify from which specialized professional association(s) accreditation will be sought. List any additional resources that will be necessary to gain such accreditation.

N/A

30. **Describe the number and qualifications of full-time and part-time faculty. List current faculty and areas of expertise. Describe the number and type of additional faculty needed.**

CURRENT

Faculty teaching the courses are listed in Appendix B.

PROPOSED ADDITIONAL FACULTY

None

31. **Describe existing facilities, equipment, and off-campus field experience and clinical sites to be used. Indicate how the use of these facilities, equipment, etc. will impact other existing programs.**

The World Culture and Media Center in Hagerty Hall offers resources that can be used by faculty interested in adding a global component to their classes. Video conferences with students at institutions in the Middle East, for example, have been successfully carried out. The classrooms in Hagerty are equipped with state-of-the-art technology, which allows faculty members to, for example, work with the web and to have access to databases from across the globe which facilitates the teaching of issues addressed in globalization studies courses.

32. **Describe additional University resources, including libraries, that will be required for the new major.**

The globalization major will be administered through the Undergraduate International Studies Program (UISP), which currently takes responsibility for the corresponding minor. As with the minor, the major will stand apart from the UISP track structure. In view of this existing arrangement, no additional University resources will be needed to get the new major off the ground. In particular, UISP has two full-time advisors who work with undergraduate students to create coherent and challenging programs of study. It is anticipated that a third advisor will be added to the UISP staff in light of continued strong growth and the addition of this GS major. This new staff member is expected to join the program in Autumn 2007 and will be hired from existing resources.

New course offerings will come from existing faculty and are generally expected to finance themselves by attracting strong enrollments.

33. **Describe the major as it would appear in the appropriate college bulletin**

The Ohio State University Bulletin: Colleges of the Arts and Sciences

Globalization Studies major

This major encourages students to explore from a highly interdisciplinary perspective the forms that globalization takes, the forces that shape them, their historical origins, and their impacts on all aspects of the lives of individuals and communities.

All students are required to take three mandatory courses. Two of these courses are introductory (IS 356 “Introduction to Globalization Studies” and CS 357 “Introduction to Globalization and Culture”), and one is designed as a capstone course (IS 557: “Research in Globalization Studies”). The introductory courses provide the foundation for the major by exploring central questions of globalization from the perspective of the Social Sciences (IS 356) and the Humanities/Arts (CS357). The major culminates in a capstone course (IS 557) that is designed as a research course, and requires students to write a substantial research paper on a topic central to the globalization debate.

In addition, students choose six elective courses from a list of approved courses. The courses are divided into three clusters, namely 1. Economy, Environment, Health; 2. Violence, Conflict, and Reconciliation; and 3. Global Networks, Cultures, and Institutions. Students are required to select two courses from each cluster. In addition, students are required to fulfill an additional distributional requirement: Three of the courses selected from the different clusters are to be chosen from Arts/Humanities offerings, and three from Social Science/Science courses.

GS majors are required to take two courses above 104 in a foreign language beyond the 20 hours required by the Arts & Sciences.

The major has no prerequisites.

LISTING OF COURSES

Required Courses:

IS 356	Introduction to Globalization Studies (5 crs)
CS 357	Introduction to Globalization and Culture (5 crs) (new course)
IS 557	Research in Globalization Studies (5 crs) (new course)

Elective Courses: (* courses are part of Globalization Minor) (AH = Arts/Humanities course) (SS = Social Science/Science course)

I. Economy, Environment, Health

AEDE/IS 280	“Feast or Famine: The Global Business of Food” (5 crs) (SS)
AEDE/IS 434	Food, Security & Globalization (5 crs) * (SS)
AEDE/IS 439	China’s Economic Reforms & Globalization (5 crs) * (SS)
AEDE/IS 597.01	Problems & Policies in Population, Food & Environment (5 crs) * (SS)
Agr Comm 650	Communication Strategies for Change and Development (5 crs) (SS)
Anthro 597.02	Women, Culture, and Development (5 crs) (SS)
Anthro 601.04	Global Perspectives on Women’s Health (5 crs) (SS)
Comp Stds 597.01	Global Studies of Science and Technology (5 crs) * (AH)
Econ/IS 556	Cooperation and Conflict in the Global Economy (5 crs) * (SS)
Econ 560	International Economic Relations (5 crs) * (SS)
English 597	The Disability Experience in the Contemporary World (5 crs) (AH)
EEOB 370	Extinction (3 crs) (SS)
EEOB 413.01	Introduction to Ecology (3 crs) (H413.01 4 crs) (SS)
EEOB 502	Plants and People (4 crs) (SS)
EEOB 700	Principles of Biogeography (5 crs) (SS)
Geog 490	Introduction to Biogeography (5 crs) (SS)
Geog 597.02	Integrated Earth Systems: Confronting Global Change (5 crs) (SS)

Geog 635	Globalization and Environment (5 crs) * (SS)
Geog 642	Geography of Development (5 crs) (SS)
Geog 643	Governance, Society, and Development in the Global Economy (5 crs) * (SS)
Geol Sci 204	Exploring Water Issues (5 crs) (SS)
Geol Sci 663	Global Change and Sustainability in the Earth System (5 crs) (SS)
Hist 366	Global Environmental History (5 crs) * (AH)
Hist 587.01	Comparative Business History (5 crs) (AH)
HNTR 313	Food in Different Cultures (3 crs) (SS)
Poli Sci 553	Political Analysis of International Economic Behavior (5 crs) * (SS)
Poli Sci 580	State and Economy (5 crs) (SS)
RS 666	Rural Poverty (5 crs) (SS)
RS 678	Women in Rural Society (5 crs) (SS)
Soc 464	Work, Employment and Society (5 crs) * (SS)

II. Violence, Conflict and Reconciliation

Anthro 597.01	Culture Conflict in Developing Nations (5 crs) (SS)
Geog 450	The Making of the Modern World (5 crs) (SS)
Hist 381	Wars of Empire (5 crs) (AH)
Hist 581.02	European International History. 20 th Century (5 crs) (AH)
Hist 597	Critical issues of the 20 th -Century World (5 crs) (AH)
Ling 597.01	Language Endangerment and Language Death (5 crs) (AH)
Ling 597.02	Language and the Law: A Cross-Cultural Perspective (5 crs) (AH)
Poli Sci 545	Foreign Policy Decision-Making (5 crs) (SS)
Poli Sci 550	Theories of International Relations (5 crs) (SS)
Poli Sci 552	Security Policy During and After the Cold War (5 crs) (SS)
Poli Sci 556	Global Governance (5 crs) (SS)
Psych 525	Psychology of Personal Security: Global and Local Perspectives (5 crs) (SS)
Span/IS 640	Globalization & Latin America: Multidisciplinary Perspectives (5 crs) * (AH)
Wom Stds 524	Women and Work (5 crs) (AH)

III. Global Cultures, Networks, and Institutions

AAAS 310	Global Perspectives on the African Diaspora (5 crs) (AH)
Classics 597	Nationalism Revisited (5 crs) (AH)
Comm 368	Intercultural Communication (5 crs) (SS)
Comm 643	International Communication and the World Press (5 crs) (SS)
Comm 668	Intercultural Communication in Organizational Contexts (5 crs) (SS)
Comp Stds 597.02	Global Culture (5 crs)* (AH)
Comp Stds/IS 525	Contemporary Religious Movements in Global Context (5 crs)* (AH)
Comp Stds/IS 531	The City and Culture (5 crs)* (AH)
Ling 375	Language Across Cultures (5 crs) (AH)
Mus 348	Music on the Move in a Globalized World (5 crs)* (AH)
Poli Sci 528	Politics of European Integration (5 crs) (SS)
Poli Sci 530	Politics of Post-Communist Societies in Eastern Europe (5 crs) (SS)
Poli Sci 541	Politics of the Developing World (5 crs) (SS)
Poli Sci 551	The United Nations System in Global Problem-Solving (5 crs)* (SS)
RS 378	Social Groups in Developing Countries (5 crs) (SS)
Wom Stds 305	Gender, Culture, and Power in International Perspective (5 crs)* (AH)
Wom Stds 505	Feminist Analysis in Global Perspective (5 crs)* (AH)

Special Topics Courses: (Must be approved before they can be used on the Major)

Comp Stds 651	“Theories and Concepts of Networks” (III) (AH) “Space, Place, and Globality” (III) (AH)
Mus 345.01	Music History: “Ethnic,” Regional, and Border Musics in the US (5 crs) (III) (AH)
Mus 345.01	Music History: World Beat in Africa (5 crs) (III) (AH)
Poli Sci 597.01	Interdependence and Nationalism in World Politics (5 crs) (III) (SS)
Soc 597.01	Contemporary World Societies: Social Institutions and Social Change (5 crs) (III) (SS)
Soc 597.02	World Population Problems (5 crs) (I) (SS)
Wom Stds 620	Topics in Feminist Studies: Gender and Public Rhetoric in an Era of Globalization (5 crs) (III) (AH)

Sample syllabi can be found in Appendix D.

Sample programs

I.

International Studies	356	Introduction to Globalization Studies
History	366	Global Environmental History
Comparative Studies	357	Introduction to Globalization and Culture
Geography	450	The Making of the Modern World
COM	368	Intercultural Communicat. in Organ. Contexts
Linguistics	597.91	Language Endangerment and Language Death
English	597.01	The Disability Experience in the Contemporary World
Political Science	551	The UN System
International Studies	557	Research in Globalization Studies

In addition, students are required to take two courses above the 104 level (example: Arabic 205, 206). Courses are 5-credit courses.

II.

International Studies	356	Introduction to Globalization Studies
EEOB	370	Extinction
Comparative Studies	357	Introduction to Globalization and Culture
Linguistics	375	Language Across Cultures
IS/AEDE	280	Feast or Famine: The Global Business of Food
Poli Sci	545	Foreign Policy Decision-Making
Span	640	Globalization & Latin America
Wom Stds	620	Topics in Feminist Studies: Gender and Public Rhetoric in an Era of Globalization
International Studies	557	Research in Globalization Studies

In addition, students are required to take two courses above the 104 level (example: Arabic 205, 206).
Courses are 5-credit courses.

III.

International Studies	356	Introduction to Globalization Studies
Wom Stds	305	Gender, Culture, and Power in International Perspective
Comparative Studies	357	Introduction to Globalization and Culture
AEDE	434	Food, Security & Globalization
Mus	348	Music on the Move in a Globalized World
Hist	597	Critical issues of the 20 th -Century World
Anthro	597.02	Women, Culture, and Development
Poli Sci	597.01	Political Problems of the Contemporary World
International Studies	557	Research in Globalization Studies

In addition, students are required to take two courses above the 104 level (example: Arabic 205, 206).
Courses are 5-credit courses.



Office of Interdisciplinary Programs

Colleges of the Arts and Sciences
105/109 Brown Hall
190 West 17th Avenue
Columbus, OH 43210

Phone (614) 292-6736
Fax (614) 688-5678

May 1, 2007

Dear Subcommittee A Members,

Thank you for your comments upon reviewing the proposed interdisciplinary major in Globalization Studies. We have made the following revisions/comments in response to your feedback:

1. A new course form has been attached for the new course IS 557. The integration of students' research interest areas in Globalization Studies has been more clearly delineated in the rationale statement for the course. Although the course will involve significant writing, at this point, there is not the intent to apply for third-level writing status. The development committee appreciated the suggestion to use a colloquium approach and will consider this. Students will present their research papers over two class periods.
2. A formal assessment plan has been developed and attached.
3. Honors courses have not been explicitly scheduled. Honors courses have not been explicitly scheduled at this point for the new Globalization Studies major. Our expectation, however, is that honors sections of courses will be offered by International Studies and contributing departments when student numbers indicate that there is a demand for them.

Hopefully, these changes have addressed the issues raised by the subcommittee.

Sincerely,

A handwritten signature in blue ink, appearing to read "Linda G. Schoen".

Linda G. Schoen
Assistant Executive Dean
Office of Interdisciplinary Programs
Colleges of the Arts and Sciences

ASSESSMENT PLAN OF STUDENT LEARNING OUTCOMES IN MAJOR PROGRAMS

College: Arts and Sciences
 Program: International Studies
 Major: Globalization Studies
 Level (Undergraduate/Graduate): Undergraduate

Assessment Plan Summary:

The assessment process for the Globalization Studies major will begin as the major grows and students begin to graduate within it. Three required courses form a theoretical foundation for the study of globalization. The remaining eight courses in the major, offered by departments housed in various colleges, are chosen according to cluster and distribution requirements. Assessment will focus on the three required courses, with an annual assessment of a randomly chosen selection of papers from two of the three required courses. In addition, students will complete an exit survey in which they evaluate the major and their experience in completing it. An Advisory Committee made up of faculty from participating departments will review the assessment and make recommendations for curricular changes.

Assessment Method Inventory

Please indicate the assessment methods in your plan; check all that apply.

Direct methods:

- National standardized examination (please identify) _____
- Certification or licensure examinations
- Local comprehensive or proficiency examinations
- Embedded testing
- Pre-post testing
- Other classroom assessment methods (please identify) Sample papers
- Practicum, internship, or research evaluation of student work
- Portfolio evaluation of student work
- Senior thesis or major project
- Capstone course
- Other:

Indirect methods:

- Student Survey [entry; mid; exit] (please identify) exit
- Alumni survey (please identify years post graduation) _____
- Job or post-baccalaureate education placement _____
- Student evaluation of instruction
- Student interview or focus group
- Student or alumni honors
- Peer review of program
- External program review
- Grade, curriculum, and/or syllabus review
- Employer feedback
- Outreach participation
- Comparison or benchmarking
- Other:

Evaluators (please indicate if specific to a particular method):

- GTA
- Contract instructor
- Adjunct faculty
- Faculty
- External evaluator
- Individual evaluator
- Multiple evaluators

Assessment Plan for the Undergraduate Major Program

I. Goals and objectives:

The Globalization Studies major is overseen by an Advisory Committee of faculty representing participating departments within the College of the Arts and Sciences. The major is designed to meet the needs of students with strong interests in global issues. Students majoring in Globalization Studies are expected to fulfill the following learning objectives:

The more specific educational goals of the proposed major are to:

- provide students with a framework that enables them to understand current global developments in historical and comparative perspective and from a variety of disciplinary perspectives
- develop in students the ability to read, evaluate, and synthesize information from material produced in different geographical contexts and from different disciplinary perspectives

- refine students' ability to communicate effectively about the complexity of globalization and its different effects on different communities, both orally and in writing
- foster in students the ability to appreciate the combination of global-wide change and persistence of cultural diversity in the contemporary world
- prepare students who are not seeking graduate education for suitable employment in the public or private sector

In addition, the specific requirements of the major address central concerns of the proposed area of study:

- by exposing students to courses taught from different disciplinary perspectives, the major enriches their appreciation of the breadth and diversity of academic scholarship. It should also help to improve the ability of those going on to graduate education to make informed choices based on their personal interests and intellectual preferences
- by requiring students to take courses at different levels, the major ensures that learning occurs progressively

II. Methods of Assessment (multiple measures; criteria for success)

In order to assess students' success in meeting learning objectives of the major, faculty members will review a randomly chosen sample of papers from at least two of the three required core courses. Papers will be judged on the degree to which they show students developing analytical skills, as expressed in their writing; an understanding for the complex dimensions of the globalization process; and an understanding of theoretical perspectives articulated in different disciplines. Over a period of three to five years, these reviews will shape any necessary revision of the three required courses.

In addition, we will require graduating students to complete an exit survey. The survey asks students about their own record (gpa, transfer credits, etc.), about their experience in the major (advising, adequacy of course offerings to complete the major), about extra-curricular involvement (internships, study abroad, student affairs, etc.) and about their post-graduation plans (graduate school, professional employment, etc.)

III. Implementation Schedule (for initial or continued evaluation)

Assessment will begin as students begin to graduate with the B.A. in Globalization Studies.

IV. Data Usage (procedure for sharing and using information)

The Globalization Studies Advisory Committee will meet every autumn quarter to review the previous year's surveys, score the papers, and make a report to the faculty. Considerations of changes to the curriculum will be based on these reports.

New Course Proposals

Comparative Studies 357

International Studies 557

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

Department of Comparative Studies
 Academic Unit
 Comparative Studies
 Book 3 Listing (e.g., Portuguese)
 357 Introduction to Globalization and Culture
 Number Title
 INtroGlobalization U 05
 18-Character Title Abbreviation Level Credit Hours
 Summer Autumn XX Winter Spring Year 2008
 Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): History and contemporary dimensions of globalization, focusing on period preceding European hegemony, era of European colonialism, period of decolonization, and contemporary contexts.

Quarter offered: WI or SP Distribution of class time/contact hours: two 2 1/2 hour classes
 Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): Sophomore standing or permission of instructor

Exclusion or limiting clause:

Repeatable to a maximum of 0 credit hours.

Cross-listed with:

Grade Option (Please check): Letter S/U Progress What course is last in the series? _____

Honors Statement: Yes No GEC: Yes No Admission Condition
 Off-Campus: Yes No EM: Yes No Course: Yes No
 Embedded Honors Statement: Yes No

Other General Course Information:
 (e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code 302001 Subsidy Level (V, G, T, B, M, D, or P) B
 If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
See Globalization Studies major proposal.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: Approval of Globalization Studies major.

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

6. Expected section size: 35 Proposed number of sections per year: 1


7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):
Not Applicable

English (att.); History (att.)

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to ascurofc@osu.edu.

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.


1.  Nina Berman 1/3/2007
Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. Academic Unit Graduate Studies Committee Chair Printed Name Date

 DAVID HORN 1/3/07
3. **ACADEMIC UNIT CHAIR/DIRECTOR** Printed Name Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

 Chris Highley 12/26/08
5. **COLLEGE CURRICULUM COMMITTEE** Printed Name Date

 Edward Adelstein 1-30-08
6. **ARTS AND SCIENCES EXECUTIVE DEAN** Printed Name Date

7. Graduate School (if appropriate) Printed Name Date

8. University Honors Center (if appropriate) Printed Name Date

9. Office of International Education (if appropriate) Printed Name Date

10. **ACADEMIC AFFAIRS** Printed Name Date

**The Ohio State University
Colleges of the Arts and Sciences Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Department of Comparative Studies 4-19-07

 Initiating Academic Unit Date

Comparative Studies

 Book 3 Listing (e.g., Portuguese)

357	Introduction to Globalization and Culture	UG	5
Course Number	Title	Level	Credit Hours

Type of Request (Circle): **New Course** Course Change Course Withdrawal Other

English & History

 Academic unit asked to review the request

5-3-07

 Date response is needed (within two weeks of above date)

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The English department supports this request.

Signatures

Christopher Highley <i>KH</i>	Director of Undergraduate Studies	English	5/2/07
1. Name	Position	Unit	Date

2. Name	Position	Unit	Date

3. Name	Position	Unit	Date

Please return this form to the ASC Curriculum Office, 105 Brown Hall, 190 W. 17th Avenue or fax to 688-5678. 08/09/05

*Emailed
5/2/07*

From: Jennifer Siegel <siegel.83@osu.edu>
Subject: <no subject>
To: Jessica Mercerhill <mercerhill.1@osu.edu>
Cc: Peter Hahn <hahn.29@osu.edu>

Dear Jessica,

This email serves as History Department concurrence for CS 356.02, "Introduction to Globalization and Culture". The Undergraduate Teaching Committee of the Department of History has reviewed the proposal for CS 356.02. We feel that the course promises to be extremely interesting, and we are pleased that a humanities approach to Globalization is being included as one of the core courses in the new major, Globalization Studies. We would also like to repeat our understanding, which derives from discussions with Comparative Studies, that this course will not fulfill the proposed GEC requirement for historical study.

Sincerely,
Jennifer Siegel
Undergraduate Studies Chair
Department of History

Jennifer Siegel
Department of History
The Ohio State University
106 Dulles Hall
230 West 17th Avenue
Columbus, OH 43210-1367
Phone: (614) 292-0314
Fax: (215) 974-4537

Comparative Studies 357
“Introduction to Globalization and Culture”

Description:

This course, one of the three core courses of the “Globalization Studies” major, introduces students to the broader experience of globalization by examining cultural representations in relation to the circumstances and conditions of the globalization process. The course is organized chronologically, and divided into four units: the period before European hegemony; the era of European colonialism and imperialism; the period of decolonization and modernization; and the contemporary context. These units serve to highlight continuities and changes in the globalization process. Questions of empire, migration, various types of networks, and the relationship between local lives and larger political and economic systems are central to all units. With the onset of European colonization and imperialism, however, the scale and nature of the interdependency of different areas of the world changed dramatically. The broad timeframe of the course allows a systematic discussion of these changes. The course pays particular attention to the ways in which human lives are affected by different aspects of globalization. Class discussion centers on cultural texts and other artifacts, which will be analyzed in light of various background readings.

Course Objectives:

The goal of the course is to provide students with a broad perspective on the concept of globalization. Students should be able to relate contemporary issues, such as global inequality and labor migration, to historical dimensions of the process of globalization. The course is designed to enhance students’ understanding of basic keywords, such as empire, colonialism, imperialism, migration, modernization, transnationalism, diaspora, networks, citizenship, and human rights. Students will be taught to make connections between the physical, intellectual and emotional dimensions of human lives and complex social, economic, and political developments.

Texts:

Primary Sources:

The Mahabharata of Vyasa
 Peter Brook, *The Mahabharata*
The Travels of Ibn Battuta
 Michel de Montaigne, “Of Cannibals”
 E.M. Forster, *A Passage to India*
 José Martí, selected writings
 Qasim Amin, *The Liberation of Women*
 Rabindranath Tagore, “The Sunset of the Century”
 Swahili historiographic poetry, selections
 Léopold Sédar Senghor, selected poems
 Stephanie Black, *Life and Debt*
 Stephen Frears, *Dirty Pretty Things*
 Sebastian Salgado, *Migrations*
 Stephen Gaghan, *Syriana*

The instructor will arrange film screenings outside of class at times agreed upon with students; in addition, copies of the movies will be kept on reserves.

Secondary Readings:

Denis Cosgrove, *Mappings*

Jürgen Osterhammel and Niels P. Petersson, *Globalization: A Short History*
Janet Abu-Lughod: *Before European Hegemony*
Nelly Hanna, *Making Big Money in 1600: The Life and Times of Isma'il Abuy Taqiyya, Egyptian Merchant*
Nergis Mazid, "Western Mimicry or Cultural Hybridity Deconstructing Qasim Amin's "Colonized Voice"
Frantz Fanon, "On National Culture"
Andrew Ross, ed., *No Sweat: Fashion, Free Trade, and the Rights of Garment Workers*
June Nash, "Women in Between: Globalization and the New Enlightenment"
Patrick Manning, *Migration in World History*
Gershon Shafir, "Citizenship and Human Rights in an Era of Globalization"
Alma Kadragic, *Globalization and Human Rights*
Ray Kiely, "Civil Society 1: National Social Movements and Anti-Globalization Politics"
Stanley Aronowitz, "Global Capital and Its Opponents"
Jamal R. Nassar, "Globalization and terrorism: the migration of dreams and nightmares"

Requirements and Grading:

Participation: 10%; two short papers (minimum 500 words): 40%; one midterm (20%); one final take-home paper (1000-1500 words): 30%. **There will be no final exam.**

Grading Scale:

A 93-100	B+ 88-89	B- 80-82	C 73-77	D+ 68-69	E 64-0
A- 90-92	B 83-87	C+ 78-79	C- 70-72	D 65-67	

More than two unexcused absences will affect your grade.

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. I rely on the Office For Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so (Office for Disability Service at (614) 292-3307, or visit 150 Pomerene Hall).

All students are responsible for reading, understanding, and following university rules regarding cheating and plagiarism, which will be strictly enforced (see Faculty Rule 3335-31-02 on Academic Misconduct in the Ohio State University Student Handbook).

Syllabus

I. Before European Hegemony: Global Systems and Empires (Weeks One and Two)

This unit will introduce students to political, economic, and cultural aspects of the world before European hegemony. Historical background readings will provide students with an overview of economic systems and political structures of the ancient and medieval world. Through an analysis of maps, travel accounts and cultural texts, students will gain insight into different concepts that structured the view of the world as articulated by different civilizations and imperial structures.

Day 1: Introduction to course: Keywords, timeline, and approaches

Day 2: Osterhammel and Petersson, *Globalization: A Short History*, Chapter One and Two (pp 1-29)

→ Comparison of different maps (such as Islamic, Christian, Chinese); discussion of ethnocentrism, interplay of religious and political belief systems; maps and essays from Denis Cosgrove, *Mappings* (30 pages).

Day 3: *The Mahabharata of Vyasa*

View clips from Peter Brook's *The Mahabharata* (1989)

→ The text and film clips will facilitate a discussion of how questions of political power and ethics were raised in early Indian civilization; this discussion will allow us to acknowledge aspects central to an ancient empire.

Background reading: Janet Abu-Lughod: *Before European Hegemony* (40 pages)

Day 4: *The Travels of Ibn Battuta*

→ Ibn Battuta's travels are a testimony to the expanse of Islamic civilization in the fourteenth century; the discussion of the text will focus on diversity within Islam, and on the Islamic world as a network for employment and trade

Background: maps about Islamic conquest; trade routes in the ancient world

II. Colonialism, Imperialism, Age of the Nation-state (Weeks Three and Four)

This unit introduces students to the changes brought on by European colonialism beginning in the late fifteenth century and continuing into the twentieth century.

Day 5: Michel de Montaigne, "Of Cannibals" (9 pages)

→ This text allows for a discussion of the effect European colonial empires had on the European view of the world.

Background: Osterhammel and Petersson, *Globalization: A Short History*, Chapter Three (p 31-56)

Day 6: Nelly Hanna, *Making Big Money in 1600: The Life and Times of Isma'il Abu Taqiyya, Egyptian Merchant* (excerpts, 100 pages)

→ This text describes changes in trading practices in the Islamic world and between the Islamic world and Europe through the case study of a Cairo-based merchant.

Day 7 and 8: E.M. Forster, *A Passage to India* (368 pages)

→ Forster's novel allows for a discussion of European beliefs about the superiority of European civilization, race, and Christianity, and how these beliefs functioned in the colonization of non-European societies.

Osterhammel and Petersson, *Globalization: A Short History*, Chapter Four and Five (pp 57-111)

III. Decolonization, Alternative Modernities (Weeks Five and Six)

This unit focuses on African, Middle Eastern, Asian, and Latin American responses to European colonialism and imperialism, and to modernization.

Day 9 Jose Marti, selected writings (about 60 pages)

→ Marti's writings raise questions related to political and economic domination—and independence from that domination—of Central and Latin America and the Caribbean.

Background: George Yúdice, "Latin American Intellectuals in a Post-Hegemonic Era" (14 pages)

Day 10 Qasim Amin, *The Liberation of Women* (excerpts, 50 pages)

→ Amin's 1899 text mirrors the discussion of modernization in Egyptian society at the time.

Background: Nergis Mazid, "Western Mimicry or Cultural Hybridity Deconstructing Qasim Amin's "Colonized Voice" (16 pages)

Day 11 Rabindranath Tagore, "The Sunset of the Century" (poem)

→ Tagore's poem highlights issues raised with regard to the nation-state.

Background: Frantz Fanon, "On National Culture" (15 pages)

Day 12 Swahili historiographic poetry about the German occupation of East Africa (20 pages)

→ These poems illustrate the degree to which East African articulated their cultural and political resistance to the German colonizers.

Léopold Sédar Senghor, selected poems (10 pages)

→ Senghor's poetry rejects colonialist and European values, and glorifies a romantic vision of the African past.

Background: Osterhammel and Petersson, *Globalization: A Short History*, Chapter Six (pp 113-39)

IV. Contemporary Practices of Globalization (Weeks Seven to Ten)

This unit centers on contemporary dimension of globalization, in particular with regard to issues such as transnationalism, migration, diasporas, networks, citizenship, and human rights. The discussion places an emphasis on how globalization shapes the everyday life of human beings, how it affects people's bodies, their living conditions, and their view and experience of life.

Day 13 and 14

Life and Debt (2001); directed by Stephanie Black, based on Jamaica Kincaid's "A Small Place" (1987) (screening of films will be arranged outside of regular class time and copies of the films will be placed on reserves)

→ Black's film discusses effects of economic policies on lives of peoples living in poor nations.

Background: Osterhammel and Petersson, *Globalization: A Short History*, Chapter Seven (pp 141-52)

Essays from Andrew Ross, ed., *No Sweat: Fashion, Free Trade, and the Rights of Garment Workers* (40 pages)

June Nash, "Women in Between: Globalization and the New Enlightenment" (22 pages)

Day 15 and 16 *Dirty Pretty Things* (2002), directed by Stephen Frears

→ This movie focusing on the international trade in organs brings to light the dismal situation of illegal immigrants, questions of citizenship, transnationalism, and human rights.

Gershon Shafir, "Citizenship and Human Rights in an Era of Globalization" (In: *People Out of Place*)

Alma Kadragic, *Globalization and Human Rights* (excerpts, 50 pages)

Day 17 Sebastian Salgado, *Migrations*

→ Salgado's volume of photographs highlights the scope of migration across the globe.

Patrick Manning, *Migration in World History* (excerpts, 50 pages)

Day 18 and 19 *Syriana*, directed by Stephen Gaghan

→ Gaghan's film addresses issues such as labor migration, global economic disparities, and political violence.

Ray Kiely, "Civil Society 1: National Social Movements and Anti-Globalization Politics" (34 pages)

Stanley Aronowitz, "Global Capital and Its Opponents" (16 pages)

Jamal R. Nassar, "Globalization and terrorism: the migration of dreams and nightmares" (excerpts, 30 pages)

Day 20 Final discussion

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

International Studies

Academic Unit

International Studies

Book 3 Listing (e.g., Portuguese)

557 Research in Globalization Studies

Number

Title

Research in Global

UG

5

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

Winter

Spring X

Year 200:9

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*):

Course explores aspects of globalization through the process of research. Hypothesis construction, data gathering and analysis and preparing a finished research product will be taught.

Quarter offered:

SP

Distribution of class time/contact hours: 2 2-hr. class

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s):

International Studies 356 or permission of instructor, and CS 357

Exclusion or limiting clause:

NA

Repeatable to a maximum of NA credit hours.

Cross-listed with: NA

Grade Option (Please check):

Letter X

S/U

Progress

What course is last in the series? _____

Honors Statement:

Yes

No X

GEC: Yes

No X

Admission Condition

Off-Campus:

Yes

No X

EM: Yes

No X

Course: Yes No X

Other General Course Information:

NA

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code

450901

Subsidy Level (V, G, T, B, M, D, or

P)

P, D

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

See attached rationale.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)

An elective within major(s)/minor(s)

A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
Already offered under IS 501 Selected Topics.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____


6. Expected section size: 25 Proposed number of sections per year: 2

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No


8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):
Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to ascurofc@osu.edu.


Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.


1.  Anthony Mughan 4/18/07
Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. Academic Unit Graduate Studies Committee Chair Printed Name Date

3.  Anthony Mughan 4/18/07
ACADEMIC UNIT CHAIR/DIRECTOR Printed Name Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5.  Neil K. Baker 5/7/07
COLLEGE CURRICULUM COMMITTEE Printed Name Date

6.  Edward Adelin 1-30-08
ARTS AND SCIENCES EXECUTIVE DEAN Printed Name Date

7. Graduate School (if appropriate) Printed Name Date

8. University Honors Center (if appropriate) Printed Name Date

9. Office of International Education (if appropriate) Printed Name Date

10. ACADEMIC AFFAIRS Printed Name Date

CAPSTONE COURSE: RESEARCH IN GLOBALIZATION STUDIES

Fall 2006
Mon Wed, 1:30 – 3:18 p.m.

Course Description

Globalization is perhaps the most potent source of cultural, economic, political and social change in the world today. It is a diverse phenomenon, and students who major in Globalization Studies devise an individualized program of study, organized around thematic clusters drawn from a variety of disciplines. This capstone course helps students pull together their Globalization Studies experience. In it, students learn how to formulate a viable research question, determine the appropriate method for investigating the question, conduct good research, and, finally, to turn their research into a 15-20 page term paper.

Students will learn as much about the process of research writing as they do about their research topic. Research writing is a distinct type of writing. It cannot be accomplished in a few weeks, much less a few days, but requires steady attention over the course of several months. This class helps students systematically accomplish the tasks necessary to complete a research paper, while providing both intellectual support and the camaraderie of the classroom.

Because of the inter-disciplinary nature of Globalization Studies, students' research interests and disciplinary backgrounds will vary. This course recognizes that diversity, but is premised on the view that questions and dilemmas of the research and writing process transcend particular disciplines. Students should see this class as an open forum for discussing the full spectrum of research and writing concerns. Indeed, one of the primary benefits of the class is learning how to critique one another's writing in a productive and supportive way.

Requirements

Students are expected to attend all class meetings, complete all reading and writing assignments on time, participate actively and in an informed manner in seminar discussion, and provide feedback/commentary on one another's assignments.

Note that some assignment deadlines fall on the weekend. This is because several seminar sessions are devoted to group discussion of student written work. Weekend deadlines enable the assignments to be distributed to the full class, and give students sufficient time to read and prepare comments prior to seminar on Monday.

Prerequisites: IS 356 and CS 357

Grade Schedule

- **Participation: 30 points**
 - Attendance (10 points).
 - Presentation of original work (10 points).
 - Commentary on peers' work (10 points).

- **Written assignments: 70 points**
 - #1. Topic statement, one paragraph (5 points).
 - #2. Exercise: making arguments (5 points).
 - #3. Annotated bibliography (10 points).
 - #4. Revised topic statement, 1-2 pages (10 points).
 - #5. Literature Review, 3-4 pages (10 points).
 - #6. Introduction, 1- ½ pages (10 points).
 - #7. Final Paper, first draft (10 points).
 - #8. Final Paper, revised version (10 points).

Readings

There is one required book for the course:

- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 1995. *The Craft of Research*. 2nd edition. Chicago, IL: University of Chicago Press.

The following books, while not required, are useful references for the research and writing process and might be worth purchasing.

- Strunk, William, Jr. and E. B. White. 1979. *Elements of Style*., 3rd edition. NY: MacMillan.
- Turabian, Kate L. 1987. *Manual for Writers of Term Ppaers, Thess and Dissertations*. 5th edition. Chicago: University of Chicago Press.

Remaining required readings are on reserve at the Main Library.

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. I rely on the Office For Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so (Office for Disability Service at (614) 292-3307, or visit 150 Pomerene Hall).

All students are responsible for reading, understanding, and following university rules regarding cheating and plagiarism, which will be strictly enforced (see Faculty Rule 3335-31-02 on Academic Misconduct in the Ohio State University Student Handbook).

CALENDAR

Wednesday, September 20 **Organizational Meeting**

Monday, September 25 **Research, Researchers, and Readers**

- Booth et. al., “Thinking in Print,” and “Connecting with your Reader,” Chapters 1 and 2.

Wednesday, September 27 **No Class: individual meetings to discuss topics**

Sunday, October 1 **Assignment #1 due via email, by noon**

ASSIGNMENT #1 TOPIC STATEMENT (1 paragraph)

- Read Booth et. al., “From Topics to Questions,” “From Questions to Problems,” Chapters 3 and 4.
- Prepare a one-paragraph statement of your research question and problem. Use the structure provided by Booth et. al. Be sure to identify a problem and show the implications of not knowing the answer to your question, i.e., why it is important that we read your paper? Use the frameworks outlined by Booth et. al.
 - **Question:**
 - Name your topic: I am studying _____.
 - Imply your question: Because I want to find out why/how/who _____.
 - State the rationale for the question and the project: in order to understand how/why/what _____.
 - **Problem:**
 - Topic
 - Question
 - Conceptual significance
 - Potential practical application.
- Topic statements will be distributed to the entire class, via email, by 5 p.m. Sunday. Students are expected to read and be prepared to offer helpful suggestions/ questions for each topic statement. Bring statements and comments to class for each author. We will discuss each one paragraph research problem in class, ½ on Monday and ½ on Wednesday.

Monday, October 2 **Discussion of topic statements I**

Wednesday, October 4 **Discussion of topic statements II**

Monday, October 9

Assignment #2 due, in class

ASSIGNMENT #2 EXERCISE: MAKING ARGUMENTS

- Read Booth et. al., “Making Good Arguments,” and Claims and Evidence,” Chapters 7 and 8.
- Read three sample term papers (on reserve) with an eye toward Booth et. al.’s criteria for argument.
 - NB: Read the papers after you read Chapters 7 and 8.
- Answer the following questions, in writing:
 - State the primary research questions in Booth et. al.’s topic-question-rationale framework.
 - Lay out the logical structure of the argument, e.g., how does the author move from point to point in the paper?
 - Assess the effectiveness of his/her argumentative strategy. Was the argument convincing, or were you left with lingering doubts? Can you suggest an alternative way of laying out the research question?

Monday, October 9

Discussion of sample term papers I

Wednesday, October 11

Discussion of sample term papers II

Monday, October 16

Assignment #3 due, in class

ASSIGNMENT #3: ANNOTATED BIBLIOGRAPHY

- Read “From Questions to Sources” and “Using Sources,” Chapters 5 and 6.
- Read Handout on Annotated Bibliographies.
- Collect five sources for your research that you have read (1-2 books and 3-4 articles).
- Prepare an annotated bibliography.

Monday, October 16

Discussion of annotated bibliographies I

Wednesday, October 18

Discussion of annotated bibliographies II

Sunday, October 22

Assignment #4 due, via email, by noon

ASSIGNMENT #4: REVISED TOPIC STATEMENTS (1-2 pages)

- Re-write your topic statement.
- Topic statements will be distributed to the entire class, via email, by 5 p.m. Sunday. Students are expected to read and prepare written comments for each topic statement. Bring statements and comments to class for each author. We will discuss each topic statement in class, ½ on Monday and ½ on Wednesday.

Monday, October 23

Discussion of topic statements I

Wednesday, October 25

Discussion of topic statements II

Monday, October 30

No class; research time

Wednesday, November 1

No class; research time

Sunday, November 5

Assignment #5 due, via email, by noon

ASSIGNMENT #5: LITERATURE REVIEW (3-4 pages)

- Read Booth et. al., “Pre-Drafting and Drafting,” Chapter 11
- Read Handouts on “Pre-Writing” and “Literature Reviews.”
- Drawing on your ‘prewriting,’ which itself draws on your now expanded annotated bibliography, draft a 3-4 page literature review.
- Literature Reviews will be distributed to the entire class, via email, by 5 p.m. Sunday. Students are expected to read and prepare written comments for each literature review. Bring literature reviews and comments to class for each author. We will discuss each literature review in class, ½ on Monday and ½ on Wednesday.

Monday, November 6

Discussion of literature reviews I

Wednesday, November 8

Discussion of literature reviews II

Sunday November 12

Assignment #6 due, via email, by noon

ASSIGNMENT #6: INTRODUCTION

- Read Booth et. al., “Introductions,” Chapter 15.
- Draft a 1-1 ½ page introduction to your research paper.
- Introductions will be distributed to the entire class, via email, by 5 p.m. Sunday. Students are expected to read prior to class and come to class with prepared, written comments on each introduction. We will discuss each introduction in class, ½ on Monday and ½ on Wednesday.

Monday, November 13

Discussion of Introductions I

Wednesday, November 15

Discussion of Introductions II

Mon., Nov. 20 – Wed. Nov. 29

Assignment #7 due, via email, as noted below

ASSIGNMENT #7: RESEARCH PAPER DRAFT

- Read Booth et. al., “Qualifications,” “Revising your Organization and Argument,” and “Revising Style: Telling your Story Clearly,” Chapters 10, 13, and 14.
- Prepare a full draft of your research paper: introduction, literature review, argument, and conclusion.
- Turn in papers via email when indicated. Papers will be distributed to the entire class via email.
- Class sessions will be devoted to five minute oral presentations by author, followed by peer commentary, on completed drafts. More specifically:
 - Authors are expected to prepare in advance a five minute presentation of their research.
 - All students are expected to attend class ready to provide two types of commentary.
 - Directed critical commentary.
 - Think about: What worked or did not work in the argument? Is the argument sufficiently supported with empirical evidence? Does the author deal effectively with counter-arguments? How might the paper be improved?

- Students should bring approximately one page of organized comments for each author.
- Proofreading.
 - Check for grammar, spelling and formatting.
 - Students can make these comments directly on the paper and hand them to the author.

Monday, November 20

- Authors who are presenting must email papers by Saturday, November 18, 5 p.m.

Wednesday, November 22

- Authors who are presenting must email papers by Monday, November 20, 5 p.m.

Monday, November 27

- Authors who are presenting must email papers by Saturday, November 25, 5 p.m.

Wednesday, November 29

- Authors who are presenting must email papers by Monday, November 27, 5 p.m.

Monday, December 4, 2006

Assignment #8 due, by noon

ASSIGNMENT #8: FINAL PAPERS

NB: Final papers must be turned in as hard copies, not via email.

Appendix A: Prerequisites of Courses

Required Courses

IS 356	Soph standing or above or perm of instr
CS 357	Soph standing or above
IS 557	Senior standing

Electives

AAAS 310	None
Agr Comm 650	Jr standing or permission of instrr
AEDE/IS 280	None
AEDE/IS 434	AEDE 200 or Econ 200 or perm of instr
AEDE/IS 439	AEDE 200 or Econ 200 or perm of instr
AEDE/IS 597.01	None
Anthro 597.01	Jr or sr standing
Anthro 597.02	Jr or sr standing
Anthro 601.04	Anthro 200 or perm of intrs
Classics 597	Jr or sr standing
Comm 368	Journal or Commun major
Comm 643	None
Comm 668	Journal or Commun major, grad standing, or perm of instr
Comp Stds 525	One course in comp std or int stds or grad standing or perm of instr
Comp Stds 531	One course in comp std or int stds or grad standing or perm of instr
Comp Stds 597.01	Jr or sr standing. Completion of GEC second writing course, quantitative and logical skills requirement, and natural science sequence, or perm of instr
Comp Stds 597.02	Jr or sr standing
Comp Stds 651	One course in comp stds or rel stds or grad standing or perm of instr
Econ/IS 556	Econ 200 and 201 or 400 or equiv
Econ 560	Econ 200 and 201 or 400 or equiv
EEOB 370	5 cr hrs of biological sciences course work
EEOB 413.01	10 cr hrs in biological sciences
EEOB H413.01	Math 151 and 10 cr hrs in biological sciences
EEOB 502	5 cr hrs on biological sciences
EEOB 700	10 cr hrs in biological sciences
English 597	Jr or sr standing
Geog 450	Soph standing or above
Geog 490	None
Geog 597.02	Jr or sr standing
Geog 635	None
Geog 642	None
Geog 643	None
Geol Sci 204	Geol Sci 200, 121, Chem 101 or perm of instr
Geol Sci 663	Sr or grad standing in geol sci, or perm of instr, Geol Sci 203 recommended
Hist 366	None
Hist 381	None
Hist 581.02	None
Hist 587.01	None
Hist 597	Jr or sr standing
HNTR 313	10 hrs of social science
IS 356	Soph standing or above

Ling 375	English 110 or 111 or equiv
Ling 597.01	Jr or sr standing
Ling 597.02	Jr or sr standing
Mus 345.01	Mus 141 or 251
Mus 348	English 110 or 110.01 or 110.02 or 110.03
Poli Sci 528	None
Poli Sci 530	None
Poli Sci 541	None
Poli Sci 545	Poli Sci 245 or perm of instr
Poli Sci 550	None
Poli Sci 551	None
Poli Sci 552	None
Poli Sci 553	None
Poli Sci 556	None
Poli Sci 580	None
Poli Sci 597.01	Jr or sr standing
Poli Sci 597.02	Jr or sr standing
Psych 525	Psych 100
RS 378	5 cr hrs in rural soc, sociol, or related social science or permission of instr
RS 666	15 cr hrs in rural soc or related social science
RS 678	15 cr hrs in rur soc, sociol, or related social science, or permission of instr
Soc 464	5 cr hrs in Sociology
Soc 597.01	Jr or sr standing
Soc 597.02	Jr or sr standing
Span/IS 640	Jr standing or higher
Wom Stds 305	WS 101 or 201, 110 or 210, or perm of instr
Wom Stds 505	10 cr hrs in wom stds course work or perm of instr
Wom Stds 524	5 cr hrs in wom's stds, or permission of instr; AfAm&ASt 101 or 230, Hist 237 or 325, or Sociol 101 recommended
Wom Stds 620	WS 101 or 201, or 110 or 210, and at least 10 additional cr hrs in wom stds or perm of instr

Appendix B: List of Faculty

Faculty who teach or research in the area of Globalization Studies are listed below. This does not constitute a complete listing of faculty at Ohio State who engage in this area.

Kobinah Abdul-Salim	Department of Evolution, Ecology, & Organismal Biology
Robert Agunga	Department of Human and Community Resource Development
Frederick L. Aldama	Department of English
Robert Arkin	Department of Psychology
Philip Armstrong	Department of Comparative Studies
Daniel Avorgbedor	School of Music, Department of African-American and African Studies
Nina Berman	Department of Comparative Studies
John Brooke	Department of History
Sarah M. Brooks	Department of Political Science
Brenda.Brueggemann	Department of English
Wen S. Chern	Department of Agricultural, Environmental, and Development Economics
William Childs	Department of History
Timothy K. Choy	Department of Comparative Studies
Kevin Cox	Department of Geography
Douglas Crews	Department of Anthropology
Tanya Erzen	Department of Comparative Studies
Claudio Gonzalez-Vega	Department of Agricultural, Environmental, and Development Economics
Wendy Hesford	Department of English
Motomu Ibaraki	Department of Earth Sciences
Brian D. Joseph	Department of Linguistics
Gregory Jusdanis	Department of Greek and Latin
David Kraybill	Department of Agricultural, Environmental, and Development Economics
Stephen Kuusisto	Department of English
Steven Lopez	Department of Sociology
Lydia Medeiros	Department of Human Nutrition
Jennifer Mitzen	Department of Political Science
Anthony Mughan	Department of Political Science, Undergraduate International Studies Program
David Odden	Department of Linguistics
Cathy Rakowski	Department of Human & Community Resource Development, Department of Women's Studies
Craige Roberts	Department of Linguistics
Goldie Ann Shabad	Department of Political Science
Douglas Southgate	Department of Agricultural, Environmental, and Development Economics
Abril Trigo	Department of Spanish and Portuguese
Thomas Waite	Department of Evolution, Ecology, & Organismal Biology
Andrea D. Wolfe	Department of Evolution, Ecology, & Organismal Biology
Ara Claudia Zubieta	Department of Human Nutrition

Appendix C:
Letters of Concurrence



February 26, 2007

Council on Academic Affairs
W. Randy Smith, Vice Provost
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
CAMPUS

Dear Members of the Council on Academic Affairs:

I am writing this letter in support of the proposed undergraduate interdisciplinary major in Globalization Studies and in support of its being housed in the Undergraduate International Studies Program (UISP). There are two central reasons for my enthusiasm. First, I am pleased to see the ways in which it combines disciplinary strengths to create an innovative, well-grounded curricular experience, a hallmark of what we hope for in our interdisciplinary programs. Second, the scope and focus of this particular major expands and complements extremely well the strong range of existing major tracks that are currently available through UISP. Clearly, Globalization Studies will be a value added to UISP, and just as clearly the administrative strengths of UISP and the ASC Office of Interdisciplinary Programs will be a value added for Globalization Studies as it comes to life and gains its own strength. It strikes me as a sound partnership that should be of great benefit for students who are interested in gaining knowledge and experience in these areas.

In addition to my general enthusiasm, I have listed below points that I believe underscore the potential for academic excellence:

- Anthony Mughan, the UISP Director, has been directly involved in the development of the new major, and I am confident that he will be able to provide a good and appropriate administrative home. Moreover, because of the complementary nature of the programs, UISP will be able to incorporate the administrative needs for the new major (e.g., advising) in a cost effective and efficient way into ongoing operation.
- Being in the company of UISP means that Globalization Studies can benefit, not only from UISP's general management support, but also from UISP's experience and expertise as one of the oldest and most successful interdisciplinary programs in the arts and sciences (UISP celebrates its

Council on Academic Affairs
Globalization Proposal
February 26, 2007
Page 2

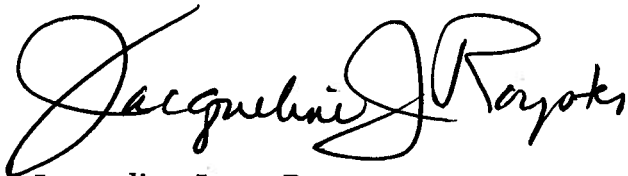
65th anniversary in 2008), as well as from the network of students, faculty, and staff who are already vibrantly engaged with global interests.

- Last but not least, the ASC Office for Interdisciplinary Programs (OIP) offers a network of services to all interdisciplinary programs housed in the ASC, including technological, communications, and budget assistance, as well as assistance in developing assessment plans and establishing appropriate mechanisms for regular program reviews.

In other words, I believe that, being housed in UISP permits Globalization Studies to exist within its natural cohort as an interdisciplinary major that centralizes global perspectives. There will be many opportunities to create synergies and to maximize potential.

Again, I am pleased to offer ASC support for Globalization Studies through the role that UISP and the OIP offer in providing a good administrative home. If there is anything more that I might explain or clarify, I would be pleased to do so.

Sincerely,

A handwritten signature in black ink that reads "Jacqueline Jones Royster". The signature is written in a cursive style with a large, looping initial "J".

Jacqueline Jones Royster
Executive Dean

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit Initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences 10/10/06
Initiating Academic Unit Date

Globalization Studies
Program Title

Major Undergraduate
Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Department of African-American and African Studies
Academic unit asked to review the request

10/30/06
Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

We support the inclusion of AAAS 310 as the new undergraduate Globalization Studies major.

Signatures			
1.	<i>Kenneth W. Ly</i>	Chair	<i>AAAS</i> 10-10-02
	Name	Position	Unit Date
2.		Position	Unit Date
3.		Position	Unit Date

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences 1/23/07
Initiating Academic Unit Date

Globalization Studies
Program Title

Major Undergraduate
Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Department of Agricultural, Environmental & Development Economics
Academic unit asked to review the request

2/16/07
Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

AED Economics is pleased to concur with the proposed Globalization Studies major. We believe it will serve an important educational service in a rapidly globalizing world, and we believe our courses, AED/IS 280, 434, 439, and 597.01 will make a substantial contribution to this interdisciplinary major.

Signatures

 Department Chair, Agricultural, Environmental, and Development Economics 1/30/07
1. Name Position Unit Date

2. Name Position Unit Date

3. Name Position Unit Date

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences 1/23/07

 Initiating Academic Unit Date

Globalization Studies

 Program Title

Major Undergraduate

 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Department of Anthropology

 Academic unit asked to review the request

2/16/07

 Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Anthropology fully supports this proposal

Signatures

1.	W. Scott Myer	Indigenous Studies chair	Anthropology	1/24/07
	Name	Position	Unit	Date
2.	D. S. Lee	Chair	Anthropology	1/24/07
	Name	Position	Unit	Date
3.				
	Name	Position	Unit	Date

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences 1/24/07
Initiating Academic Unit Date

Globalization Studies
Program Title

Major Undergraduate
Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Department of Comparative Studies
Academic unit asked to review the request

2/16/07
Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The department supports the proposal

Signatures

1. Name	David Horn	Chair	Comparative Studies	1/24/07
2. Name		Position	Unit	Date
3. Name		Position	Unit	Date

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences 1/23/07
Initiating Academic Unit Date

Globalization Studies
Program Title

Major Undergraduate
Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

School of Earth Sciences
Academic unit asked to review the request

2/16/07
Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Signatures

Kenneth W. Schwart Director School Earth Sci Jan 30/07
1. Name Position Unit Date

2. Name Position Unit Date

3. Name Position Unit Date

Linda Schoen

From: Bob Gustafson [Bob_Gustafson@engadmin.ohio-state.edu]
Sent: Thursday, January 25, 2007 10:17 AM
To: Linda Schoen
Subject: RE: Globalization Studies Major

Linda

The College of Engineering sees no need for us to respond regarding this proposal.

Robert J. Gustafson, P.E.
Associate Dean for Undergraduate Education and Student Services
Professor, Food, Agricultural and Biological Engineering
122 Hitchcock Hall, 2070 Neil Ave.
Columbus, OH 43210-1278
Ph 614 292 0573

[Students] more willingly attend to one who gives directions than one who finds faults. - Quintilian, Roman rhetorician

From: Linda Schoen [mailto:schoen.16@osu.edu]
Sent: Wednesday, January 24, 2007 7:41 AM
To: andereck@mps.ohio-state.edu; Breitenberger.1@osu.edu; 'Debra Lowry'; 'Valarie Mockabee'; 'Jill Pfister'; Gustafson.4@osu.edu; stroot.1@osu.edu; 'Larsen, Deborah'; mummy.1@osu.edu; 'Haddad, Deborah'; 'Unnava, Rao'
Cc: 'Edward Adelson'; 'Jessica Mercerhill'; 'Anthony Mughan'; 'Nina Berman'; 'Smith, Randy'; schoen.16@osu.edu
Subject: Globalization Studies Major

Dear Colleagues,

The proposal for a new interdisciplinary undergraduate major in Globalization Studies is ready to send out to unit chairs and colleges for concurrence. I will be sending the attached proposal to all units with listed courses. We also would welcome any feedback from the college level. In the development of these programs, it is likely that appropriate courses are missed, so we are happy to review possible courses for inclusion. Please send me syllabi of any courses you would like reviewed. Please send any feedback to me by February 16th. If you need additional time, please let me know.

Thanks!

Linda

Linda G. Schoen
Assistant Executive Dean
Office of Interdisciplinary Programs
Colleges of the Arts and Sciences
The Ohio State University
105 Brown Hall
190 West Seventeenth Avenue
Columbus, OH 43210
(614) 247-8277
schoen.16@osu.edu

1/25/2007

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

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A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences 1/23/07
Initiating Academic Unit Date

Globalization Studies
Program Title

Major Undergraduate
Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Department of English
Academic unit asked to review the request

2/16/07
Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The English Department supports the introduction of this new major and the inclusion of English 597 "The Disability Experience in the Contemporary World." Would it also be possible to include English 583, "Special Topics in World Literature"?

Signatures

Chapman Hight DIRECTOR OF UGRAD STUDIES ENGLISH Feb. 16 '07
1. Name Position Unit Date

2. Name Position Unit Date

3. Name Position Unit Date



Department of Geography

1036 Derby Hall
154 North Oval Mall
Columbus, OH 43210-1361
Phone 614-292-2514
Fax 614-292-6213

Linda G. Schoen
Assistant Executive Dean
Office of Interdisciplinary Programs
Colleges of the Arts and Sciences
The Ohio State University
105 Brown Hall
190 West Seventeenth Avenue

2/21/2007

Dear Linda,

Thanks for the opportunity to review the Globalization major, planned as a new Interdisciplinary major across the Arts and Sciences. I have looked over the material and I also asked Kevin Cox to review the package. (Kevin is both our undergraduate coordinator and, as it happens, our resident expert on Globalization.) This proposal reflects a carefully thought out and interesting undergraduate interdisciplinary educational opportunity. In that respect we are delighted to continue to partner with our colleagues to provide the underlying courses.

It is worth mentioning that Geographers (as well as other Social Scientists) have been at the forefront of the debates and theoretical discussion surrounding Globalization. In that respect, we regard this as very much one of "our" topics, and wonder aloud if the proposal fully acknowledges the potential role for Geographers in this enterprise.

Beyond the three required courses, students take as many courses from the humanities as from the social sciences. This sets a high hurdle in some respects, and may limit the pool of potential takers. Frankly, we cannot imagine it being successful without a more central role for Geography. We currently offer several courses and tracks that are quite attractive to students from the Humanities (from History for example) so we expect our material to fit well in this cross-over niche.

Specifically, there are further Geography courses that we feel should be included among the electives for the major. In addition to the ones already included we would also suggest:

I. Economy, Environment, Health

To be included:

Geog 490:	Introduction to Biogeography
Geog 597.01:	World Urbanization
Geog 642:	Geography of Development

Already included:

Geog 597.02	Integrated Earth Systems: Confronting Global Change (5 crs) (SS)
Geog 635	Globalization and Environment (5 crs) * (SS)
Geog 643	Governance, Society, and Development in the Global Economy (5 crs) * (SS)

II. Violence, Conflict and Reconciliation

Already included:

Geog 450 The Making of the Modern World (5 crs) (SS)

III. Global Cultures, Networks, and Institutions

To be included:

Geog 652: Cities, Cultures and the Political Geography of Difference

With respect to the "concurrence" we would wish to go on record as supporting the initiative, but request in the strongest possible terms that the plans be modified to include the above proposals. We will gather a full set of syllabi and have them to you by the end of the week. Accept our apologies for some initial lack of understanding on our part of exactly where and how this proposal might fit in with the many other dynamic ideas currently percolating around UISP. Your explanatory e-mail clarification today was most helpful to us in refining our response.

Please do not hesitate to contact me to follow up on this response.

Sincerely



Morton O'Kelly
Professor & Chair

Linda Schoen

From: Morton O'Kelly [okelly.1@osu.edu]
Sent: Friday, March 09, 2007 8:57 AM
To: Linda Schoen
Cc: Kevin Cox
Subject: Re: Globalization Studies Major

Linda:

Thanks for this follow up and for accepting our proposals.

Morton

cc KRC

At 08:47 AM 3/9/2007 -0500, you wrote:

Morton,

Thank you for the syllabi for the courses. The development reviewed the suggested ones with the eye for a significant emphasis on the process of globalization (versus solely international or global content). They suggested included the following from Geography.

I. Economy, Environment, Health

Geog 490	Introduction to Biogeography (5 crs) (SS)
Geog 597.02	Integrated Earth Systems: Confronting Global Change (5 crs) (SS)
Geog 635	Globalization and Environment (5 crs) * (SS)
Geog 642	Geography of Development (5 crs) (SS)
Geog 643	Governance, Society, and Development in the Global Economy (5 crs) * (SS)

II. Violence, Conflict and Reconciliation

Geog 450	The Making of the Modern World (5 crs) (SS)
----------	---

The committee thought that Geog 652 looked like a great course but was not significantly focused on the process of globalization. I would be happy to put you in contact with the committee members if you or your faculty would like to discuss these decisions further. We appreciate your support of the major and hope that Geography will play a strong role in the ongoing development of this major.

Linda

Linda G. Schoen

3/9/2007

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Colleges of the Arts and Sciences Program Concurrence Form**

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A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences 1/23/07
Initiating Academic Unit Date

Globalization Studies
Program Title

Major Undergraduate
Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Department of History
Academic unit asked to review the request

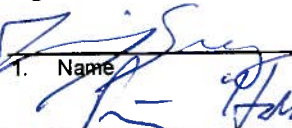
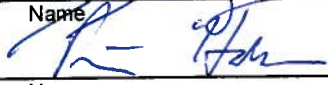
2/16/07
Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The History Department feels that the proposed major in Globalization Studies is an excellent idea. We

support the program, and look forward to participating in it.

Signatures

1.		Undergraduate Studies Chair, History	History	4/16/07
	Name	Position	Unit	Date
2.		Chair	History	7/6/07
	Name	Position	Unit	Date
3.				
	Name	Position	Unit	Date

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A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences 1/23/07

Initiating Academic Unit Date

Globalization Studies

Program Title

Major Undergraduate

Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Department of Human and Community Resource Development

Academic unit asked to review the request

3/6/07

Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

THE DEPARTMENT OF HUMAN AND COMMUNITY RESOURCE DEVELOPMENT SUPPORTS THIS

PROPOSAL.

Signatures
1. Robert D. ... Professor & Chair HCRD 3/21/07
Name Position Unit Date

2. Name Position Unit Date

3. Name Position Unit Date

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

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A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences 1/23/07

 Initiating Academic Unit Date

Globalization Studies

 Program Title

Major Undergraduate

 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Department of Human Nutrition

 Academic unit asked to review the request




2/16/07

 Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

We are in concurrence and look forward to cooperating with this new major.

Signatures

1.		Associate Professor	Human Nutrition	1/28/07
	Name	Position	Unit	Date
2.		Chair	HN	1/29/07
	Name	Position	Unit	Date
3.		Undergraduate Studies Chair	HN	2/6/07
	Name	Position	Unit	Date

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Colleges of the Arts and Sciences Program Concurrence Form**

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A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences 1/23/07

 Initiating Academic Unit Date

Globalization Studies

 Program Title

Major Undergraduate

 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Department of Linguistics


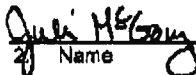
 Academic unit asked to review the request

2/16/07

 Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The Department of Linguistics fully supports the Globalization Studies major.

Signatures  _____ 1. Name	Chair _____ Position	Linguistics _____ Unit	1-24-07 _____ Date
 _____ 2. Name	U-grad Program Coordinator _____ Position	Linguistics _____ Unit	1-24-07 _____ Date
_____ 3. Name	_____ Position	_____ Unit	_____ Date

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A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences 1/23/07
Initiating Academic Unit Date

Globalization Studies
Program Title

Major Undergraduate
Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level


Type of Request (Circle): New Program Program Change

School of Music
Academic unit asked to review the request

2/16/07
Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Signatures

1. DANIEL AVOREBODOR Ethnomusicology Music/Musicology 2-5-07
Name Position Unit Date
2.  Director, School of Music 2/6/07
Name Position Unit Date
3. _____
Name Position Unit Date

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Colleges of the Arts and Sciences 1/23/07
Initiating Academic Unit Date

Globalization Studies
Program Title

Major Undergraduate
Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Department of Political Science
Academic unit asked to review the request

2/16/07
Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

-this looks like a strong program, and political science is fully supportive.

Signatures

1. <i>Herbert Wisberg</i>	Chair	Political Science	1/26/7
Name	Position	Unit	Date
2.	Position	Unit	Date
Name	Position	Unit	Date
3.	Position	Unit	Date
Name	Position	Unit	Date

Please return this form to the ASC Curriculum Office, 105 Brown Hall, 190 W. 17th Avenue or fax to 688-5678.

08/09/05

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Colleges of the Arts and Sciences Program Concurrence Form**

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Colleges of the Arts and Sciences 1/23/07
 Initiating Academic Unit Date

Globalization Studies
 Program Title

Major Undergraduate
 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

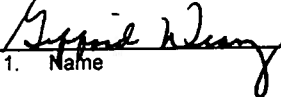
Department of Psychology
 Academic unit asked to review the request

2/16/07
 Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The Department of Psychology is pleased to concur with the College of
 the Arts and Sciences request for a new program, Globalization Studies and
 to have Psych 525 included in this major.

Signatures

1. 	Gifford Weary, Department Chair	2-19-2007	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

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Colleges of the Arts and Sciences 1/23/07
 Initiating Academic Unit Date

Globalization Studies
 Program Title

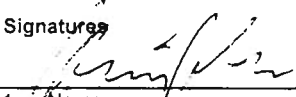
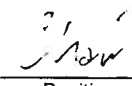
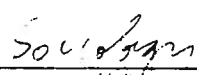
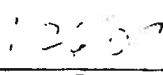
Major Undergraduate
 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Department of Sociology
 Academic unit asked to review the request

2/16/07
 Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Signatures				
1. Name	Position	Unit	Date	
2. Name	Position	Unit	Date	
3. Name	Position	Unit	Date	