Recommendations from 2000 external reviewer and INTS Program response
(2000 External Review Attached)

Curriculum
Core Program
The outside reviewer found that the INTS core program featuring geography, anthropology, economics, history, and political science provided a solid basis for a comprehensive study of international affairs. No recommendations were made.

Social Science Methods Requirement
The recommendation not to develop a dedicated INTS methods course was followed. However, the further suggestion to reduce the number of courses fulfilling the social science methods requirement was ignored for reasons related to the initial designation of qualified courses: flexibility and the recognition of a broad range of student interests. That decision seems even more fortuitous now that course cutbacks throughout the university have made course selection for students in interdisciplinary programs like INTS especially perilous.

Field Component
The outside reviewer noted the relatively small number of INTS students who had participated in Study Abroad, speculating on the problem of cost and length of the CSU IP programs (one year). CSUEB recognized the gravity of this problem when it designated a new Travel and Internship Award Fund. This proposal that the University consider developing its own short-term programs was deemed impractical given the broad range of countries that INTS students would choose were they to consider study abroad. However, INTS has been promoting the development of a CSU-wide internship program in conjunction with IP. Since 2000, INTS has developed additional local internship opportunities in the areas suggested by the outside reviewer. The possibility of expanding INTS participation in the CBE international marketing program ended when that program was moved to the graduate level.

Scope of Campus Support
Languages
The 2000 review identified a problem that has only become more acute: the limited number of second language offerings available at CSUEB with which INTS students can fulfill their minimum two-year language obligation. Several additional languages have been dropped since that time and the second year has been dropped from several others. ALSS and INTS have made efforts thus far unsuccessful to seek outside community funding for language instruction. A proposal by The Department of Modern Languages to consider a second language requirement in ALSS was rejected in the ALSS College Council. Other suggestions by INTS such as departmental honors throughout the
University that would include language competency have been floated informally. INTS believes that the university should address the continuing decline of language instruction.

The American Language Program
The outside reviewer’s concern (shared previously by the INTS Committee) that INTS courses might become convenient half-way houses for American Language Program students transitioning into the regular university curriculum has not been realized. The substantial writing requirements in INTS courses make them unlikely candidates for bridge courses.

Relation to Ethnic Studies
The last outside review noted the relative lack of interaction between INTS and Ethnic Studies, which he attributed to the primarily American focus of the Ethnic Studies curriculum and the second language feature of INTS. Nonetheless, he thought that areas of cooperation were possible. INTS has worked to incorporate more Ethnic Studies courses into the INTS curriculum through special arrangement with Ethnic Studies instructors. INTS regrets that Ethnic Studies seems to have dropped its course on Africa, one of only two CSUEB courses dedicated to Sub-Saharan Africa. Discussions in ALSS in 2003-2004 relative to reorganization of the college led to conversations with Ethnic Studies and other interdisciplinary departments about possible mergers. Neither the Ethnic Studies faculty nor the INTS committee believed that merging into an interdisciplinary department would have been a positive move.

Faculty Involvement
The idea of involving more CSUEB faculty in the teaching of INTS courses has run up against the problem of the availability of other faculty, the allocation of the two INTS regular courses in ALSS, and the general cut back in course offerings across the campus. There are also major advantages to having the director, who does all the advising, also teaching key upper division core courses. The previous practice of having INTS 3100 taught by a variety of instructors, including lecturers unfamiliar with the goals of the program, had spotty success. Nonetheless, the goal of rotating INTS 3100 (Global Systems) could be revived.

Administrative Support
Director
The outside review noted that INTS is a complicated advising-heavy major with an “Emphasis” that requires that students to seek approval for all courses that they take. In addition, the relatively high percentage of international students in the major increases the importance of timely advising. The reviewer recommended additional release time for the director, a request granted by the ALSS dean.

Political Science Department/Clerical Support
The outside reviewer recommended additional administrative support for International Studies since the one administrative support person in the office that INTS shares with Political Science focuses most of her attention on POSC. This recommendation gained no traction in a university moving in the other direction toward administrative
retrenchment. The office does, however, use two and sometimes three work-study students who assist with INTS projects. In some years, there has been a dedicated INTS work-study student.

Space
The reviewer recommended the creation of an INTS Program office “to serve as an operational HQ as well as a gathering point for majors.” The review also called for a private office for the director who advises nearly all the INTS majors. Space limitations in Meiklejohn Hall have not permitted the implementation of either recommendation. However, office scheduling has permitted the director exclusive use of his office for all of his advising periods. The POSC conference room is generally available for INTS student meetings.

INTS Faculty Committee
The outside reviewer did not recommend the creation of an outside Advisory Committee, an idea raised in the INTS Plan. Rather, he suggested that one or two regular intern supervisors and one or two INTS alums be invited to attend one INTS Committee meeting per year. This has proven to be difficult to execute since the availability of intern supervisors and alums does not correspond to the most convenient meeting times of the faculty. This objective should not be abandoned.

The Future
The Language Requirement
The outside review believed that there would continue to be pressure to reduce language offerings at the university. In addition, an unknown number of additional students might be interested in the INTS were there no language requirement. He asked the question: would INTS not also be a valuable major even without the second-language requirement? To date, INTS has not acted on this recommendation. The Committee continues to feel that second language acquisition and the inter-cultural understanding that it implies remains at the core of the program. However, the loss of two-year language sequences in MLL might well restrict INTS to students who are already bilingual or who have completed their language studies at community college. INTS has taken the practical step of preparing for students in need a list of language offerings at community colleges in the Bay Area. This division of labor is an impractical but necessary step. In point of fact, a number of our students already take languages that we do offer at community colleges for reasons of convenience or cost.

Advising
The outside reviewer suggested that other faculty, particularly those teaching courses required by the INTS major be recruited to take up some of the advising burden. This recommendation was not implemented. In a number of cases, these instructors were lecturers and in the rest, the individuals already had administrative tasks associated with their home departments. Advising remains the sole task of the director who also serves as the advisor for Module C courses in the International Business Minor administered in the College of Business.
International Studies Program Assessment

Mission Statement
The mission of the International Studies Program (INTS) is to provide a quality interdisciplinary education focused on international affairs and grounded in the study of culture, economics, politics, resources, geography and history. The INTS Program seeks to enrich students’ understanding of the world and its cultures and to promote diverse international perspectives on campus. Jointly offered by the College of Arts Letters and Social Sciences and the College of Business and Economics, the INTS Program helps students prepare for a broad range of international careers through a personalized curriculum, language acquisition and field experience. International Studies promotes second language competency for life-long enjoyment and career enhancement. The Program encourages international experience through study abroad or internships with companies and non-profit organizations. The Program is committed to providing intensive advising, encouraging student-defined academic goals, and nurturing a supportive student community linked to an active alumni network.

Assessment
The International Studies Program manages a portfolio-based assessment program for every major, collecting in an individual portfolio an entry and exit writing exercise that integrates large program themes, an entry and exit survey of student program goals and program satisfaction, individual skill assessment grids (Ratings: Recommend Tutoring, Needs Improvement, Competent, Area of Strength) from instructors in required core courses, supervisor evaluations of student internships, and multiple faculty evaluation of the capstone senior seminar projects. The Program mailed a questionnaire to alumni in Fall 2004 as part of the Five-year Review. The instructor assessment grids and copies of the entry, exit and alumni questionnaires are attached.

Student Learning Outcomes
SLO 1: Comprehension of the interrelationships among the political, economic, cultural and geographic dimensions of international affairs. Demonstration of conceptual growth.
Indicator: Comparison of an entry (e-mailed to new majors) and exit writing exercise (during the senior seminar).
Implementation: In use for three years.
2004 Results: 15 Seniors completed the exit questionnaire. 5 said the INTS Program had changed their thinking about international affairs and globalization in a major way. All others said that the program had extended their views: “more broad,” “more global,” “world is a much bigger and interrelated place” were typical comments. 7 said that they had a better understanding of globalization and felt more confident in talking about it. 8 specifically mentioned the positive role of the courses in expanding their understanding of core concepts.
Action plan: The e-mail distribution of the entry questionnaire was a failure, making an effective comparison impossible. The Program will need to revert to the previous advisor-administered questionnaire or devise a new approach.

SLO 2: Ability to speak clearly and easily about international affairs in general and about topics of specialized study in particular. Demonstration of sustained excellence or improvement during the program.

Indicators: A rating of Competent or above on the oral English portion of personal assessment grids by the senior year, especially on the senior seminar formal presentation. Oral presentations in GEOG 2310, INTS 3100, and INTS 4500. A rating of good or better on the oral skills portion of the internship supervisors’s evaluation.

Implementation: In use for three years.

2004 Results: 10 of 10 students rated Competent or above on course grids by the senior year. 6 showed no improvement. 4 improved. 13 of 13 were rated very good or better by their internship supervisor.

Action plan: Ask instructors in all INTS core classes to incorporate student presentations. Consider required rather than recommended use of the Communication Lab.

SLO 3: Demonstration of strong undergraduate writing and research skills on relevant international topics. Demonstration of sustained excellence or growth during the program.

Indicators: A rating of Competent or above on the written English portion of personal assessment grids by instructors in courses during the senior year and especially on the senior seminar research paper. A rating of good or better on the internship supervisor’s evaluation.

Implementation: In use for four years except multiple readings of the seminar papers.

2004 Results: 8 of 10 students rated Competent or above on Senior seminar research paper. 2 students rated Needs Improvement. 2 demonstrated no improvement on the course grids. 5 improved one level. 3 improved two levels. 11 of 11 were rated very good or better on written communication skills by their internship supervisors.

Action plan: Ask instructors to require that students in Recommend Tutoring or Needs Improvement categories use Student Achievement Center. Implement a group analysis of the senior seminar papers by the INTS faculty committee.

SLO 4: The ability to function effectively in a multicultural or international setting in an educational, private sector, or non-profit organization.

Indicators: Successful completion of a study abroad program or a positive internship supervisor’s evaluation.

Implementation: In use for four years.

2004 Results: 4 of 15 students successfully participated in a study abroad program. 1 student was unsuccessful in study abroad. Of 14 students who completed their International Field Experience requirement with a local or international internship, 5 received an overall Very Good rating by their work supervisor and 9 received an overall rating of Excellent. 12 of 13 students were rated as having good or excellent interpersonal skills by their internship supervisors.
Action plan: Add a formal student evaluation of the internship.

SLO5: Understanding of and appreciation for the characteristics and variety of cultures.
Indicator: completion of GEOG 2300 or ANTH 1300 and results of exit questionnaire.
2004 Results: 5 of 6 exit respondents rated these two courses as good or better for “content and relevance to the major.”

SLO 6: Understanding of and appreciation for the institutions and processes of international economics including trade, international finance, and economic development and their impacts on people throughout the world.
Indicators: completion of one course in economics and INTS 3100 and results of exit questionnaire.
2004 Results: 10 of 11 exit respondents were positive about INTS 3100 for “content and relevance to major.”

SLO 7: Understanding of and appreciation for complexity of the international political system including the functioning of the nation-state system, international organizations and law, especially the United Nations and related agencies, and non-governmental organizations.
Indicators: completion of INTS 3100 and results of exit questionnaire.
2004 Results: 10 of 11 exit respondents were positive about INTS 3100 for “content and relevance to major.”

SLO 8: Understanding of the geographic dimensions of natural resource distribution, exploitation, and consumption.
Indicators: completion of GEOG 2310 and results of exit questionnaire.
2004 Results: 10 of 12 exit respondents were positive about GEOG 2310 for “content and relevance to major.”

SLO 9: Understanding of and appreciation for the importance of major developments during the 20th Century.
Indicators: completion of HIST 3017 and results of exit questionnaire.
2004 Results: 4 of 7 exit respondents were positive about HIST 3017 for “content and relevance to major.”
Action: The Program will review the relevance of this course for the major.

SLO 10: Ability to use basic social science methods and to appreciate their importance.
Indicator: completion of one social science methods course and results of exit questionnaire.
2004 Results: 8 of 10 exit respondents emphasized the importance of the methods class. 2 found PSYCH 3090 to be unrelated to the major.
Action: Use advising to prepare students for the content of different methods courses.

SLO 11: Achievement of second language competency at the second year level. Use of second language skills in non-academic setting. Improvement of language skills. Acquisition of a new language.
**Indicators:** course work, challenge exam, or high school diploma in a language other than English. Participation in study abroad or second-language internship. Language acquisition by coursework beyond the second year. Commencement of a new language at CSUEB.

**Results 2004:** 4 students took courses beyond the second year. 3 of 14 began a third or fourth language while at CSUEB. 11 of 16 students used their second language skills during their internship.

**SLO 12:** Successful work experience in a business or non-profit setting.

**Indicators:** Strong internship supervisor reports and student satisfaction registered on exit questionnaire.

**Results 2004:** 4 of 4 students who commented were very positive about their internship experience. 13 of 13 student interns received very good or outstanding overall evaluations from their supervisors.

**Program Goals**

**PG1:** To develop academically inquisitive, inventive and resourceful students capable of articulating and implementing, with the assistance of an advisor, a personal educational plan.

**Indicators:** Completion by every major of the INTS personal assessment work sheet and program exit questionnaire.

**Results:** in 2004 all 15 majors in the senior seminar completed the exit exercise and survey. However, only 4 of 14 portfolios contained the entry personal assessment survey, marking the failure of the e-mail delivery of the questionnaire.

**Action:** The Program has returned to an advisor-administered personal assessment survey.

**PG 2:** To promote international experience through study and work abroad. To work actively with the Center for International Education to expand the number of CSUEB study abroad opportunities. To increase the number of INTS students participating in study abroad. To assist in obtaining financial assistance for students wishing to study or work abroad.

**Indicators:** Study abroad materials on INTS bulletin board. Study abroad presentations in INTS courses. Program maintained data bases of non-CSU study abroad opportunities.

**Implementation:** In place since 2001.

**Results:** Regularly updated CSU IP and non-IP study abroad opportunities on INTS bulletin board. Non-CSU study abroad files updated in 2003. Successful request for the creation of a CSUEB Travel and Internship Award. Average of 5 INTS study abroad students per year, including 2 non CSU IP.

**PG 3:** To promote high quality internships in businesses and non-profits and to maintain regular contact or cooperative agreements with organizations particularly suited to furthering the goals of the INTS field experience.

**Indicators:** Regular updating of the INTS internship data base. Maintenance of regular contacts with internship supervisors. Co-sponsorship with the Career Development Office of international career and internship events.
Results: Complete data-base verification in 2003-04. Two internship and career orientation meetings each year for the last five years, including invitations to internship supervisors. Strong positive response from internship supervisors and student interns. See Internship Supervisors Reports and Exit Questionnaire (Question 7), attached. Action Plan: Develop a student questionnaire about the internship and post student comments on Program Blackboard site.

PG 4: To provide an integrated academic experience through clearly articulated and linked course work, collaborative course selection, and regular advising.  
Indicators: Senior seminar in-class exit exercise and survey.  
Results: In the 2004 exit survey, 11 of 15 students felt that the core courses fit together well with some generally positive overlap of subject matter. 12 of 13 respondents to the alumni survey said that the major had “enhanced or changed” their lives.

PG 5: To graduate majors with an overview of a broad range of international phenomena and an understanding of the relationships among material explored through different disciplinary lenses. In addition, to graduate majors with a deeper understanding of a specific geographical region, academic discipline, or topic.  
Indicator: Successful completion of the requirements of the major including the Emphasis and evaluation of the exit exercise. 
Results 2004: In their answers to the exit exercise, 6 of 11 students demonstrated complex views of international studies and globalization.

PG 6: To promote oral proficiency through the incorporation of speaking assignments in required courses and through the promotion of the Communication Laboratory. To graduate majors with oral proficiency in English who are capable of speaking clearly and easily about international affairs in general and about topics of specialized study in depth.  
Indicators: Advising evaluation, classroom participation and presentations as reported by instructors in assessment grids, formal seminar presentation, and internship supervisors’ reports.  
Results: See SLO 2.

PG 7: To promote strong written communication skills, teach writing, and encourage student use of the Student Achievement Center. Regularly to collect assessments of student writing from required course faculty and internship supervisors. To regularly review and discuss student portfolios during advising. To monitor overall quality in the program by reviewing aggregate writing achievement of INTS majors.  
Indicators: Student Learning Outcomes in INTS 3100. Completion of student portfolios and yearly report of results for review by INTS Committee.  
Results: See SLO 3.

PG 8: To facilitate the appreciation of linguistic and cultural diversity on campus through special events, especially INTS club activities.  
Indicators: Program sponsorship of at least one co-curricular activity per quarter.
Results: International Studies Student Organizations has been active 4 of the past 5 years, holding regular meetings and occasional events. The club is currently in the second year of a fair trade campaign.

PG 9: To promote awareness of international issues on campus and to identify opportunities for interested students to volunteer with organizations involved in international issues.

Indicators: Presentation of volunteer opportunities in INTS 3100 and through the internship orientation meeting and the international career night.

Results: Exploration of local non-profits in INTS 3100. One internship orientation meeting each of the past five years.

PG 10: To graduate majors with a minimum of intermediate competency in a second language and to promote language acquisition at higher levels. To promote third language acquisition.

Indicators: An increasing percentage of majors with language mastery beyond the second year level. INTS majors initiating additional language study.

Results 2004: 6 of 13 seniors had achieved language competency before starting the program. 3 of 13 graduated at the same language level. 5 of 13 completed the requirement through coursework. 3 attended another school to complete their language requirement. 4 started a new language while at CSUEB. 5 students demonstrated competency with a challenge exam. 4 students studied in an English preparatory program in this country before entering CSUEB. 6 of 12 respondents to the alumni survey use their second language in the work environment. 7 of 12 use their second language skills in non-work situations. 2 of 12 do not use their second language.

PG 11: To provide INTS majors with diagnostic, assessment-based, and student goal oriented advising with a focus on retention and early identification of academic problems.

Indicators: Advising records, survey results.

Results 2004: Average of 3 advising contacts per year. Program monitoring of quarterly grade results. 14 of 14 students said their advisor was “easily available” and “very helpful.” 10 of 10 students were positive about the assistance that they had received from the Program’s administrative staff.

PG 11: To encourage students to evaluate their own potential for graduate study and actively to assist them in investigating graduate programs. To maintain cordial relations with Bay Area graduate programs in international studies and international relations.

Indicator: Program sponsorship of one campus-wide international graduate programs/careers night per year.

Results: One graduate program orientation event each of the last five years.

PG 12: To assist majors in identifying career goals and developing the academic training and skills acquisition necessary to maximize the likelihood of achieving those personal goals. To counsel students on international and bilingual career opportunities.

Indicators: Major advisement and the sponsorship of one international career night per year.
**Results:** High student satisfaction with Program advising. See Exit Survey (Question 8). Co-sponsorship with the Center for International Education and the Career Development Center of one international career night each of the past five years. In spring 2004, 11 of 15 graduating seniors indicated a desire for an international career or graduate study in an international discipline. 5 said that their career goals had not changed. 2 said that they had. 4 said that their classes/the program had made their career goals more specific. 5 of 8 respondents to the alumni survey said that they had acquired the skills needed for their careers. 3 of 8 said that they had not. 5 of 12 alums said that the INTS major had helped them find employment. 7 of 12 said that it was irrelevant to their job search. 2 said that they needed more education and specialization. 4 of 12 said that they used the major in their jobs. 7 of 12 said that they did not.

**Action Plan:** The INTS Committee will review the alumni survey to determine if any program changes could help INTS majors find employment in their field of study.

**PG 13:** To maintain a strong sense of academic community among INTS students and graduates through advising, regular activities, and a newsletter. Maintain mailing and e-mail lists for INTS majors and alumni.

**Indicators:** Program maintenance of an updated INTS web page, majors and minor list serve, and alumni list serve. Circulation of quarterly INTS newsletters. Program sponsored events.

**Results:** Updating of INTS web page has stalled due to turnover of ALSS IT staff. Regular communication through director-developed and maintained major and alumni list-serves (2000-2004). Since 2004, regular use of Blackboard major organization for e-mailed announcements of quarterly course offerings, new internship opportunities, club, campus and community events, and program news. Use of the results of the alumni questionnaire to reconstitute a viable alumni list-serve. Regular club activities and an end of the year international potluck dinner in honor of the graduating seniors.

**PG 14:** To maintain ties with Bay Area community colleges through regular communication with faculty and students including invitations to on-campus events.

**Indicator:** Mailed or e-mailed invitations to attend Program co-curricular activities to community college faculty (and their students).

**Results:** Director-maintained list-serve of feeder community college faculty in INTS disciplines used to promote the program and announce events.

**PG 15:** To promote ties with alumni and the external community through the inclusion of alumni and community observers in INTS Committee meetings.

**Indicators:** Recruitment of alumni and community observers to INTS Committee meetings.

**Results:** Invitations extended; participation not yet assured.

**Action:** Plan for on-campus event featuring INTS internship sponsor organizations. Invitation to alumni to attend the yearly international potluck celebration for graduating seniors.
To recruit students to the INTS program through multi-pronged outreach activities including community college campus visits and the mailing of INTS brochures to community college faculty.

**Indicators:** Program maintenance of data-bases of INTS faculty, modern language departments, and student advisement centers for all Bay Area community colleges. Updating and yearly mailing of the INTS Program brochure.

**Results:** Fall mailing of 250 brochures each of the past five years. Program participation in 3-4 community college outreach events per year. Director invited to serve on the Advisory Board of the College of San Mateo International Studies Program. Director assisted with the development of an International Studies Program at Vista College.

**Analysis of the INTS Major From Academic Performance Review Statistics (See Attachment)**

The number of majors in INTS grew marginally between 2000 and 2004 from 39 to 46. During that same period INTS graduated an average of 10 students per year, with a high of 13 in 2000 and a low of 7 in 2004. The figures have been up and down, but with two low years in 2003 and 2004. Enrollment in INTS 3100 Global Systems, upper division integrative course averaged 32 between 2000 and 2004. Enrollment in the Senior Seminar has averaged 17 over that same period. The average GPA for INTS majors was 2.9 in Fall 2004. Nearly 80% of INTS majors are female; about 75% are minority. Almost half the majors are Asian. 5% are African-American; 10% are Hispanic.

In 2000, 5 of the 6 core courses in the major were taught regularly by the same full time faculty members. However, in the past three years, only INTS 3100 and INTS 4500 have been taught by a full time faculty member. While the part-time instructors were generally cooperative in working within INTS, the continuity of the program clearly suffered. More alarming, was the fact that whereas in the past, these courses had been offered regularly in the same quarter each year, recently they have been moved or cancelled without warning requiring INTS students to scramble with their scheduling and leading to an increase in the number of approved substitutions. These changes have been due to retrenchment or personnel changes in departments, both outside the control of the INTS program. Since INTS students mostly take courses designed for other majors or programs, decisions on the scheduling of the courses are not made, first and foremost with INTS in mind.

**Comparison with Programs in the UC and CSU Systems**

International Studies programs tend to fall into one of four different models. The first is a cultural or humanities model in which the focus is cultural and language studies. The second is a social science model with or without language studies. The third is a political science model, built on the foundation of international relations. The fourth is an international business model.
The INTS program at CSUEB, developed jointly by the ALSS and the College of Business and Economics, combines the social science model with language acquisition along with the option of developing areas of emphasis in specific disciplines like economics, business or international relations. Unlike CSUEB area studies majors like Latin American Studies, it deliberately excluded the humanities (except for selected philosophy and MLL “culture” classes). Some INTS majors also take the Minor in International Business to achieve a profile more like a business major. The INTS link to the business program is unlike any in the UC or CSU systems. The fact that only two classroom courses bear the INTS name (and they are deliberately interdisciplinary) makes the program more multi than interdisciplinary as the other courses are spread across two colleges and ten departments. This fact insures the diversity of points of view to which INTS students are exposed.

The INTS lower division core requires a course in cultural anthropology or geography, a course in economic geography, and a minimum of one economics course. Since community colleges do not offer Economic Geography, transfer students are nearly all required to this lower division core course. It serves, de facto as the introduction to the major at CSUEB. Students must achieve second year competency in a language other than English through university course work, a challenge exam or documentation of the completion of non-English high school degree.

The upper division core consists of the only three designated INTS courses, International Field Experience (an internship course that students take individually), Global Systems, and the Senior Seminar, along with 20th-Century History. Students must also complete a social science methods course, a four-course upper-division “emphasis,” and three upper-division electives.

For their international experience, INTS students must study abroad, work abroad, or complete an internationally-oriented local internship. For reasons of finances, family obligations or employment, only about a quarter of INTS majors are able to study abroad. The others perform internships (mostly unpaid) in companies or non-profits in the Bay Area. One or two per year find and complete international internships.

International Studies programs are rare in the UC system, which has a rich tradition of regional and area studies and international relations. However, UC Santa Barbara (UCSB) did inaugurate a Global Studies Major in 1998. It is housed in the Department of Global and International Studies. The Global Studies Major involves two lower division gateway courses and an additional upper division core. Students then choose between one of two “emphases,” Global Culture and Ideology, consisting mostly of Humanities courses and the social science based Global Socio-economic and Political Processes. The program also requires two years or the equivalent of a second language and a four-course geographical concentration.

Sonoma State University offers a major in Global Studies that is quite similar to the program at CSUEB in that it involves “the study of other cultures, world history, political and economic systems, world geography and environment, cross-cultural communication
and conflict resolution, and a modern language.” It is housed in the Department of Geography. Concentrations exist in Central Europe, Latin America, International Economic Development, Asian Studies and Environmental Studies. The Sonoma State program requires a three-month cross-cultural experience that may be fulfilled by living or working “overseas,” or by living in a cross-cultural experience locally. Most courses are taken outside of the home department.

CSU Monterey Bay (CSUMB) has a Global Studies Department with a large number of courses designed for the major (twenty are listed on the web site) and taught largely by full-time Global Studies faculty members (four). The core courses target Major Learning Outcomes and include the following: “global learning and careers,” “the geneology of globalization,” “major worldviews,” “gender and violence in global life,” “language competence,” “global political economy,” “global politics,” “earth, social systems, and global life,” “global organizations, synthesis and evaluation.” There is also a service-learning component in one course.

San Francisco State University offers an international relations degree housed in a separate International Relations Department. International relations being a sub-field of political science, this program reflects its disciplinary roots. All core world affairs, foreign policy and political economy courses are taught in the department as are the pro-seminar and the learning outcomes assessment class. In their upper-division emphases students at least three more IR courses and at least two additional courses from other departments such as History, Geography, International Business, and Economics, Sociology, and Mens’ Studies. The SFSU program has the clearest career-related skills goals listing as a core objective the development of “marketable skills,” such as “report writing, statistical and computer applications, public policy analysis, oral briefing techniques, portfolio preparation, and audiovisual production.” It does not require second language competency, study abroad or an internship.

Except for CSUMB, existing international or global studies programs reflect the academic architecture from which they were constructed. As a new campus, CSUMB chose to create a separate department and to teach the majority of courses in-house. This undoubtedly leads to a more integrated if less diverse course of study. UCSB, Sonoma State and CSUMB, like CSUEB, require two years or the equivalent of language study. The Sonoma State, CSUMB and CSUEB all require a cross-cultural experience including internships or service learning. SFSU places a greater emphasis on career preparation.

**Program Achievements**
The INTS program initiated no curricular changes during the past five years. One INTS graduate won a Fulbright scholarship. In addition, he was a Minority Public Policy Masters scholarship winner. Over the past five years, ten INTS alumni (20%) as gleaned from personal reports or the alumni survey are known to have continued on to graduate school, law school or to MBA programs. The director of the INTS program services on the external advisory committee of the College of San Mateo International Studies Program. He has also provided assistance to Vista College in its efforts to develop an
AA degree in International Studies. He speaks regularly to community college students and to service groups about International Studies.
International Studies Five-Year Plan 2005

Curriculum
The International Studies Program Committee will continue to review the program, taking into consideration the responses of student majors to the various program assessment tools. INTS majors universally appreciate the flexible nature of this major. This allows highly motivated students to carve out a specialized course of study from the far-flung offerings at CSUEB. It also broadens the course selections that are available to INTS students at any one time, somewhat offsetting the negative consequences of course consolidation across the campus. On several occasions over the past few years, the INTS Committee has discussed the possibility of establishing formal options, only to conclude that the current system already allows a high degree of specialization (albeit not recognized on the diploma). New options might include an American Studies option designed to respond to the interests of international students.

Recent problems associated with the scheduling of required INTS core courses by some departments has already led to the widespread use of course substitutions for individual students. Applying this mix-and-match approach to the Degree Works on-line majors check sheet proved to be particularly trying. Liberal use of substitutions undermines the coherence of the academic experience of INTS. Nonetheless, the Program might choose to loosen the core requirements somewhat in order to introduce more alternative courses (somewhat like the format of the INTS minor).

The language requirement has always been at the core of the INTS major; the promotion of language study in the Department of MLL was a major reason for establishing the major in the early 1990s. However, the reduction of language offerings in MLL has led INTS majors to take courses at community colleges, UC Berkeley and private language schools. INTS is leading the push to reverse the trend with respect to language offerings at CSUEB. The search for external funding for language courses should continue. Other proposals should be entertained: expand the possibility of language acquisition in lower division GE; a new major plus language degree option for all majors. However, if numbers in the major begin to fall, the Program might be forced to consider dropping the requirement, as suggested by the outside reviewer in 2000.

Study abroad remains the preferred way for INTS majors to complete their international field experience. However, only a small minority of students is able to participate in study abroad and some who do are international students who are already “studying abroad.” Hopefully, the recent establishment of a CSUEB Travel and Internship Fund will benefit some INTS students.

The INTS program will continue preliminary explorations with the Center for International Education (CIE) to develop cohort-based 2 + 2 programs with Japanese and Chinese partners. Successful development of such a program would require the creation of eight new sections per year in ALSS and CBE financed by our international partners.
At our career events international students have expressed the desire to see the university develop career-counseling programs specifically designed for them. INTS plans to partner with CIE and the Career Development Center to address this need.

**Students**
The number of students in the major has remained stable and even grown modestly over the past few years despite potential threats: financial instability around the world, problems attaining student visas, the increased cost of out-of-state tuition, and cuts in language instruction. The last reviewer believed that the major would remain small as long as it maintained the second language requirement within a university environment that was not supportive of language acquisition. We can expect that the mix of students will remain about the same: international students using English as their second language, US citizens with some heritage language skills, and students with classroom-based language skills.

The increasing pace of globalization will expand the demand for individuals possessing second language, intercultural, and “international” academic skills. Anecdotal evidence from INTS alumni indicates that several of them (5) have moved from the domestic to the international division of their companies since completing their undergraduate degree. However, the data from the Alumni Survey is more circumspect. According to respondents to the 2004 INTS Alumni Survey, 2 of 4 who sought internationally-oriented jobs were successful. 4 said that they had not sought such employment. 4 of 10 said the major had helped them in their employment search. 6 of 10 said that it was irrelevant to their job search. However, it must be noted that no surveys have been returned from overseas addresses.

**Faculty**
INTS will continue to replace retiring members of the INTS Committee with a goal of maintaining balance within ALSS and between ALSS and CBE. The Program will consider strengthening contacts and discussion among instructors teaching INTS core courses. INTS has always offered only two regular courses. However, the Committee will discuss the desirability of developing new courses designed specifically for the major. An alternative would be to approach an ALSS or CBE department with requests for new courses.

**Resources**
The main resource issue is the workload associated with assessment. The INTS assessment program requires several extra hours of work per week on the part of the director and the administrative assistant. Some of this work has been shifted to a work-study student. However, the personal nature of the portfolios, the assessment questionnaires and the skill grids limits the use of student workers for these tasks. The University needs to address the workload issue associated with the demands of assessment.
International Studies Program Survey of Alumni Fall 2004

Number of Respondents: 13
Number of Surveys Sent: 74
Number of Surveys Returned Because Address Changed: 17

Date of Graduation:

6/2000
6/2003
6/1999
12/1997
06/2002
06/2001
06/2002
06/2001
03/2002
06/2003
06/2001
06/2003

Education since receiving B.A.:

CSU Hayward, Special Degree, Masters Physical Sports.
McGeorge School of Law, Student
CSU Hayward, Human Resource Management Certificate
Golden Gate University 4/2002; Troy University (Current Expected Grad 12/05) (MS in Management Technology; MS International Relations National Security)
Two students did not respond to this question.
CSU Hayward, Masters of Public Administration
N/A
Applying for Grad School.
London School of Journalism/Freelance Journalism and Feature Writing
Art classes at Diablo Valley College
CELT A

Job Titles:

Soccer Coach, Self-Employed
Law Clerk, Dreyer, Babich, Buccola, and Callahan
Unemployed (mother)
Analyst, SBC, San Ramon
Assistant Property Manager, Pacific Ygnacio Corporation
Member of Sacramento City Fire Department
Service Representative, SBC, San Francisco
Assistant Regional Property Manager, Seagate Properties, Inc.
Teacher, ECC Foreign Language Institute
N/A
Clerk/Senior Level – Contra Costa County
Did you seek and were you able to find employment that related to international studies?

Yes, played soccer in Europe.

No – three students simply responded ‘No’.

N/A

Yes. Program Manager for the Mexican Consulate’s Cultural Center in San Francisco (having interned there previously). I was then recruited by the California Health Collaborative to help develop Hispanic Relations and disseminate information about a state sponsored medical insurance program for pregnant women (budget cuts eliminated funding for the work).

No, I looked for International Work in 1997 and could not even get an interview. I eventually took a job at a Credit Union to pay the bills, and was there for a little over a year. During that time, I continued looking, but was still unsuccessful. By chance, my resume ended up in the hands of a hiring manager at SBC who liked diversity (educational as well as personal) in his managers. I was hired by him, and have been stuck there since. I continue to look for international work especially once I got my first M.S. and now that I am working on my second M.S., it has become even more important to me.

No, didn’t seek any yet.

Yes. None due to economic conditions. Employment options were not available in the field in either government or business communities, except intern level positions or no to little pay.

Yes. I’m teaching English and culture.

Business Customer Service Representative, SBC.

N/A.

No.

The minimum experience required is two years for most jobs. It is a tough market right now.

Did your international studies degree help you, hurt you, or was it irrelevant to finding a job?

All. It helped understand cultures, current events, and people in other countries.

Irrelevant at this stage.

Having a B.A. was helpful, but I found the major to be irrelevant in the job hunt. I think without post-graduate specialization that it is difficult to find one’s “niche”.


**Did your international studies degree help you, hurt you, or was it irrelevant to finding a job?**

Irrelevant, so it seems.

Two students used the term Irrelevant.

Helped me.

The degree was useful in that it provided a broad base for soliciting employment.

I sought another position with the County, but there are very few part-time jobs that pay above my salary to justify a change. I am comfortable with my current schedule and the seniority already acquired.

I think having studied international studies was a benefit in being accepted at my job. It infers cultural sensitivity and openness, which are crucial aspects of working in Japan.

The Program helped me by making me aware of world issues and having an open mind about the world. I was able to meet students from all over the world but it was irrelevant in finding a job. All the jobs were either out of state or out of the country.

N/A.

It was irrelevant because I am still working in the same job as before graduation.

It helped me in terms of defining my passions. I was able to take a variety of courses and found some subjects that really appealed to me. I always thought I would pursue translation right after so I never worried about making any sense out of my BA. However, since I graduated and decided against translation I realized not only that I need a masters but also that I need one more than ever because I don’t have a branch that I specialized in. It is hard to start looking for a job when the path is not clear. I feel that I don’t have a concrete knowledge to offer, but bits of many different things.

Since graduation, have you used your international studies background in ways other than a paid job? Give details.

Not really, besides soccer, helped with an exchange program.

Gave me a way to better understand current events.

Hmmm...Probably everyday with an expanded worldview and “big picture” approach to everything.

Just as a jump off point for my interest and current degree program.

No – three students simply responded ‘No’.
Since graduation, have you used your international studies background in ways other than a paid job? Give details.

I am in contact with people of many cultures and background at my work every day, and overseas during my vacation trips. My international studies provided me with knowledge and awareness of world problems and conditions in a professional way. This sound perspective has helped me to see people in a more respectful and understanding light.

No. Except when traveling.

Lamentably, no.

It helped me learn how to interact with people from other countries. Also communicate with clients and fellow employees.

Member of a Christian group involved in sponsoring refugees (via UNHCR)

In everyday conversations maybe, but the quarter system doesn’t allow to go beyond a very superficial line in most of the subjects of study. This major does, however, help in terms of building a vast cultural background.

Has your international studies education influenced/enhanced.changed you life in any way?

I enjoy more cultures and history.

Have a more skeptical view of what I hear on the news.

Enhanced, yes, as stated above.

My current job was going nowhere, so I went back to school and got a M.S. in Management of Technology degree. It was a miserable experience because the material was so dry and boring.

Compared to the International Studies degree I have. So, I searched until I found another program just as exciting. Turns out the I.S. education gave me direction in learning. I am currently half way through my Int’l Relations National Security Affairs M.S., and in “love” with it. The I.S. program changed the way I look at the world and what it means to be successful.

No response.

Influenced.

Yes. My experience at staff of CSU Hayward (aside from most of the faculty, including you) has given me a distaste for higher education. In general I have learned that the field of International Studies bores me with the never-ending tedium of reports and essays that talk about the issues, but seldom effect them. I became very disheartened, through my studies, with the efficacy of those involved in the profession to do anything but talk and write papers about events and trends driven by other people’s actions.
Has your international studies education influenced/enhanced/changed you life in any way?

Yes, it opened many doors and supporting groups to draw upon. It broadened my view and scope on relevant global and local issues.

Certainly! I learned much about the way international organizations and institutions function. I believe that it also honed my bargaining/negotiation skills by giving me experience in understanding multiple facets of inter-party problems and conflicts. Additionally, it taught the necessity of and means of effecting compromises to resolve them.

The program made me more open minded and adventures. I became a confident person and not afraid to speak my mind. By interacting a lot with fellow students I learned about different cultures around the world.

I already had a cosmopolitan background, reason why I chose inter’l studies. In retrospective, I am and “feel” even more global now than I did before my studies. I do believe that there is no return once one acquires a global view of life. Needs are no longer those of the local community, they serve those of the international community. I would have been interested in Int’l law, had circumstance been different. However, freelance journalism is giving me an outlet to explore global issues, see new places with an educated eye and expand in whatever directions I am attracted to. Shouldn’t every degree have a course on global concepts?

I bless my international studies education for giving me the opportunity to explore and study subjects that had occupied my mind and stimulated my interest on people and institutions around the world.

I enjoyed it while I was in school. Now, sometimes I wish I would have studied something more practical, or specialized in one field.

Have you been able to achieve the goals that you set for yourself when you graduated from CSUH?

No – three students simply responded ‘No’.

In process.

No, but that is because I changed goals after graduation, not because I was ill prepared.

In general, my goal when I graduated in International Studies was to work overseas with an NGO after my husband and I retire from our present positions. Our retirement is taking longer than we anticipated, but we are still considering in traveling and working overseas in a couple of years.

Blank.

Yes.
Have you been able to achieve the goals that you set for yourself when you graduated from CSUH?

No, I feel that I have a lot of ground to make up. It took me a while to focus. I passed on going to graduate for an MPA. I’ve had to focus and retool my skill set. I plan on attaining an MBA in real estate economics. It took me a while to get my foot into the door of the real estate industry. I now plan on soliciting schools in the next year.

Not yet, but my goals are long term and are not yet out of reach. I’m a bit behind, though. Japanese is a tough language to crack.

All my goals were met in one way or another. I was able to start a family and have a good job. Also working on going back to school for an MBA.

Different goals.

I think reality hits once it’s too late, or almost. I decided not to pursue translation and now it is hard to see where to go with this major. It feels like having to start all over again.

Do you use your second language skills in job-related ways, non-job related ways, or not at all?

All.

Help me communicate with my wife!

I’ve used them for both job-related purposes and personal purposes. Most valuable!

Not at all.

No response.

Job related.

Not at all.

Yes, there are a lot of Spanish speaking employees, however not very often. Family related use.

In the States I used Spanish almost daily at work. In Japan I use Japanese daily, and sometimes at work.

I studied French as my second language, which is very useful to me in communicating with my in-laws.

I use my second language skills everyday at my work.

Languages are always an asset.
What was the most valuable part of your international studies education?

The senior seminar.

Relationships with professors.

My internship. Secondly, the foreign language requirement.

Dr. Bowen!

No response.

Variety of study.

Finally finishing it.

My study abroad and the diversity of course work selection. However, I’d like to have minored to actually focus or have stronger emphasis in a particular subject.

The most valuable part was my introduction to the functioning of global systems and entities. The most rewarding were the simulations based on U.N. and other global institutions.

Learning about world issues and having the best professors in the whole world.

Better understanding of global issues.

It was the Global Systems studies because it taught me about the world institutions, and how they function. It taught me to be objective and non-judgmental without a clear picture of the different aspects of a problem. In other words, it taught me a professional perspective that can be applied to many aspects of life.

At the time, being able to get a taste of the different fields (sociology, history, anthropology, languages). Unfortunately it doesn’t seem to be realistic. Unfortunately though, in today’s world one must develop one skill in fullest.

Did your CSUH general education and international studies courses prepare you with the general skills you needed to succeed in your career?

No.

Two students did not respond to this question.

Yes, providing a basic foundation for anything.

No. I test software. All on the job learning.

Yes.
Did your CSUH general education and international studies courses prepare you with the general skills you needed to succeed in your career?

No. Every position I found required a more specialized degree in fields like finance, Human Rights, or economics. Nobody seems interested in working with someone with an International Relations focus.

Yes, I feel that undergraduate work gave me insight and prepared me to deal with people and work for an employer. Otherwise, I feel it lacked leadership and decision making focus for me as an individual.

I’m still not sure what “my career” is, but started at CSUH with the idea of teaching. I think that my education at CSUH has enhanced my appreciation of and ability to content with life; career being one part of that experience. Short answer: sure...yes.

I think the program is extensive and appropriate to support success in a professional career. Particularly, the emphasis courses are very important in concentrating the knowledge in a specific field given that international studies has such a broad perspective.

The general education part is a complete waste of time and puts the students in a lower level when compared to students around the world. I felt it then and feel it today. I could never understand why I had to take all the classes I had already gone through in high school. Now that I compare my education with other friends around the world, I realize I lost almost three years of specializing in my field to the general education division.

From your present perspective, do you have any suggestions for improving the major in International Studies?

Three students did not comment on this question.

More classes in writing skills.

It would be nice to see more in-depth concentrations – National Security, Regional Affairs, etc.

Make it easier for students to go to other countries to study.

Yes.

More core courses.

Sorry, afraid not.

Field trips to non-profit organizations, international organizations, public speakers, etc.

Have a degree emphasis on International Law.

My suggestion would be to promote awareness about the program in the community, in particular the business community. The international studies program prepares its students with
From you present perspective, do you have any suggestions for improving the major in International Studies?

very valuable tools that can contribute to the success of any business, especially in this area of a very diversified demographic population.

I think it is a great and fun major. If I were to do it again I would choose only one field, say political science, and would have taken all the upper courses building a strong career in that field. The basic problem is that we do not have five years in one major. We have two. And in those two years we students should already be specializing in something. When I got to the upper division part is when I got to take all these fun courses that didn’t relate to one another (and that were not math and geography and all those general education nonsense). But I didn’t get to specialize in one field and now it is affecting my future decisions.

Additional Courses?

More of a selection on European Studies.

Economic courses/current event courses.

Business course requirements.

Four students did not comment.

Public speaking.

I find many of my students and colleagues are interested in or have experience with NGOs. Perhaps a course specifically about international NGOs?

None.

For the emphasis in International Organizations have a basic course prerequisite to the UN-Model to learn jargon (!) and have an overview of the organization.

Changes in requirements?

Seven students did not comment.

It needs more political/historical requirements.

Less G.E., more intensive study of the major. A greater emphasis on the practical application of one’s studies in the real world. For instance, what specific positions each Emphasis is geared towards, and what it is like to work in those positions. Which skills one must hone to be a success in their chosen position? The program seems too vague and doesn’t really give a student such as myself (who was not quite sure what area of international studies I wanted to pursue) practical information on what it is like to have a career in a particular field.

None.
Other?

Nine students did not comment.

None.

In this time of transition, there should be “somewhere” a forum/workshop/course (?) hearing young people’s views to bring on changes in international org. and UN in particular.

Keep the good work up.

Would you help today’s students?

Eight students did not comment.

Don’t live in the area.

Yes.

Residence is abroad.

By coming to an alumni association meeting with them?

Yes.

Six students did not comment.

O.K.

If I’m in the country, sure.

Yes.

N/A.

By offering them internships of jobs?

Can’t.

Six students did not comment.

By offering them internships of jobs?

N/A = 2.

Alas, I don’t have such ability but I WOULD.

Yes.
By lecturing in a class/forum in your area of expertise?

Yes.

Five students did not comment.

Sure.

Yes.

I’d love to, but am still not sure what that is.

Yes.

By making a donation to the program development fund to assist students studying or interning overseas?

Not yet, later.

Seven students did not comment.

After I start making some real money, sure.

Yes.

N/A.
International Studies Program Evaluation

Part I. Senior Seminar Integrative Exercise

Discuss thematic coherence of the core courses in International Studies (Cultural Anthropology/Geography, Economics, Economic Geography, Global Systems, 20th Century History) comparing principal concepts, themes, and perspectives. Also, incorporate themes from emphasis courses. How have your views changed as a result of your study in the major? Have your career goals changed?

Student Responses:

1) I've learned a lot through both the core courses and emphasis courses. All of the courses I've taken are strongly related to each other and studies how to develop ideas and analyze issues from various aspects. My career goals have not changed by my views have changed dramatically.

2) The first class I took within the major was 20th Century History. This worked out very well and helped create a foundation I could build on. I would recommend that this class be taken before the upper division classes or even before INTS 3100. Also, I have a little trouble in my first political science class. I felt like I was in over my head. But I was able to get through by putting in a lot of extra time and doing extra reading. I think the problem was that I had never heard of political science theory. I also really enjoyed the multinational business course. I also really enjoyed the multinational business course. I also really enjoyed INTS 3100 and learning about the global economic architecture, I think this has really contributed to my understanding of international systems. I also really liked the opportunity to participate in Model United Nations. My career goals haven't really changed; they have just become more refined. My views have not changed. I just feel more confident in my knowledge of international business and economics. I am also much more confident in my public speaking skills and researching skills.

3) I didn’t take Cultural Anthropology/Geography, Economics, and 20th Century History at CSUH. I took all these required courses in Skyline College and City College of San Francisco. I only took Economic Geography and Global Systems at CSUH. Macro and Micro Economics gave me an understanding of general market economy, how supply and demand relates to everything. Elasticity, GDP, and etc. Though the theories might not be realistic, but it is important to have a basic understanding of the economy Cultural Anthropology was an interesting course. It introduced different research methods, and may we understand that different people in different parts of the world have different cultural backgrounds. We should open up our eyes a little bit and be more accepting of other cultures. 20th Century History was basically learning the history from WWI to the present. It is important to learn about what happened in the past in order to create a better future. For the economic geographic class, I learned a lot about the environment and natural resources which I never knew about before. We also did four research papers on our own, which enhance my understanding toward the subject that I was learning about. Lastly, the global systems class was a class that was very different to me. Maybe that was the first class that I
ever took at CSUH, and it was the first time that I ever learned about globalization. The global system class gave me a different point-of-view about the world problems. Before, I thought that globalization is all positive, and didn’t understand that there are also negatives about it as well. In conclusion, all these classes had come together and gave me a picture of how globalization actually relates to everything in the world. It had definitely changed my career goals. I’m now more open to accept challenges such as joining the Peace Corps or volunteering at a third world country.

4) This major is carefully designed so the students get the full experience of international relations. Cultural Anthropology starts you out with understanding modern and traditional cultures where geography makes you familiar about different areas of the world with different issues. Economics gets the students ready to deal with doing business as well understanding the basics fundamentals of world economics. Global systems and 20th century history helps the students understand globalization and important issues in the 20th century.

5) The only thing I can say that changed was my view. My knowledge has expanded and I know now what globalization really is.

6) The principal concepts, themes, and perspectives were very similar within the core courses in International Studies. They all gave a decent background on various international concepts, but sometimes the information was a bit overwhelming. I do not remember too much about the geography course. I don’t think I learned too much about global communities. That is what the course seemed to focus on, but the course has barely taught me anything. I do believe that the POSC 3421 course (Politics in the Global Economy) does a better job of explaining information pertaining to international studies. My career goals have not changed. I want to own my own business one day and maybe participate in some international committees.

7) Until I take ES 3030 (Immigrant and Refugee Women), I was not interested in immigration related matters, but after I took the class, I felt I want to know about the subject more, and I’m interested in working with foreigners. I actually haven’t decided my career goals, but the class gave a chance to think about my career. I will try to look for an internship related to this topic.

8) To me, each one of these classes was a branch off of the other courses. They didn’t seem to overlap in content very but they all seemed too related. My economics courses gave me the business background for the other subjects covered. Global Systems was my first exposure to “globalization” and Economic Geography was a very good follow-up course to give, not a political view of globalization, but a natural resource perspective. I’m currently in the political science course, Politics of the Global Economy, and that is a great follow-up course for INTS 3100. The material for these courses was very related but they each gave different perspectives. My views really have changed after taking these courses. I look at the world with a very different perspective. The world to me is a much bigger and interrelated place than I previously realized on a day to day basis. My career goals haven’t changed because they were very broad in the beginning.
9) I just entered the major as a senior having transferred from Cal Poly Pomona as an International Business major. INTS was the closest match to my major and I had already fulfilled all requirements except senior seminar. I haven’t taken any of the above classes at this school, so am unable to discuss the thematic coherence in the core classes. I have retained my interest in my major throughout my ten years of school and still love the work. My career goals have changed only because I know have a family to consider.

10) My experience so far has been amazing. I have not only met interesting people, but have been able to inform myself on a variety of great subjects. I have been able to establish great analysis of issues that are globally related in the evolution of world development. The transformation of the world from an agricultural sector, to an industrialized one have all been neatly collaborated in the context of various classes that I have taken so far. The evolution of the world through the Process of Globalization is described in various classes that I have taken.

11) In Senior Seminar, it gave me the information which combined the stuff that I learned from all other core courses. All the subjects were clearly related to each other and made me think from a broad perspective. My career goal is still to work in an international trade organization, and what I learned will absolutely help me. International trade is about economics and politics, so it definitely will help me.
International Studies Program Evaluation

Part II. Major Questionnaire

Student Responses:

Date of Questionnaire: 05/26/2004

Did you complete this questionnaire last year?

YES: 2
NO: 10
N/A: 4

1) YEAR IN SCHOOL:

- Freshman: 0
- Sophomore: 0
- Junior: 1
- Senior: 15

ENTERED CSUH AS:

- Freshman: 5
- Sophomore: 1
- Junior: 7
- Senior: 3

2) HOW MANY YEARS HAVE YOU BEEN IN THE MAJOR?

- One: 6
- Two: 7
- Three: 3
- Four: 0

3) WHY DID YOU SELECT THIS MAJOR?

- Because I wanted to study international relationships among countries
- After 09/11, I wanted to learn more about US foreign policy and also wanted to learn about cultural globalization
- Interested in Russian politics and current events
- Because I’ve always been interested in other cultures and business, globalization, etc.
- Because it interests me
- Because of an interest in international relations
- Interest in language, cultures, other countries
- Because I am interested in international issues
- Learning about different cultures and global organizations interest me
- I’m interested in something that is related to international matter
- I enjoy learning about other cultures and peoples and how they interact on a global level, but also like business courses
- Broad and general that I’ll have more career opportunities
- Love culture and travel
I am interested in international affairs and politics of the world
I wanted to learn things from international perspectives

4) WHAT ARE YOU CURRENT CAREER GOALS?

- After I graduate, I’ll look for a job-related to tourism
- Graduate school—hopefully PhD program in Geography
- To get my paralegal certificate
- I would like to either continue in international business or write
- To look for a job overseas
- Possibly translator or business owner
- To start at an embassy or consulate working with visas
- Unknown, but would love to work with United Nations
- To get into a management training program
- I haven’t decided yet.
- I would like to work with Italy somehow in a business fashion while still based here
- To work for the State Dept. as a foreign officer
- Get a job
- Working in the field of International Trade
- Working in an International trade organization

5) WHAT WAS YOUR LEVEL OF SECOND LANGUAGE PROFICIENCY WHEN YOU ENTERED COLLEGE/UNIVERSITY?

- My first language is Japanese and English is the second.
- Tagalog-minimal
- Russian-1
- Italian-advanced but not fluent
- Chinese-fluent, Spanish-elementary
- Farsi-good, Urdu-good
- Spanish-high school 3 years
- French-low proficiency, Hindi-Medium proficiency
- Spanish-advanced
- Italian-minimal
- Mandarin-intermediate
- French-moderate
- Arabic-fluent

EXPECTED SECOND (AND THIRD, FOURTH) LANGUAGE LEVEL AT GRADUATION. DID YOU END YOUR LANGUAGE ACQUISITION AFTER TWO YEARS? WHY?

- Business communication level
- Maybe, I am planning on taking French
- Finished language at last school
- Mandarin-intermediate; I still plan on pursuing LGE studies in Mandarin
Level at graduation is same; I plan to continue studying Italian at home and even teaching it to my children
Spanish-intermediate; I have not practiced speaking in a long time
Yes, because no more classes were offered and I didn’t have the time because I needed to take other classes
No, went abroad and studied another language
No
I didn’t continue studying Spanish; I took Japanese for one quarter
Closer to fluent; I did not end studying on my own, but I could not complete language study at CSUH because there are few language classes available
Russian ⅓; I don’t plan on ending
Intermediate; still in process as an individual study program

DID YOU TAKE A CHALLENGE EXAM TO COMPLETE THE REQUIREMENT? IF SO, EVALUATE THE CHALLENGE EXAM PROCESS.

Not yet
No, I am working with MLL processor on individual language projects
I plan on taking it
No, but I think I will be taking it
No
Yes, it’s pending
No, just final exams
No
No
I challenged the first two courses of Italian; I had a lot of difficulty working with Professor Traversa; I hope to challenge the rest of the units through a “FLAPS” test at BYU
No
Still need to
No, I did not
No

IF ENGLISH IS NOT YOUR NATIVE LANGUAGE, HOW LONG HAVE YOU STUDIED ENGLISH? WHAT IS YOUR CURRENT LEVEL IN ENGLISH?

3 years
Since 3rd grade
Studied English since childhood (4 years), fluent
n/a
I believe that English is my native language because it’s the only language I can read, write, and communicate well in
English is my native language
I have studied English for 15 years; above average
I’ve been studying English ever since 4 years old; I think my English is college level
English is my 1st language
5 years (business level)
• 5 years (conversation level)

**DID YOU ATTEND A SPECIAL ENGLISH PREPARATORY PROGRAM BEFORE ENTERING THE INTS PROGRAM? HOW WELL DID IT PREPARE YOU FOR UNIVERSITY STUDY?**

- Yes I did; ALP classes helped my study English, especially English classes and writing skills, etc.
- No
- No
- No
- I attended remedial English at CSUH which was helpful
- No
- No
- No
- I did at Chabot College and I got an A
- I joined language school for a month in Canada
- I attended ESL classes at USC for two months when I came to this country

6) **HAVE YOU PARTICIPATED IN OR ARE YOU PLANNING TO ATTEND A STUDY ABROAD PROGRAM? IS SO, WHEN AND WHERE? WERE YOU SATISFIED WITH THE EXPERIENCE? IF NOT, WHAT WERE THE REASONS? WOULD YOU CONSIDER STUDY ABROAD IF FINANCIAL AID WERE AVAILABLE?**

- I would like to attend a study abroad program, but I'm an international student here, and still my English is not perfect. Therefore, it is hard for me to learn other languages besides English.
- No.
- I am interested in working and studying in the Middle East, like Jordan. Because I am interested in learning more about my culture since I have been in the U.S.A. for almost 20 years.
- No, have family.
- I have participated in a study abroad program to Beijing, China. I would go back in a heartbeat!
- I am not planning on studying abroad; I married young, bought a house, and we have our first child on the way, so studying abroad is financially difficult at this stage.
- I studied abroad my sophomore year in Spain.
- I did go study abroad, but returned before the program started and now I regret not staying.
- I studied in the Philippines in 2001 as an exchange student. I was extremely satisfied and learned a lot at school and about myself.
- No, I have no plans to go abroad as of now.
- No.
- I spent a 4 week summer program in Florence, Italy in summer 2001. Yes, it was a great experience. Yes, financial aid would be good.
I would have liked to study in Russia. Parents said no cause of crime and instability in Russia. If I had financial aid, I may have gone, but when your parents are paying, you better do what they say.

No, a study abroad program would be too difficult for me since I have two young children.

No.

7) HAVE YOU COMPLETED OR ARE YOU PLANNING TO COMPLETE AN INTERNSHIP?

Yes
• Yes, still in progress
• Yes
• In progress
• Yes
• No
• Will complete
• No
• No
• Yes
• Yes, I am planning to go in the summer
• I haven’t started yet, but I am planning to
• Not yet

EVALUATE YOUR INTERNSHIP EXPERIENCE. WAS IT A USEFUL COMPONENT OF THE MAJOR? WHAT DID YOU GAIN FROM THE INTERNSHIP?

Customer service with all cultures
It was a learning experience; it was very relevant to my major, learned hands on experience to help refugees
I’ve learned that to learn another language is a very difficult task, especially when you’re from a place that is so much different from USA; this internship enriched my teaching skills and cultural awareness
• Not yet
• Yes

EVALUATE YOUR INTERNSHIP ADVISING. WERE YOU ADEQUATELY PREPARED FOR THE INTERNSHIP?

Not really
• Yes
• Yes, very good advising
• Did it at Cal Poly

EVALUATE YOUR EXPERIENCES WITH THE CO-OP EDUCATION OFFICE.

Helpful
WOULD YOU SUGGEST CHANGES IN THE INTERNSHIP PROGRAM?

- I didn’t like too much paperwork; is it possible to make it simple?
- No

8) PLEASE EVALUATE YOUR INTS ADVISOR. IS H/SHE EASILY AVAILABLE? HELPFUL? WHAT SUGGESTIONS WOULD YOU MAKE CONCERNING MAJOR ADVISING?

- Professor Bowen is always available. It is nice to know that and has always been available. It is very helpful.
- Yes, Professor Bowen was always available and very helpful
- Professor Bowen has always been available and very helpful
- Professor Bowen was always helpful and available, especially through e-mail which seems to be the easiest and most convenient way to communicate
- Professor Bowen is the best; he has always been there for me; his advice and opinions about my goals have been invaluable
- Professor Bowen is great, very helpful, always available
- Yes, Professor Bowen has been very helpful in any question regarding INTS, and he is always available to answer questions
- Yes, he is very helpful; he is very easy to get in touch with and gives me a good advice all the time
- I think everyone is helpful; they are available most of times, and they give me answers
- Professor Bowen is the best advisor; I rave about him to everybody; he’s always available; goes out of his way to help you; he’s great
- He is always available, always helpful
- My advisor has been very helpful, and not only within the major; he helped me become familiar with this university; I really appreciate all the help and advise with papers, etc; it’s been very reassuring to know that someone on campus will help me with any problems
- Professor Bowen is an excellent adviser; he’s always there to help me out from picking classes to future career plans; he is very professional and knowledgeable in his subject
- Professor Bowen is always available; he always promptly and courteously answers my questions; gives good suggestions as well

9) PLEASE EVALUATE THE ASSISTANCE YOU HAVE RECEIVED FROM THE POLITICAL SCIENCE OFFICE.

- Sandy always knows the answers to these questions
- It was okay
- n/a
- Excellent assistance from the POSC office
- Just as helpful as Professor Bowen; I’ve never walked away with an unanswered question
- I haven’t received any assistance yet, but when I do the internship, I hope they are helpful
- I asked for internship list binder, and they helped me with it
It has been a good experience, they have been helpful in any paperwork that I needed from them for graduation
The department has always been helpful and accommodating
n/a
I have received assistance once and it was pleasurable
Sandy is very helpful; I did a double major with POSC and Sandy advised me more than the actual professor in POSC
Always helpful and very nice; anytime I have gone in there, I have accomplished what I needed

10) PLEASE EVALUATE ANY INTERNATIONAL STUDIES PROGRAM OR CLUB EVENTS YOU HAVE ATTENDED. WHAT OTHER ACTIVITIES WOULD YOU LIKE TO SEE INTS SPONSOR? WHAT ACTIVITIES WOULD YOU LIKE TO BE INVOLVED IN?

Model United Nations was interesting. Hard, but I learned a lot. I was never able to go to the INTS club meetings. I would have liked to have been more involved.
The MUN Conference was a really good experience. I know that the INTS Club and POSC Club exist, but I never heard about them doing something. The MUN Club tried to do stuff, but only did a few things.
I unfortunately had no time to attend any of the activities because of the time conflicts with my job.
I’ve attended some meetings and they’ve been informative. I would like the club to sponsor more activities not just meetings.
I am interested in the INTS Club. Although because I also work, it seems that I can never make the meeting to go.
MUN I loved it. Professor Bowen goes out of his way to help you with Professor Bowen also.
INTS programs and events are very.
They have all been very good. I really enjoyed the recent forum on human rights and fair trade.
Because of heavy course loads, schedule conflicts did not allow me to attend MUC meetings. My suggestion would be to invite more guest speakers on topics of foreign policy.

11) HAVE YOU ALREADY COMPLETED OR ARE YOU TAKING THE METHODS REQUIREMENT? WHICH COURSE DID YOU TAKE? WHY? ARE YOU SATISFIED THAT THE METHODS PRESENTED IN THE COURSE ARE IMPORTANT FOR THE MAJOR, FOR YOUR CAREER PLANS OR FOR BECOMING AND EDUCATED PERSON?

No, I plan to take STAT 3010 this fall.
Yes, I took Quantitative Method for Business Management. I think this class is one of the most interesting classes I ever took. The subject matters in the course would help me in my future career.
PSYC 3090 – yes this was an excellent class; it definitely helped when I have had to evaluate to read articles and studies for research.
Yes, PSYC 3090, something different. Yes, satisfied.

PSYC 3090 methods in psychology cause it fit my schedule. I didn’t find a lot of it helpful for me.

PSYC 3090 completed. I don’t think this course is relevant to this major, because this course if for people in psychology major.

STAT 3010 because it will help me analyzing graphs and numbers, and it’s useful for the future.

Did at Cal Poly

SOC 3000

I took the Psychology class; I still to this day apply the critical analysis that was presented and taught in that class; overall, think it’s a great class.

I took SOC 3000 because I liked previous sociology classes I had taken.

I took POSC 3300; it was okay. I learned a lot about voting and candidates.

I am currently taking ANTH 4100 because the course description had to do with cultures.

Economic Business-I wanted to study business, too. So, I’m satisfied with those courses.

12) HAVE YOU ALREADY COMPLETED THE SENIOR SEMINAR?

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<tr>
<td>Yes</td>
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<td>In progress</td>
<td>6</td>
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<tr>
<td>No</td>
<td>1</td>
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<td>N/A</td>
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DID IT FULFILL ITS ROLE AS A CAPSTONE COURSE FOR YOU?

Yes, the class text was an excellent choice to tie in INTS themes.

Yes and no, because I feel like I learned a lot but the topics discussed are constantly changing, so it’s hard to cap it off.

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<tr>
<td>Yes</td>
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<tr>
<td>N/A</td>
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WAS THE SEMINAR PROJECT A POSITIVE EXPERIENCE FOR YOU? EXPLAIN.

Yes, I learned a lot from doing my paper.

Yes, I got to choose a topic of interest to me and I learned a lot.

Yes, it illustrated broad choice of INTS topics.

It was positive, but a little intimidating. The 20 page paper was difficult to complete considering I’ve never written a paper over 10 pages long.

Yes, it really was a challenge to write and research my topic.

Yes, I learned everything in wanted to know about my subject.

Yes. I learned a lot. Past projects helped me with this paper.

Yes, I like the format of open discussion.

Yes, learned very well about research and presentation.

Yes, it is giving me a broad understanding of various cultures.

So far it has been positive.
DO YOU FEEL THAT YOU WERE ADEQUATELY PREPARED FOR THE SEMINAR?
❖ Yes, especially doing the presentation has helped greatly in organizing my paper.
❖ Yes, global system is helping me a lot to catch up with the materials and information.
❖ Yes
❖ Yes
❖ Yes
❖ Yes
❖ Yes and no. I didn’t anticipate the amount of time and research I had to do.
❖ Yes. Since we knew I had trouble with his 10 page paper, Professor Bowen gave me a heads
up on the required 20 page paper for the seminar.
❖ Yes
❖ Yes, the interdisciplinary program GEOG-POSC-SOC gave me enough background to
appreciate the international issues within these disciplines.
❖ Yes

13) PLEASE EVALUATE SPECIFIC COURSES THAT YOU HAVE TAKEN FOR THE
MAJOR FOR CONTENT AND RELEVANCE TO THE MAJOR.

CULTURAL ANTHROPOLOGY (1300) OR CULTURAL GEOGRAPHY (2300)
❖ Very interesting
❖ Very good course
❖ Good-taken at DVC
❖ Helpful in understanding why different cultures run differently
❖ Ok
❖ It was a good class but the professor was difficult to talk to.

ECONOMIC GEOGRAPHY (GEOG 2310)
❖ I took both and didn’t really like it, but it was okay.
❖ 2301, I liked all my econ classes.
❖ Macro, no; I was more human rights- oriented.
❖ Money and banking – boring – macro & micro-interesting
❖ Principles of microeconomics, learned bout economics
❖ ECON 3350 (money and banking); it is very useful if I want to go to finance related career,
but very hard for me.
❖ ECON 2301 and 2302 I liked and learned basics of economics, 3550-I didn’t like the way
Professor teaches, money and banking was interesting
❖ Resource management-Professor Garbesi is not a good professor at all. Lots of credentials
but can’t teach
❖ Great, tests were challenging but covered a lot of issues
❖ The course material in this class was very informative and useful
❖ Good

GLOBAL SYSTEMS (INTS 3100)
❖ Good
❖ Yes, I took it in Winter 2004
For me, it was a great introduction to globalization because it was the first class I had on that topic.

Very interesting; a lot of reading

Students were required to do too many things in this class

It provided so many useful information about world conflict regarding economic, politics, and cultures

Learned material I never knew before

One of the best classes I’ve taken

Very important. The basic unit of this major

Was a good class in preparing me for 4500

This was the first class that really explained globalization to me

Not yet taken, will take next Winter

20TH CENTURY WORLD (HIST 3017)

Good class but professor was difficult

This was ok

Yes, when we covered the Soviet Union because it is mandatory that you understand that period of Russian history when studying Russia in the present

Good-interesting, I think this stupid be a prerequisite to the upper division INTS courses

I remember it was really hard

Interesting but professor is kind of boring; lost my interest

Not yet taken, will take POSC American Foreign Policy this summer

Very relevant, its always important to know the history behind other countries

Currently enrolled in it

OTHER CLASSES:

International Marketing and Business Management

Sociology: Seminar in World Development-this class was a joke; I took it with Professor van Groeu and I can’t say that I learned a single thing in his class; his teaching style was very distracting and I heard half the class say they were afraid for him to ask them a question because he makes you feel like an idiot***this course should be re-evaluated***

Geography of Southeast Asia: critical for me to understand globalization processes in real life examples, Social Demography: learned a lot from doing demographic country comparison paper (Canada and Mexico)

3401, 3945, 3780: I’ve learned a lot in MKTG classes; those classes were really interesting

MGMT 4670: It gave me an opportunity to learn about collapsed society and importance of culture in the business world. I became interested in the exchange rate system

Soviet history was very relevant to events that occurred

Model UN: a great experience that helped me to overcome fears of public speaking;

International Relations: excellent class

Currently enrolled in it

14) WHAT IS YOUR MAJOR EMPHASIS? WHY DID YOU SELECT IT? HAVE YOU BEEN ABLE TO FIND THE COURSES YOU NEEDED FOR THE EMPHASIS? EXPLAIN. DID THE COURSES FIT TOGETHER COHERENTLY?
Cross-cultural studies; I’m interested in people and I want to know what is going on in other parts of the world; I took two courses that fill the requirement, but I couldn’t find other two courses, so I feel like something is missing; ES3030/SOC3410/ANTH3745: I don’t think so; all classes see people globally, but subjects are different.

Business; because that’s where the money’s at; yes, I received a list of courses requirement from Professor Bowen; yes.

International Business; was my major at Cal Poly; did at Cal Poly.

Europe; it was a place I traveled and interested in learning more about; yes, there are a number of courses dedicated to European studies; yes.

International Law and organization; I am interested in law; yes; yes.

International Business and Economics; I like business and economics; yes; definitely.

International Organization and law because I enjoy learning about law; yes, I had no problems; yes.

Business and Economics; interest in international business; yes; yes.

International organizations; have a good interest for it; yes all courses were available; yes.

International business; because I wanted to prepare myself for MBA; it is hard because lot of classes are only offered once a year; yes, absolutely.

Economic/Business; I wanted to take ECON 4700 but I’ve heard they won’t have that class anymore...I’d been waiting for it for a while, so I got upset when I heard so waited for more than a year; yes; no.

Migration; I love issues with Philippine migration; yes, I want more though; yes.

Population and Development; demography and economics seem to be the overall shared themes in INTS; yes, SOC 3200, 3431, GEOG 3550, 3000; yes, shows how all regions/countries; core striving to improve quality of life while considering long-term sustainability like economic development vs. ecological impacts.

International business, I felt that if was the emphasis that would round out my education the best; yes, and no, I had a hard time timing the classes after completing all the prerequisites; yes.

International business and economics; I fell that I can apply it to various jobs in the field; yes, I like business, so it was easy enough to figure out; I have not started it yet.

15) IF YOU HAVE A MINOR, WHAT IS IT AND HOW DOES IT RELATE TO YOUR MAJOR?

I’m considering continuing one more quarter for an Anthropology and/or Economics minor.
POSC minor helped me to understand policy making as an explanation for existing economic and social structures, and Geography helped to satisfy my interest in issues.
Pilipino-American studies; it’s another culture, and you have to take the language.
International business; it related to my major because it’s international.
POSC is my minor.

16) BASED ON YOUR EXPERIENCE, DO THE MAJOR COURSES FIT TOGETHER WELL? IS THERE UNNECESSARY OVERLAP IN COURSE CONTENT? ARE THERE CONTENT AREAS OR COURSES THAT SHOULD BE ADDED TO THE REQUIRED CORE? ARE THERE CORE COURSES THAT SHOULD BE
DROPPED OR CHANGED? HAVE YOU HAD ANY TROUBLE GETTING THE COURSES YOU NEED FOR THE MAJOR? EXPLAIN.

- So far, from what I have taken, I felt that the courses carry well with one another. Sometimes to the point when they are closely related, giving me a better comprehension and knowledge of the field.

- Overall, yes. However, PSYC 3090 is not relevant for this major. So in my opinion, the methods class is not necessary. I have trouble to find classes that are requirements of my emphasis. I was waiting for these two classes to be offered, but they are not.

- Overall, the major courses are fine.

- This is my first quarter here.

- The major courses fit together well for me. There is overlap, but it was very helpful because it kept the knowledge going on various subjects. Everything has been successful as far as getting the classes I needed.

- All my classes were different and interesting and I enjoyed them a lot, but I had a really good professor. Only professors who really can express international issues should teach like Bowen and Ahmed, not Stoper.

- They fit well together. International trade is only offered every other year and only in the fall. I had to go back to school for one class.

- Everything went smoothly for me. I don’t remember finding any courses unnecessary.

- Yes, the courses fit well. I think it would be helpful to require a basic POSC theory class. I have had a lot of trouble getting language classes.

- Yes, yes, much of the courses cover the same material. It’s fine, not really yes. Classes are too full and overlap with other classes.

- All of the classes offered covered the issues and subjects relate to a major, but since it requires a broad knowledge about different are. But it’s hard when I’m not interested in the subject but still required. (Such as geography, history were the one that I had to take even I’m not interested in.)

- I’d been waiting for it for a while, so I got upset when I heard that ECON 4700 wouldn’t be offered anymore.

- I never had any trouble getting classes except when they were offered only once a year. That was difficult. Also, I work nights and the upper division courses were offered at night which was difficult. “World problems” and “resource management” were the same. It made me lose interest because it was the same material.

- Definitely should add SOC 3200 Social Demography. Do not feel any courses were irrelevant. I was generally frustrated that not more courses were not offered or were offered so infrequently, especially HIST 3017 and GEOG regional courses (not a function of department problems but of the CSU budget).

- Not until this spring quarter did I really see how well all the major courses fit together. I was pretty lost at the beginning of INTS 3100 but now at the end of the seminar I feel very comfortable with the material. I feel the content courses are fine and each step prepares you well for the next level.
QUALITY OF WORK

Excellent 9
Very Good 5
Average 0
(Below average) Needs Improvement 0
(Very) Poor 0

ABILITY TO LEARN

Learns very quickly 12
Learns readily 1
Average (in) learning ability 0
Rather slow to (in) learn(ing) 0
Very slow to learn 0

RELATIONS WITH OTHERS

Excellent (well accepted) interpersonal skills 9
Works well with others 3
Gets along satisfactorily 1
(Has some) Difficulty working with others 0
Works poorly with others 0

ATTITUDE/APPLICATION TO WORK

Very (outstanding) enthusiastic(aism) 8
Interested and industrious 3
Average in diligence/test 1
Somewhat indifferent 0
(Definitely) Not interested 0

JUDGEMENT

Exceptionally mature 9
Above average in making decisions 4
Usually makes (the) right decisions 0
(Of ten) Uses poor judgment 0
Consistently (uses) bad judgment 0
DEPENDIBILITY
Completely dependable 11
Above average (in dependability) 2
Usually dependable 0
(Sometimes) Neglectful/careless 0
Unreliable 0

ABILITY TO COMMUNICATE
Written
Clear and concise 8
Very good, understandable 3
Usually satisfactory 0
Needs improvement 0
Verbal
Clear and concise 9
Very good, understandable 4
Usually satisfactory 0
Lacks ability/must improve 0
Listening/Comprehension
Exceptional listening/comprehension skills 10
Above average listening/comp skills 3
Usually listens/comprehends well 0
Listens/understands poorly 0

OVERALL PERFORMANCE
Outstanding 9
Very good 4
Average 0
Marginal 0
Unsatisfactory 0

ATTENDANCE
Regular 12
Irregular 0

PUNCTUALITY
Regular 12
Irregular 0
Undergraduates by Ethnic Group for International Studies Majors

Academic Year

Number of Students

- African-American
- Hispanic
- Asian/Pacific Islander/Filipino
- Other Minority
- White
First Time Freshmen Enrollment for International Studies Majors

Number of Students

Academic Year

1999 2000 2001 2002 2003 2004

INTS Majors
New Undergraduate Transfers Enrollment for International Studies Majors

Number of Students

1999 2000 2001 2002 2003 2004

Academic Year

INTS Majors
Degrees Granted for International Studies Majors

Academic Year

Number of Students


INTS Graduates
Enrollment as Undergraduate and Second Baccalaureate for International Studies Majors

Number of Students

0 5 10 15 20 25 30 35 40 45 50

1999 2000 2001 2002 2003 2004

Academic Year

INTS Majors
Minority and Female Undergraduates and Second Baccalaureates for International Studies Majors

Number of Students

Year

1999 2000 2002 2003 2004
I. Overview of Program

The overall evaluation of the program by faculty and students associated with it as well as this external reviewer is extremely positive. Strengths frequently mentioned by those interviewed were its multidiscipline composition, the flexibility it afforded to majors, and the individual attention and support given to those majors by the director, Prof. Norman Bowen. All were impressed with the dedication, commitment, and leadership demonstrated by the director. Although this was a strength of the program, it could also be seen as contributing to a cited weakness. No other faculty member is as committed to the program as Prof. Bowen. All felt that the success of the program depended on him and replacing him would be very difficult. Another weakness cited was the need to depend on classes being offered in other departments as only the two INTS classes are scheduled by the program. Students face uncertainties as to when or if required courses are offered, although the director does ask if and when courses will be offered. If needed courses are not offered or their scheduling conflicts with other courses required by the student, the director helps the students find substitutes.

II. Major Curriculum

A. Lower Division

The lower division requirements provide the students with a good foundation for the major with one exception. Students are provided with an introduction to cultural, economic, and geographic aspects of international studies but not to political aspects in the major unlike those who take the minor who are able to select POSC 1500 Conflict in World Politics from a list of courses. Faculty should consider adding four lower division units in the major. They could choose either of two options. One would be to add a group category that is available for the minor which would include POSC 1500 Conflict in World Politics or an equivalent lower division international relations course for transfers from other colleges and POSC 3520 International Relations as an option for those transfers who do not need lower division units, but have not had an International Relations course. The second option to consider would be to eliminate the upper division HIST 3017 Twentieth Century History requirement and instead add a lower division history group in which students could take HIST 1016 World Civilization 1700 to present, HIST 2019 The Modern World or HIST 3017 History of the Modern World. If
either of these two options is chosen, the minimum number of lower division units for nontransfer students would have to be raised from 12 to 16. However since transfer students often already have all the lower division units they need and taking more in order to fulfill the requirements might deter some from the major, they should be given the opportunity to substitute an upper division course where possible.

In each of the categories except one, students are able to choose between at least 2 courses thus giving them some flexibility in course offerings. There is one lower division course which all are required to take in the major: Geog. 2310 Economic Geography. It would add to the flexibility of the major if students could also choose to take Envt. 2000 Introduction to Environmental Studies as students in the minor are able to do.

The syllabus of Geog. 2300 Cultural Geography, which is one option for students in cultural category A, shows a week on economic development and a week on agriculture and food production. This appears to overlap with Geog. 2310 and the instructors for the two courses should confer to insure that students who would take both courses would not repeat material.

**Lower Division Requirements (12-40 units)**

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<tr>
<th>Current</th>
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<th>Option 2</th>
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<tr>
<td>A. Anthro 1300 or Geog 2300</td>
<td>A. Anthro 1300 (3000 or 3430 for transfer students) or Geog 2300</td>
<td>A. Anthro 1300 (3000 or 3430 for transfer students) or Geog 2300</td>
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<tr>
<td>B. Econ 1000, 2301, or 2302</td>
<td>B. Econ 1000, 2301, or 2302</td>
<td>B. Econ 1000, 2301, or 2302</td>
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<tr>
<td>C. Geog. 2310</td>
<td>C. Geog. 2310 or Envt 2000</td>
<td>C. Geog. 2310 or Envt 2000</td>
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<tr>
<td>D. Posc 1500 or 3520</td>
<td>D. Posc 1500 or 3520</td>
<td>D. Posc 1500 or 3520</td>
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**B. Upper Division Core**

The two required INTS courses 3100 Global System and INTS Senior Seminar are good courses for the major and provide the only opportunity for students to take classes in which the focus is tailored to their needs and they can interact with others in the major since all other courses are in other departments. I applaud the emphasis on preventing plagiarism which is evident in the course syllabus for INTS 3100 and should be included in other courses as well. The university should continue its contract with Turnitin.com as a further deterrent to plagiarism. As mentioned above, under Lower Division Option 1 the upper division core would remain the same. If Option 2 is chosen, the current HIST 3017 requirement would be eliminated. If this was done it would permit the addition of POSC 3520 International Relations as part of the core if a INTS Theories and Methods in International Studies course was not created (see below)

**Upper Division Core (14-16)**

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<th>Current</th>
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<tr>
<td>A. Ints. 3100</td>
<td>A. Ints. 3100</td>
<td>A. Ints. 3100</td>
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C. Methods course

The present requirement of selecting one methods course from a list of courses in different departments provides the advantage of flexibility. However some students have complained that the course they have taken is aimed at students in the major and not applicable to their focus. If resources permit, consideration should be given to offering a INTS course in Theories and Methods in International Studies. If not, care needs to be taken to advise students to choose a methods course which best meets their area of emphasis and not only their scheduling preferences.

D. Area of Emphasis and Upper Division Electives

The areas of emphasis provide students with greater flexibility than provided in most majors. The handout Prof. Bowen has drafted provides students with guidance on suggested courses in each area of emphasis. The suggestion made in the 2005 Five-Year Plan to add American Studies as an area of emphasis for international students is a good one. Courses such as SPAN 3418 Spanish Culture and Civilization, SPAN 3495 or FREN 3130 French Culture and Civilization could be added to courses listed in the Language and Culture emphasis. It would prove useful to have the handout posted on the website for the major to inform not only current majors but prospective ones.

While additional courses might be suggested for upper division electives such as some in Ethnic Studies, the faculty should also consider dropping the elective requirement and adding the units to the areas of emphasis. Students who have chosen a regional or topic area emphasis are already taking courses in a variety of departments. Students taking a discipline emphasis need to take only one course from outside their discipline as an elective under the current requirements. It would simplify advising to eliminate this requirement. If it was to be kept, I would suggest reducing the required units and eliminating the list. It could be replaced with the stated requirement to take one or two upper division courses with primarily international content outside the area of emphasis with the approval of an advisor. If the requirement would be maintained, instead of stating “Select from the following with no more than 2 courses in any one discipline:” the requirement should state “Select from the following with no more than two courses in the area of emphasis.”

Additional courses could be added if resources permit. Prof. Bowen mentioned that his effort to add International Human Rights and Humanitarian Law because of student interest was rejected by the Political Science Department. The INTS Self-Study mentioned that there is now only one CSUEB course dedicated to Sub-Saharan Africa. Students mentioned the lack of courses on the Middle East and
Europe and also called for a class in International migration. The student whose area of emphasis was geography lamented cutbacks in courses in that department and the chair of the geography department said that students had told him that they would like to see more geography courses. Given resource scarcities and that many existing courses can be offered only infrequently, students mentioned that it would assist them in planning their courses if they knew when courses would be offered on a longer term basis than currently.

E. Minor Curriculum

Current statistics on the number of students taking a minor were unavailable. The INTS Program Response to the 1999 Outside Review stated that 19 students had declared a minor. More attention should be paid to the minor. It would be desirable to better publicize the minor and make it easier to select. Students who are introduced to International Studies through first selecting a minor should be encouraged to increase the number of units taken in order to have a major.

With one exception, the minor curriculum should contain similar requirements to those of the major so that students who might decide to change to a major can do so without difficulty. Thus if a new category group, which has been suggested above in history, is to be added to the major, it should also be added to the minor. If not and instead a World Politics or International Relations category is added to the major, the International Relations course should be added to the World Politics course as a group category in the minor. If World Politics is not added to the major, it should be eliminated from the minor.

Faculty should consider making the second language an option for the minor in order to make the minor more accessible to more students and to encourage students who might not otherwise have considered international studies to take it. Those who would choose not to take a second language as an option in the minor, would be required to take the same number of lower division units as those in the major (or for transfer students upper division courses where indicated) instead of 4 units less as currently. If the requirement for lower division courses is raised for the major as suggested above, they would thus be required to take 16 units and could take 20 units of upper division work. Those who desire to take the second language option would continue to be able to select 8 units from a list which contains upper division substitutes for transfer students and if option 1 or 2 is adopted for major should reflect these changes as indicated below.

<table>
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<tr>
<th>Minor Lower Division Requirements:</th>
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<tr>
<td><strong>Current (8 units selected from):</strong></td>
</tr>
<tr>
<td>A. Anthro 1300 or Geog 2300</td>
</tr>
<tr>
<td>Econ 1000, 2301, or 2302</td>
</tr>
</tbody>
</table>
F. Second Language Requirement

Ideally all students would be required to demonstrate competency in a second language in order to obtain a college degree and students in the United States would begin acquiring such competency in their elementary education. If this requirement existed, the existence of a language requirement would not affect the composition of students in any one department. However adding a second language requirement for all students is unlikely to occur at California State University East Bay or most universities elsewhere in the United States in the near future. There may be more support for a language requirement to be added to the University Honors program. The International Studies Program Self Study 2004-2005 states that “A proposal by the Department of Modern Languages to consider a second language requirement in ALSS was rejected in the ALSS College Council.” When the desirability of a second language university requirement was mentioned to the Dean in an interview during my visit, he reiterated that there was too much opposition for this to occur. The proposal of the 2005 Five Year Plan “to expand the possibility of language acquisition in lower division GE is a good one.

The existence of a second language requirement does appear to affect the composition of students in the International Studies major. While comprehensive statistics for the major or the University are unavailable, a survey of students in the current senior seminar found that out of 12 students, six were international students and all the others spoke a second language at home. While many supported the second language requirement, others talked of the necessity for those in other countries to learn English and that those who spoke only English may find it better to use the time required learning a second language in studying other areas of international studies. One can only decry the sad state of the Modern Language and Literature Department with retiring faculty not being replaced and lack of demand for any language other than Spanish. Prof. Bowen mentioned the difficulty he has had in finding courses that students need to take to fulfill the language requirement. The online listing of courses in the Modern Languages and Literature Department does not seem to reflect the reality of course offerings. Courses not being offered should not be listed and courses offered only infrequently should be listed with information on when they will be offered. Although the effort to find community funding for language courses is to be commended, the lack of available language courses at CSUEB may require suspending the language requirement. The current second language requirement in International
Studies does not seem to be adding substantially to the number of students taking courses in the MLL department. It does seem to deter students who have not been exposed to a second language in the home from choosing the major though a more extensive investigation of this would be desirable.

If the faculty desire to keep the International Studies major at the current size, then no adjustment may be necessary unless there is a more drastic drop in the number of international students being admitted to the university. However if they desire to implement better the goals in the Mission Statement: "...to enrich students’ understanding of the world and its cultures and to promote diverse international perspectives on campus." (International Studies Program Assessment: Mission Statement), then they should consider making the program more attractive to students who do not already have an international perspective. Before dropping or suspending the language requirement in the major, the faculty could experiment with dropping the language requirement for the minor to see if the number choosing to take a minor increased. Those in the minor could be encouraged to take the major with the existing language requirement and those who chose not to do so surveyed to see if they would have been interested in taking the major if the second language requirement did not exist. Encouraging more students to take the minor would enable more students to enrich their understanding of the world and promote a more international perspective for the students taking the minor than they would have had otherwise.

G. Internship and Study Abroad

The minimum of two units of international field experience is an excellent requirement of the major. The website of the Center for International Education at CSUEB has helpful information on financial assistance and reasons for studying abroad. For the many students who work while going to school it is often difficult to afford to take the time off to study or work in another country. The INTS request for the creation of a CSUEB Travel and Internship award was successful, but the availability of more scholarships would be desirable. More support needs to be given to students throughout the California State University system to enable them to study abroad. The Center for International Education’s website gives good information on short-term study and work opportunities available. Having study abroad opportunities available helps to motivate second language acquisition in preparation for study and work abroad. Students who return from such experiences also are often motivated to have a second language major or a minor in a second language.

Since the San Francisco Bay area is such an international area, internships in internationally oriented business and nongovernmental organizations provide an acceptable substitute. Since such a large number of students are international students, this could even be a more desirable substitute for them. Prof. Bowen has provided a binder listing internship opportunities which is
kept in the conference room adjacent to the Political Science office. Some students thought that more assistance could be given in helping them find an internship. The program should consider posting information on internships on their website with links to relevant organizations. It would be helpful if the university itself did this as this information would be useful for many departments and programs. The form for the Intern supervisor’s evaluation of the student is a good one. The International Studies Program Self-Study and Program Assessment recommended the addition of a formal student evaluation of the internship. Students should be required to write a short report on how they obtained their internship, what they did, how it affected their skills and knowledge, and whether they would recommend the internship to other students and if so whom other students should contact. These reports could be posted on the INTS website and made available to INTS students with a password. INTS should continue its intern and career orientations sessions and perhaps require students who have completed an internship to attend and report on their experience.

III. Advising and Assessment
The International Studies program is a model for other programs and departments in linking advising and assessment for majors. Pre and post assessment tests are given and each instructor is asked to fill out an assessment grid evaluating the student’s oral and written English, research skills, and technical skills and recommending steps to be taken to improve them. Students are asked to fill out a self-assessment questionnaire and develop their own academic portfolio. They also write a two-page statement asking them why they selected the INTS major, their areas of interest in INTS, and their views of globalization. A more specific question on what careers they would like to consider might be included together with a requirement that they visit the Career Development Center to discuss possible jobs and interview two or three people in careers they are considering. This might also be made an assignment in one or both of the required INTS courses with students also required to attend career nights or career panels such as the one scheduled for March 27, 2005 at which the directors of INTS, the Office of International Programs as well as a career counselor and international student counselor are participating.

Prof. Bowen keeps files on each student and meets regularly with them to evaluate their progress. Because the major is so flexible and individualized, he needs to meet with students regularly to advise them on courses to take. The amount of time he devotes to advising and the individual attention each student obtains is noteworthy. A survey in 2004 found all students very positive about the advising they received as did a survey of students in the senior seminar in 2005. Having one professor advise all students helps to ensure that the same advice is given to all. However if the number of students in the program were to increase, he would either need to be given more time off to do this or other advisors would be needed.
Even if the number of students were to remain the same, it would be helpful to have more faculty involved in advising not only to lessen Prof. Bowen’s workload, but also to give the students a different perspective. It is suggested that an advisor be named for each discipline and area study emphasis with their names and a link to their e-mail on the International Studies website. Prof. Bowen would continue to do the initial advising as well as exit advising and assessment for all students. He would also be the advisor for those choosing a topic emphasis. This arrangement would also have the advantage of having more professors involved more actively in the International Studies program.

An effort should be made to identify students taking minors in International Studies early in their minor so that they can be advised as to courses to take as well as encouraged to take the major.

While students in the Senior Seminar praised advising in International Studies, several said that General Education advising could be improved. Those who had used the Center of Academic Achievement stated that they could have been given more assistance and would prefer to have a specific counselor assist them rather than be assisted by whoever happens to be there when they come. The international students said that they had received good support from the Center for International Education. However they complained about the length of time needed to have transcripts evaluated and their inability to plan their schedule because of delays.

**IV. Administrative Structure and Support**

The current INTS Faculty Committee is undergoing changes due to retirements. All faculty teaching core courses should be invited to participate as well as those who might be asked to serve as emphasis advisors for the different discipline and area studies as should a faculty member from the Modern Language and Literature department. Representatives from the Center for Career Development and the Center for International Education might also be invited. Even if not all can attend meetings, all could be included on an e-mail list and list on the website.

The current arrangement with International Studies sharing an office coordinator with the Political Science Department seems to be working well. The office coordinator is enthusiastic about working with Prof. Bowen and serving International Studies majors. Work-study students provide some additional support. While the director makes use of Blackboard to communicate with students, he could use assistance on a regular basis with the website. Its list of faculty does not reflect retirements and does not give office hours. It would be useful to have short bios of faculty associated with the program. As mentioned earlier, information could be given on internships. It would be helpful if the director could have his own office especially with his
heavy advising load. Both International Studies and Political Science students are able to use a conference room next to the Political Science office when it is not being used for faculty conferences and some classes. However it would be desirable if International Studies students could have their own place to meet informally near the office where information on internships and study abroad would be available. Students in the senior seminar in 2005 who had attempted to organize a INTS student club were disappointed that so few students attended the meeting they had called. Consideration should be given to creating incentives for a strong INTS club to sponsor events and reach out to other clubs on campus. The club could be helpful in organizing events with internship sponsor organizations and alumni.

It is important that International Studies not be merged or submerged with an existing department. The program brings together faculty in various departments from two colleges who are interested in international studies in ways that would not be possible if it was part of one department. There seems to be good relations between faculty from different departments and support for the program. Having an International Studies program in which students can take courses in all departments which offer courses with an international content helps to internationalize the university as a whole. According to one faculty member interviewed, various departments have added international courses because of the International Studies program. However the program could be strengthened by having its own faculty and allocation while continuing to incorporate courses from other departments in its curriculum. While there may not be support for it to become a department, the director of the International Studies program needs to continue to have a voice in the College Council to ensure support for the program and promote an international perspective throughout the university.

Appendix:

Persons Interviewed:
Norman Bowen, Program Director
Sandy Coulter, Administrative Assistant
Herb Eder, Geography and Environmental Studies
Dave Larson, Chair, Geography and Environmental Studies
Ileana Holbrooke, Chair, Modern Languages
Shyam Kamath, Director, Office of Executive Programs, College of Business and Economics
Loretta Breuning, Management and Finance

Alden Reimonenq, Dean, ALSS

Students in INTS Senior Seminar

**Documents Examined:**

- Catalog description and syllabi of courses
- International Studies Faculty Committee Resumes
- International Studies Statistical Charts
- International Studies Working Documents: Brochure, Assessment Grid, Personal Assessment Questionnaire, Internship Supervisor Evaluation Forms
- Surveys of Seniors and Alumni: 2004
- Supervisors’ Report: 2003-2004
International Studies Program
Five-Year Review 2005
Response to Outside Review

The outside reviewer reminds us of the unique place of The International Studies Program in the life of our university: a curricular and subject-matter bridge between the College of Arts, Letters, and the Social Sciences and the College of Business and Economics; a setting for the exploration of widely conflicting views of globalization; an inter-cultural learning community; and a voice for international education. The Program is committed to reinforcing the bonds between the two colleges, enhancing its outreach activities, and sustaining student community. International Studies actively promotes study abroad, international internships, and second language acquisition three highly desirable educational achievements.

Since its founding in the early 1990s, the International Studies Program has had a strong and active Faculty Committee drawn from the two colleges. A string of recent retirements has outpaced the recruitment of new faculty members. An immediate goal will be to invite faculty from across the campus with interests in international affairs, education and languages to join the INTS Faculty Committee. Faculty members teaching INTS core courses will be especially welcome. Such an enlargement of the INTS Faculty Committee will facilitate the achievement of one of the reviewer’s recommendations: to expand advising for the Emphasis beyond the Program Director. Enlarging the Committee will also increase the number of on-campus ambassadors for the Program.

Taking advantage of the rich variety of course offerings at the University is a great strength of INTS. However, dependence on courses taught by departments with other majors and missions leaves INTS vulnerable to their course selection and scheduling. The Faculty Committee will seriously consider the reviewer’s recommendation to identify possible courses of interest to INTS students that are not being offered in any department. The College of ALSS and the College of Business and Economics will then be approached about possible course allocation.

The outside reviewer made a detailed analysis of the INTS program and offered several concrete proposals, mostly formalizing existing informal practice relative to course substitutions. Specifically, lower and upper division core requirements would contain more course options, including a new requirement in international politics, in order to make the major more flexible and to allow better articulation with the offerings at feeder community colleges and at our own campus. Consideration of these plans will be a high priority of the INTS Faculty Committee.

The Program has also been asked to consider the creation of formal options in place of the current four-course Emphases. In particular the reviewer suggests an option in American Studies (for international students). An option in International Business and Economics would correspond to the most popular of the topical Emphases. Such a move would probably require developing full options in other popular emphases such as Cross-
Cultural Studies and International Organizations and Law. Eliminating the Emphasis system would have its drawbacks; currently students may select (with the approval of an advisor) any Emphasis for which they can find four related courses. Therefore, in addition to the prominent Emphases identified above, students have been able to adapt the Program to their individual needs with Emphases in International Health Care, Human Rights and International Law, or Migration Studies. In some cases, these more narrow concentrations are geared for students preparing for graduate study.

The outside reviewer found the state of modern language instruction at CSUEB to be most alarming. The INTS Faculty Committee hopes to continue to work with the Department of Modern Languages and other interested segments of the on-campus and off-campus communities (including students and language-based community organizations) to address possible ways to reverse the downward trend in language offerings. The effect of this decline on INTS majors is palpable; students scramble to complete their two-year language requirement at community colleges, UC Berkeley, or private language programs. More than one INTS major is considering an inter-CSU transfer.

Following the last five-year review, the INTS Faculty Committee rejected the idea of eliminating second-language acquisition as a requirement for the major. However, the 2005 reviewer again concludes that, without a revival of foreign language study at CSUEB and at the community colleges, the INTS Program is unlikely to see additional growth. Her suggestion is to experiment with dropping the language requirement from the minor. If the result is a significant increase in minors then the Program should consider developing a non-language track. However, there will be great reluctance to follow this path, which would attack what many consider to be the heart of the Program. While the reviewer is correct in noting that among the students in this year's senior seminar, all are either international students or students who spoke a language other than English at home. However, it is also true that many of the former also began a third language while at CSUEB (and are more likely to participate in study abroad) and that more and more of the latter require some formal language training to consolidate and professionalize their language skills. It might be short-sighted to jettison foreign language at a time when international employment opportunities are continuing to expand and when American employers, with increasing frequency, prefer candidates with second language skills.

The INTS Program will benefit from the announcement by CSU International Programs (IP) of its intention to begin offering a wider variety of overseas study plans for CSU students. The availability of short-term study abroad programs will surely increase the number of INTS majors able to participate in IP. The INTS Faculty committee will continue to explore ways to incorporate international internships into the CSU IP curriculum.

The INTS Program involves student in career planning at three points in their university stay: during the first advising session in which students set career goals and determine the skills they will need to achieve that goal, during preparation for their internship and at
yearly International Career events co-sponsored with the Career Development Center (CDC) and the Center for International Education. There is also a yearly INTS graduate programs session. In exit surveys and in the most recent alumni survey, students have articulated the desire for more career guidance. INTS plans to formalize a program with the CDC for individual career counseling as part of portfolio-based advising.
### International Studies Intern Supervisors Report  
#### 2003-2004

#### QUALITY OF WORK

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<td>Excellent</td>
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<td>Average</td>
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<tr>
<td>(Below average) Needs Improvement</td>
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<tr>
<td>(Very) Poor</td>
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#### ABILITY TO LEARN

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<td>Learns very quickly</td>
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<td>Learns readily</td>
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<tr>
<td>Average (in) learning ability</td>
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</tr>
<tr>
<td>Rather slow to (in) learn(ing)</td>
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<tr>
<td>Very slow to learn</td>
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#### RELATIONS WITH OTHERS

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<tr>
<td>Excellent (well accepted) interpersonal skills</td>
<td>9</td>
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<tr>
<td>Works well with others</td>
<td>3</td>
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<tr>
<td>Gets along satisfactorily</td>
<td>1</td>
</tr>
<tr>
<td>(Has some) Difficulty working with others</td>
<td>0</td>
</tr>
<tr>
<td>Works poorly with others</td>
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#### ATTITUDE/APPLICATION TO WORK

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<td>Very (outstanding) enthusiastic(ism)</td>
<td>8</td>
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<tr>
<td>Interested and industrious</td>
<td>3</td>
</tr>
<tr>
<td>Average in diligence/test</td>
<td>1</td>
</tr>
<tr>
<td>Somewhat indifferent</td>
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</tr>
<tr>
<td>(Definitely) Not interested</td>
<td>0</td>
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#### JUDGEMENT

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<tr>
<td>Exceptionally mature</td>
<td>9</td>
</tr>
<tr>
<td>Above average in making decisions</td>
<td>4</td>
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<tr>
<td>Usually makes (the) right decisions</td>
<td>0</td>
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<tr>
<td>(Often) Uses poor judgment</td>
<td>0</td>
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<tr>
<td>Consistently (uses) bad judgment</td>
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DEPENDIBILITY
- Completely dependable 11
- Above average (in dependability) 2
- Usually dependable 0
- (Sometimes) Neglectful/careless 0
- Unreliable 0

ABILITY TO COMMUNICATE
Written
- Clear and concise 8
- Very good, understandable 3
- Usually satisfactory 0
- Needs improvement 0

Verbal
- Clear and concise 9
- Very good, understandable 4
- Usually satisfactory 0
- Lacks ability/must improve 0

Listening/Comprehension
- Exceptional listening/comprehension skills 10
- Above average listening/comp skills 3
- Usually listens/comprehends well 0
- Listens/understands poorly 0

OVERALL PERFORMANCE
- Outstanding 9
- Very good 4
- Average 0
- Marginal 0
- Unsatisfactory 0

ATTENDANCE
- Regular 12
- Irregular 0

PUNCTUALITY
- Regular 12
- Irregular 0
Global Systems (INTS 3100)
This course explores the emergence of cross-border systems in business, economics, politics, communications, culture and science/technology as well as their interconnections. Informal, unofficial, and illegal systems such as nongovernmental organizations, world music, the internet and crime syndicates are also addressed. The main focus is transnational systems created to produce, transport, and promote goods and services, as well as systems developed to regulate, resist or transform such globalization. The course also tracks and evaluates formal and informal structures of global governance, accountability, and participation. Discussion will address the debate over “globalization.”

Required Reading:
Rosa Dierks, Introduction to Globalization (Burnham, 2001)
Robin Broad, ed., Global Backlash (Rowman and Littlefield, 2002)
“Schools Brief” (Library reserve)
International organization publications (on–line versions)
Assignments will be updated on Blackboard.
Evaluation: Course evaluation will be based on participation, exams and written assignments. Participation (20%) includes attendance, presentations, discussions, and debate. Quality participation will be a key to the success of this class and will enhance the learning experience for all. Students are expected to come to class having prepared the reading or on–line documents for discussion. Material prepared for class discussion will be maintained in a course portfolio. There will be a mid-term exam (20%) and a final (30%) as well as an early diagnostic exercise. There will be one 10-page analytic research paper (30%) based on the class readings as well as on outside research. All students are expected to meet with me by the third week of the course. The papers will be graded on the quality of the argument and on the writing. All papers must be submitted to me and to Turnitin.com, a plagiarism detection web
site. Any papers containing plagiarized material will receive a grade of F. See complete paper guidelines on Blackboard.

Student learning outcomes:
1. The student will demonstrate an understanding of the concepts globalization, global systems and global governance including leading theories and historical perspectives during in-class discussion, on in-class exams, and on the research paper.
2. The student will demonstrate a familiarity with the participants in the global system including nation-states and international organizations both public and private during in-class discussion, on in-class exams, and on the research paper.
3. Through in-class participation and in-class exams, the student will demonstrate an understanding of the interconnections among the following: free trade, fair trade, international finance and investment, global debt, multinational corporations, unions, labor rights, migration, culture, environmental systems, development strategies and poverty, criminal systems, social movements.
4. Through in-class demonstrations, class exercises and the research project, the student will acquire more advanced academic research strategies for collecting and analyzing information about the above concepts, organizations and topics.
5. In the process of completing the research project, the student will practice thesis writing, outlining, and plagiarism avoidance. The student will also complete a medium-length analytic paper.
6. The student will work to develop effective oral communication skills through presentations, discussion, and debate.
7. Using the skills questionnaire, the student will set personal goals to improve in one or more of these areas (and others such as note taking, study skills, exam taking, etc.) and will engage in self evaluation at mid-quarter and at the end of the course.
8. Through class assignments, students will be able to identify volunteer and internship opportunities with non-governmental organizations working in course-related fields.

Outline and Topics
Jan 4 Introduction
Jan 6 Roundtable: Globalization pros and cons
Broad, Intro, Part I; Intro, 1.1 Burtless, Globaphobia; 1.2 Annan, Address to WTO; 1.4 Buchanan Free Trade is not Free; 1.6 IFG, Alternatives to Economic Globalization
Diagnostic Writing Assignment: Write a one-page brief discussing the main issues raised in these articles.

Jan 11 Definitions and Theories
Dierks, Intro, Chs 1 and 2; Schools Brief, “One World”

Jan 13 History of Globalization
Broad, Part II, Intro; 2.1 Rodney, How Europe Underdeveloped Africa; 2.2 Lappe and Collins, Why Can’t People Feed Themselves?; Heckscher, Long Before Seattle
“What is globalisation and when did it start?”
http://www.globalisationguide.org

Jan 18 Rules, Players, Strategies, Payoffs
Dierks, Ch. 3
“Who are the players?” http://www.globalisationguide.org
Currency Arrangements
Dierks, Ch. 4; Broad, 2.8 Gelinas, The Pillars of the System; Schools Brief, “Capital Goes Global”

Jan 20 Trade Rules
Dierks, Ch. 5; Schools Brief, “Trade Winds”; Broad, 2.6 NIEO
“What are the costs and benefits of free trade?”
http://www.globalisationguide.org
Trade websites:
Public Citizen http://www.citizen.org
Institute for International Economics http://www.iie.com
World Trade Organization http://www.wto.org
International Forum on Globalization http://oneworld.net
Trade and Development Center (WTO/WB) http://www.itd.org

Jan 25, Market Rules
Dierks, Ch. 6; Broad, 1.5 Weisbot, Globalization on the Ropes

Jan 27 The Players in the Global System
Dierks, Part III, Intro, Ch 7 (Governments); Schools Brief, “Bearing the Weight of the Market”; Broad 2.7 We are to be Sacrificed
“Is globalisation shifting power from nation state to undemocratic organisations?” http://www.globalisationguide.org

Feb 1 Multinational Corporations
Dierks, Ch 8; Schools Brief, “Worldbeater, Inc.”; Schools Brief, “Delivering the Goods”; Broad, 2.5 MNCs and US Foreign Policy; 1.7 Sweeney, The New Internationalism

Feb 3 Corporate Ethics Roundtable
Broad, Part IV, Intro; 4.1 The Conscious consumer, 4.2 Ethical Trade; 4.3 Levi Strauss Business Partner Terms; 4.4 Reebok Award; 4.5 Children of the Looms; 4.6 independent Monitoring; 4.7 Certification Programs; 4.8 Forest Stewardship; 4.9 Anti-Sweatshop Campaigns; 4.10 Statement to College and U. Presidents; 4.11 Mechanisms for Labor Rights
Corporate Ethics Websites:
- Global Chamber of Commerce http://www.iccwbo.org
- Business and Industry Advisory Commission of the OECD http://www.biac.org
- “Corporate Governance,” “Guidelines for MNE’s”
- Transparency International http://www.transparency.de/
- Websites on Fair Trade
- Global Exchange http://www.globalexchange.org
- Fair Trade Federation http://www.fairtradefederation.com
- Annual Report

Feb 8 Mid-term Exam

Feb 10 Nongovernmental Organizations
Dierks, Ch 9
Clifford Bob, “Merchants of Morality,” Foreign Policy, March/April 2002 (Infotrac)
Think Tanks
Dierks, Ch 10 Broad 1.8 Hemispheric Social Alliance;

Feb 15 International Financial Institutions
Dierks, Ch 11; Broad, 1.4 Report of the IFI Advisory Commission; 1.9 Death of the Washington Consensus?; 5.7 Controlling Casino Capital
“Why is there inequality, and is it getting worse?” http://www.globalisationguide.org
Websites:
- International Monetary Fund http://www.imf.org
- Sovereign Debt Restructuring
- Poverty Reduction
Feb 17 Roundtable on Trade
Broad, Part III, Intro, 3.1 A Just and Sustainable Initiative for NA; 3.2 Another Look at NAFTA; 3.3 Cross-Broder Labor Solidarity; 3.4 NAFTA’s Labor Agreement; 3.5 Building Workers’ Human Rights; 3.6. How the South is Getting a Raw Deal at the WTO; 3. 7 How to Support the Rights of Women Workers
United Nations Conference on Trade and Development
http://www.unctad.org
Trade and Development Report 2003 (Overview)

Feb 22 Globalization as Process
Dierks, Ch 12; Broad, 5.1 Our Word is our Weapon; Schools Brief, “Workers of the World”
Migration and Labor Websites
International Organization on Migration http://www.iom.int
Migration for Development in Africa
Quick Access: Counter Trafficking, Technological Cooperation for Migration, Mass Information
International Labor Organization http://www.ilo.org
International Confederation of Free Trades Unions
http://www.icftu.org
Labournet International http://www.labournet.org
Final Declaration of the International Trade Conference
Workers’ Democracy
National Labor Committee http://www.nlcnet.org

Feb 24 Communications and Education
Dierks, Ch. 13 (Regionalism) Optional
Global Education
Dierks, Ch 14
“What is the role of the internet?”
http://www.globalisationguide.org
UNCTAD http://www.unctad.org
Digital Library—E-Commerce and Development Report (overview)
"Patently Problematic" (Intellectual Property) Economist, Sep 14, 2002 (Infotrac)
UNESCO http://www.unesco.org
Education for All
International Telecommunications Union http://www.itu.int
Publications: World Communications Report 2003 (Executive Summary)

Mar 1 Globalization and Culture
Dierks, Ch 15; Schools Brief, “A World View”
Assignment: Interview members of your family about their taste in music. How have musical tastes changed over three generations? What international influences are involved? Do you detect a globalization of culture?
""How does globalisation affect culture?"
http://www.globalisationguide.org
“Seeking Balance: Growth and Culture in the Amazon,” NY Times article
UNESCO http://www.unesco.org
Culture: Culture and Development

Mar 3 Globalization and Democracy
Dierks Chs 16–17

Mar 8 Rolling Back Globalization?
Broad Part V, Intro; 5.2 Bringing the Food Economy Back In; 5.3 Biodiversity Protection; 5.4 The Cochabamba Declaration on Water; 5.5 The Treaty Initiative; 5.6 South–South Summit Declaration; 5.8 How Much is “Enough”?: 5.9 Toward a Deglobalized World
“Is there any alternative to globalisation?”
http://www.globalisationguide.org

Mar 10 Conclusion
Dierks, Ch 18; Broad, Conclusion, Intro; C.1 Globalization
Assignment: Review the material in your portfolio including your position paper on globalization. Write a one-page commentary on how your ideas have developed during the class.

Mar 15 Final

Oral Presentation
Short oral presentation of web-based material will be a regular part of the class. You are expected to seek the assistance of the Communication Lab (3rd Floor Meiklejohn 885 4760) in order to develop your presentation skills.

Analytic Paper Guidelines
Analytic Paper Topic: Your paper should investigate a “global system” that is covered in the class readings. Write a 2500-word essay using concepts developed in this course. Your paper should include sources from at least three different data bases (the Internet, Infotrac, Lexis-Nexis, SIRS, books/journals each count as one data base).

Papers will be evaluated on content and form. Commit yourself to submitting only your best work. You will be asked to submit a statement of purpose, outline, bibliography, introduction and your research notes prior to submitting your paper. Your paper should include an introductory paragraph with a statement of theme/thesis, development of your argument, and a conclusion.

1. Please carefully follow a paper writing guide of your choice. Review grammar and punctuation rules, paragraph writing, thesis statements, topic sentences, and conclusions. All references must be properly cited. List the paper guide you are following in your bibliography. As needed, students will be encouraged to obtain writing assistance from the Student Achievement Center (Library 885 3674).

2. Be vigilant about plagiarism. Any direct quote from your sources, however brief (even a short phrase), that is not placed in quotation marks constitutes plagiarism, even if you footnote the source. Your paper must be written in your own words. Limit the number and length of the quotes you do use. You will be asked to submit a copy of the paper to Turnitin.com, a plagiarism detection web site. Any written work containing plagiarism will be assigned a grade of F.

3. Take notes from your sources in your own words and then write your paper. You will be asked to submit your research notes.

4. It is very easy to copy text inadvertently in this electronic age. If you download text, be sure to place it in quotations marks
immediately. Later, you will not remember. You must submit to me paper copies of any electronic data-base sources you use in your paper.

5. Be prepared to make books referenced in your paper available to me when you submit your paper.

6. Unless you obtain prior permission, you may only use sources written in English.

7. If you use any non-CSUH library materials, you must indicate the library you used to obtain each source.

8. You may wish to make an appointment with a reference librarian prior to undertaking your project. Steve Philibosian (sphilibo@csuhayward.edu) is the librarian responsible for International Studies.

Statement on Plagiarism
“It is the policy of the [International Studies Program] and of California State University to treat plagiarism as a very serious offense. The University Catalog states that students who cheat or plagiarize may be expelled, suspended, placed on probation or given a lesser sanction.

Plagiarism is defined as:
1) purchasing or borrowing papers from any source;
2) recycling your own paper from another class;
3) submitting a ghost-written paper;
4) copying more than four consecutive words without citing your source and enclosing the passage in quotation marks;
5) paraphrasing without giving credit for ideas (except on an exam);
6) copying work from other students (or permitting another student to copy your work);
7) reproducing the basic sentence structure from a source while inserting some synonyms or interchanging word order.
8) All of the above also applies to material translated from other languages. If in doubt about whether you are plagiarizing, confer with your instructor.”

Research Paper Schedule
Jan. 11 Topic and statement of purpose


Feb. 8 Revised outline and complete bibliography. Submit research notes from at least one major source.

Feb. 22 Complete research notes and introduction with thesis statement.

Mar. 3 Paper due. Submit one copy to me and one to Turnitin.com.

Mar 4–15 Revisions (if necessary).
Syllabus
California State University, Hayward Dr. Bowen
International Studies Program Mi 4098
Office Hours MWF 10:30—12, and W 3-4 885 3583
(Any day by appointment) nbowen@csuhayward.edu

INTS 4500 Seminar in International Studies Spring 2005
An informal seminar format provides the setting to probe and discuss selected global issues such as poverty, development, human rights, population, world peace, ecology, culture, and religion. Students investigate individual topics and prepare in-depth research papers and class presentations. The class provides an opportunity to study local non-profit organizations active in international issues. Students are encouraged to select a career-related topic of personal interest. The seminar is designed to be the capstone of the International Studies major, allowing students to synthesize and review a broad range of materials introduced in earlier courses and to explore in a sustained way a selected research topic.

Required Reading Peter Berger and Samuel Huntington, eds. Many Globalizations Cultural Diversity in the Contemporary World (Oxford, 2002)

Course Format This course employs a seminar format in which students are responsible for preparing, presenting, and debating selected articles from the required text. During the initial phase of the course, emphasis is placed on short, articulate presentations, rigorous questioning, and constructive discussion. Students offer peer evaluation of these presentations. You will be evaluated at every class session. Students are expected to use the Speech Communication Lab to assist in improving speaking skills. In parallel, students prepare major research projects from among approved topics that are presented to the class and submitted as 20-page written papers. As needed, students will be encouraged to obtain writing assistance from the Student Achievement Center (Hub 1141, 885 3674). You should make an appointment with a research librarian as soon as possible. We will hold research sessions in the library as needed.

Program Assessment
Students will have the opportunity through a writing assignment, a written questionnaire and a classroom focus group to reflect upon their own academic growth and to evaluate the International Studies Program.

Student Outcomes
1. Gain a greater understanding of important issues related to globalization.
2. Research a topic in international studies (normally related to the Emphasis) using traditional and electronic research materials appropriate for an academic project.
3. Write a 20-page analytic paper in college-level academic English.
4. Make a 20-minute professional-quality presentation and a 10-minute defense of the research project.
5. Contribute regularly to a student-centered seminar format, demonstrating academic maturity and rigor in peer interactions.
6. Integrate the subject matter and perspectives of the required courses in the International Studies major in seminar discussions and on the exit exercise.
7. Assess the International Studies Program in terms of personal academic growth and expectations by completion of the exit survey.

Evaluation
All course activities will be evaluated and will count toward the final grade in the class. Active, regular participation in the class is essential to successful completion of the course. General participation (25%), including article presentations, critiques and discussion. Project presentation (15%), oral presentation and defense. Project preliminaries (20%), including preliminary report, outlines, bibliography, and research notes. Final project (40%).

Oral Presentation
The oral presentation should be of professional quality using visuals as appropriate. You are required to seek the assistance of the Communication Lab (3rd Floor Meiklejohn 885 4760) in the preparation of your presentation.

Research paper
Papers will be evaluated on content and form. Commit yourself to submitting only your very best work (a potential writing sample for graduate schools or employers). If you feel that writing is a
weakness, be sure to discuss this with me and make improvement an objective for the course. I will work with you or find writing help for you.

1. Carefully follow a paper-writing guide of your choice. Review grammar and punctuation rules, paragraph writing, thesis statements, topic sentences, and conclusions. All references must be properly cited. List the paper guide you are following on your bibliography page. As needed, students will be encouraged to obtain writing assistance from the Student Achievement Center (Hub 1141 885 3674).

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3. Take notes from your sources in your own words and then write your paper from the notes. You will be asked to submit your research notes.

4. It is very easy to copy text inadvertently in this electronic age. If you copy anything word for word, or if you download text, be sure to place it in quotations marks immediately. Later, you will not remember.

5. Do not return books used in the paper until after the individual meeting with the instructor.

6. You may only use sources in English for your paper (or obtain special permission from me).

7. If you use any non-CSUH library materials, you must indicate the library you used to obtain each source.

8. You should submit a paper copy to me and upload a copy to Turnitin.com, a plagiarism detection software.

Your paper should demonstrate that you have surveyed the best available academic and government sources relevant to your topic. You should exploit all relevant sources including books, international organization reports, government reports, congressional hearings, academic journals, electronic data bases, and on-line sources. All are available through our library resources. An increasing number of government and international organization (including NGOs) documents are available on-line. If you are not currently comfortable researching in all these areas, seek assistance from a librarian or from me. All students should make an
appointment with a reference librarian once topics have been approved. If you intend to conduct interviews, I will assist in developing an interview format. Above all, select a topic that is truly of interest to you. You will be living with it all quarter. It must provide you with sustainable intellectual stimulation and academic challenge.

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Seminar Project Evaluation and Check List

1. Paper topic and one-page rationale including the reason for selecting the topic, how it relates to your major, and the sources you will need to complete the project (April 6).

2. Meetings (in person or by phone with instructor and reference librarian (by April 13). Submit thesis statement including a discussion of the type of materials needed to support the thesis.
3. Preliminary outline, bibliography, research notes from one major source (by April 20)

4. Complete outline, bibliography, and thesis statement (April 27)

5. Research materials used
a) Books (Haystac)
b) Academic periodicals (ABC Political Science, PAIS, JSTORS)
c) Data Bases (Infotrac, SIRS, Lexis-Nexis, etc.)
d) On-line services
e) Official Documents (government or international organization publications)
f) Newspapers or popular press
g) Internet

6. Full research notes and introduction due (May 4)

7. Project presentations and oral defense May 11–June 1

8. Communication Lab evaluation date__________

9. Project presentation date__________

10. Research paper due (May 18)

11. Project revision (if necessary) May 18–June 8

12. Individual review with instructor date__________