Resolution #22
1979-1980
Interdisciplinary Major in Global Studies

Meeting on 3/17/80
(Date)

Robert J. Kemperling, President, Faculty Senate

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT W. BROWN
RE: DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

I. Accepted. Effective Date

II. Deferred for discussion with the Faculty Senate on

III. a. Unacceptable for the reasons contained in the attached explanation
   b. Comment:

DISTRIBUTION: Vice Presidents: Douglas, Dube

Others as identified:

Distribution Date: 3/20/80
Signed: Albert Brown
(President of the College)

Date Received by the Senate:
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The Global Studies Focus

This multidisciplinary major/minor proposal for Global Studies centers on the growing interdependence of states. By interdependence is meant the increased mutual dependence of states through international transactions and the regional and worldwide effects of this interaction. The latter is characterized most vividly by sharpened state vulnerability under conditions of interdependence in the late twentieth century. Among these conditions must be included emerging raw materials and energy shortages, environmental deterioration, population growth and food production problems, high rates of military spending and the growing economic gap between rich and poor countries of the world.

Planet earth's interdependent setting, largely the result of the spread of industrialization and worldwide communication, has led to an increasingly integrated system where the fortunes of all states seem intertwined. The level of international transactions is rising, then, as a global economic system has evolved, and with this the fate of states become more and more interlinked. The Global Studies Major/Minor explores this phenomenon, to include the following dimensions:

1. **economic:** North-South relations (rich and poor countries); worldwide military spending; inequities in international trade and technology transfers; global inflation.
2. **raw materials and energy:** rising worldwide demand for raw materials and energy supplies, matched by supply and access constraints; increasing commodity prices; growing energy-related technologies.
3. **environmental**: worldwide environmental deterioration in both developed and developing countries.

4. **population and food**: high population growth and problems in food production; international consequences of food and population patterns.

5. **organizational**: United Nations; multinational corporations; international health, education, and sports links.

6. **communication and transportation**: trends in these areas; impact on interdependence.

7. **world and region-world links** between these and other aspects of global interdependence.

**Brief History of this Proposal**

SUNY-Brockport is exceptionally well-prepared to launch this multidisciplinary major/minor in Global Studies. It is one of thirteen out of sixty applicants to receive a major federal grant during 1978-79 to initiate a two-year multidisciplinary international studies program at the undergraduate level. This grant of $74,000 for the two-year period 1978-80, or $240,000 when SUNY-Brockport’s matching funds are added, provides the campus with the required skills and training to execute this proposal. The first year of the grant operated in close consultation with the sponsoring agency, the United States Department of Education, and produced effective design, development and evaluation of the Global Studies Program concept. The second year of the grant, 1979-80, adds new skills to this preparation, to include the development of new multidisciplinary international courses. This previous training deeply involves seventeen members of the SUNY-Brockport staff, drawn from
ten disciplines in the Social Sciences, Physical Sciences and Humanities. The essential point, then, is that SUNY-Brockport is remarkably equipped to implement this proposal.

I. CENTRAL OBJECTIVES

This multidisciplinary major/minor proposal for Global Studies at SUNY-Brockport meets three central objectives. First, it responds to the sharpening national pressure on higher education to produce students with a global awareness of the world issues associated with interdependence. Second, it will help prepare students for emerging careers in local, national and international public and private sector occupations associated with growing international transactions. Third, it will deliver a unique and more systematic instructional program focused on international affairs at the SUNY-Brockport campus. As such, it meets a regional need in the greater Rochester area. This proposal spells these objectives out in detail and explains the Program's key dimensions.

A. The Need for Global Studies in Higher Education

The first objective of this new major is to meet the increasing national need to produce citizens more aware of global interdependence. This responsibility is amply demonstrated. President Jimmy Carter, for example, has formed a National Commission on Foreign Languages and International Studies which began a series of national meetings across the United States during 1979. The Commission is headed by Dr. James Perkins, and includes a number of other outstanding educators and policy makers in the United States, who are holding major regional meetings.
The United States government, meanwhile, has spent over $15 million since 1970 to establish over 80 programs in global affairs at the undergraduate and graduate level, with SUNY-Brockport being one of the recipients of the awards. Major national and international associations continually focus on the enormous importance of global interdependence, such as The American Political Science Association and The International Studies Association. Other national groups stress the need for increased training in international studies and foreign languages in the United States, such as the 1979 Conference on "International Education: The Global Context, The U.S. Role," held at the Shoreham Americana Hotel in Washington, D. C., involving over 800 participants from across the United States (see Appendix One). United National officials, such as Robert Muller, Secretary of the Economic and Social Council, United Nations, emphasize the desirability for global education. And major scholarly publications constantly stress the evolving importance of training people in international studies in an effort to create a new generation capable of coping with the global problems that are emerging in the last quarter of the twentieth century. These journals include the Intercultural Studies Information Service, the International Studies Association Quarterly, Foreign Policy and Foreign Affairs.

Two other justifications for global studies should be cited. First, "foreign" affairs increasingly shape life in America. Once the Organization of Petroleum Exporting Countries (OPEC) began to raise oil prices in 1973, America's fuel prices also escalated, a trend likely to continue into the 1980s and 1990s. Foreign corporations' buying of American farmlands also is on the rise, as are foreign purchases of American businesses, such as
Brylcream, Pepsodent toothpaste, French's mustard, Peter Paul candy bars, and Libby's string beans. Foreign production is growing in the United States to include not only Volkswagen and Honda, but also the Japanese bottling of Coca-Cola in New Hampshire and soy sauce production in Wisconsin. Direct foreign investment in fact increased by fifty-five percent in the period 1973-76 to over $30 billion dollars. Thus, an increasing number of jobs and amount of personal income are generated by foreign holdings inside the United States -- a point of significant interest for many American breadwinners. One in six Americans, moreover, owes his or her employment to foreign trade.

Second, reports on the American public's knowledge and exposure to international affairs reflect remarkable consistency over the years: Americans, by and large, are appallingly uninformed and uninterested in world trends. A 1976 Gallup Poll, for example, reported that most of those questioned did not name a single one of the top ten international problems facing the United States. By 1975 two-thirds of the adult population surveyed did not know who owned the Panama Canal. A recent survey of 30 countries, moreover, found the American youth next to the top relative to knowledge about state and local government, but next to the bottom in knowledge about international institutions and processes.

This picture of American public opinion is not surprising if one considers the current state of higher education in international affairs. The United States is the only major country in the world that does not teach a foreign language to all of its people in school. Thus, fewer than two percent of the 1977 high school graduates have any foreign language


competence, and college enrollments in foreign language dropped drastically from the early 1970's onward. Less than one percent of United States college students enrolled in any course focused upon international issues or areas, and as of 1973 fewer than five percent of America's high school teachers had any training in international, comparative, or intercultural courses leading to their certification. Coupled with these problems in training of high school teachers and exposure to international affairs courses at the college level is the non-academic media setting. A 1973 UNESCO survey ranked the United States lowest among 100 countries surveyed relative to amount of television time designated for international programming, and the average of international events in newspapers occupied only about one-half of one column of newsprint per day.

These distressing facts are compelling reasons for the new emphasis on improved and expanded training in international affairs on high school and college campuses across the United States today. At a time of escalated global interdependence and American links into the global community, the new imperatives for an enlightened American citizenry are strong.

B. Preparing Students For Careers In International Affairs

A second major objective of this proposed major/minor in Global Studies is to help prepare students for emerging careers in local, national, and international public and private sector occupations associated with global interdependence. This objective is closely locked into a survey of the market which supports its feasibility.

3 It is also estimated that "some 61 percent of the American professoriat (all professors in degree granting institutions) have never travelled or studied abroad." Christian Science Monitor, November 13, 1978, p. 21.
SUNY-Brockport students, for example, demonstrate an interest in and need for this type of program, as evidenced by a variety of indicators. The first course in Global Studies, which was offered in the fall term of 1978-79, drew 25 students. This occurred even though that single course was not well advertised due to the lead time associated with our receiving the national grant and time to prepare and offer the first course. The spring semester offerings, consisting of four newly designed courses for Global Studies, drew approximately 115 students. Again, it should be stressed that these courses drew a substantial number of students even though they were not part of a recognized undergraduate major.

We--the Global Studies Committee--thus anticipate that once the undergraduate major in Global Studies is established, SUNY-Brockport will be able to draw a substantial number of students whose interests in such a program have been strongly expressed already. In addition to these data, a rather large number of students traditionally express interest in courses associated with international studies at the SUNY-Brockport campus. For example, *World History* (World History 101/102) enrolled 1,140 students during the years 1977-78 and 1978-79. (World History 101, it can be noted here, will be one of the required courses in the new multidisciplinary Global Studies major). Enrollment in Political Science courses associated with the new Global Studies undergraduate major also demonstrates student interest and need. Political Science courses in world affairs enrolled 1,568 students in the three year period 1976-79. These courses included *World Politics*, with 336 students in the 1977-79 period and which will be a required course in the proposed Global Studies major/minor. Relevant Anthropology
courses include Survey of World Cultures which accommodated 55 students during 1978-79. While this brief list by no means exhausts all the courses dealing with international affairs at SUNY-Brockport, it does indicate that students are indeed interested and in need of a systematic, recognized major/minor program in international affairs.

Employment Opportunities

An interest/need has been expressed for this type of training on the part of potential employers, graduate and professional schools. In terms of private sector opportunities, a number of key points should be kept in mind. First, several multinational corporations now are larger than many foreign countries. They offer a variety of job opportunities for those people trained in global studies and especially those who have a corresponding disciplinary skill in trade, economics, geography, or political science. It is well known that international business corporations, and even small local corporations, are extremely interested in individuals who are broadly interdisciplinary, as well as skilled in the requirements of their specific business operations. Rochester’s Kodak and Xerox Corporations are cases in point. For this reason, a number of high-ranking corporate executives annually are sent back to special liberal arts institutes for training in the Social Sciences as a means of broadening themselves in a variety of subjects not directly related to the business operations. The international trade concentration at SUNY-Buffalo, for example, is broadly interdisciplinary, drawing from many departments including Business Administration and Economics but coordinated by the Department of Geography.

Foreign corporations, as noted above, are expanding their operations within the United States. They clearly offer career opportunities. These firms include British Petroleum, Volkswagon, Toyota,
and other foreign companies. In short, the dense network of worldwide interdependencies among the world's societies are marked by increasingly wide links within the international business community, and even at the small and medium sized business level, which the U.S. Treasury Department is eager to assist. And with expanding interdependency, employment opportunities are produced, not only in multinational corporations, but also in international transportation (airlines, shipping lines) and the related support activities associated with these transportation links.

Science, technology and communication also a part of worldwide interdependence with consequent employment opportunities. Both private and public sector organizations are deeply concerned today with nuclear waste, population growth, and decline in natural resources and arable land. From private research corporations to international bodies, such as the United Nations, there are career opportunities for people trained in an awareness of the worldwide pressures of these developments. The sharpening interaction between countries of the world also may lead to future world disease problems, which would enhance employment prospects for those individuals trained in worldwide disease control.

New interdependencies have forced governments into collective thinking and new cooperative arrangements not possible a few decades ago. The United Nations, regional special organizations, the American federal government and state agencies, and a variety of other international institutions have changed rapidly during the last few years to respond to global problems. These problems -- including outer space, the environment, population, the seas and oceans, food, employment,
human settlements, world water deterioration and desertification are reflected in the growth or organizational and legal attention to them. A worldwide information on these global issues becomes increasingly available and as institutions and organizations do more toward collective decision-making on these issues, the prospects for individuals trained in part with a global awareness cannot help but increase as well.

The SUNY-Brockport proposal for its multidisciplinary major/minor in Global Studies fits the emerging local, regional and national employment patterns as outlined above -- the growth of attention, activities, and organizations devoted to global issues. And insofar as the new Global Studies major/minor will encourage the corresponding need to concentrate in a traditional discipline, e.g. economics, geography, history, political science, anthropology, computer science, chemistry, health sciences, mathematics, physics, etc., it is designed to train students thoroughly in preparation for careers in the public or private international sector of their interest.

Graduate School Opportunities

This proposal is consistent with emerging graduate school patterns. Graduate level faculties increasingly stress global awareness and training in a number of the issues identified above. For example, Columbia University has launched a new international studies program in global affairs, which includes the issues of food, population, etc. The University of Pittsburgh now offers a new Master's degree in Public and International Affairs that in part concentrates on global problems. Washington University in St. Louis has launched a new graduate program through the Department of Technology and Human Affairs. It concentrates on a variety of international issues, such as energy,
resource and environmental studies, communications, information, educational technology studies, and international development. And the traditional graduate schools of international affairs, such as John Hopkins, The Fletcher School of Law and Diplomacy, The University of Wisconsin's Developing Areas Program, all are introducing new courses in international issues of the type described in this proposal. These emerging graduate school programs and the evolving international employment opportunities of public and private sector institutions make it clear that the SUNY-Brockport proposal for a Global Studies major/minor is in line with current trends and career prospects.

C. Congruence With Institutional Mission

This proposal parallels the current Institutional Statement of Mission for the State University of New York. The regents of the State University of New York sharply stress (in their position paper of March 1976) the imperative of higher education directed at meeting the problems posed by the forthcoming era of global interdependency. The 1976-77 Master Plan of the State University of New York also emphasizes that the University will "clarify its international education program," "to reflect the increased interdependence between the people and nations and to multiply the educational resources of the State," based upon its "recognizing the growing interdependence of the nations of the world." Indeed, the Missions Statement of SUNY-Brockport (August 1977) posits among its other academic priorities the objective of encouraging "the development of cross-disciplinary instructional learning, research and public service activities," which are in harmony with this proposal's concept of Global Studies. The new academic organization for SUNY-Brockport (1979) includes a Director of International Programming, one of whose tasks will be to coordinate new
activities, to get the University more involved in international development and to strengthen private fund-raising efforts in the area of international affairs.

A recent study prepared by Dr. Charles B. Neff, Associate Vice Chancellor for International Programs, State University of New York, demonstrates the congruence of this proposal for a major/minor in Global Studies with institutional mission objectives. Dr. Neff asserts that:

Public awareness of the interdependence among men and among nations has increased as science and technology have compressed time and space. However, the possibilities and problems inherent in our new proximity are understood only faintly. Since the purpose of higher education is ultimately to comprehend the strands and then the whole cloth of our existence, it is proper that our institutions should show their major responsibilities in regard to the implications of global interdependence. To do so requires renewed and broadened commitment to international education, and it is especially appropriate that the public State University of New York lead the nations in expanding this dimension of its academic program.

The SUNY-Brockport proposal for a Global Studies major/minor is distinctly in line with Dr. Neff's proposals. In conclusion, no amendments to our Master Plan are necessary to accommodate this program.

II. PROGRAM DESCRIPTION

A. Curriculum

The projected Global Studies major/minor is a new multidisciplinary program leading to the Bachelor of Arts degree. It is designed for those students who are preparing for careers in public service or private organizations that are linked, in one way or another, with the international setting. The Global Studies major/minor will
attract students whose interests lie in the international dimension of their traditional career training, e.g. in the social sciences, physical sciences of humanities, as well as those students in our direct career tracks, such as health services, business and economics, physical education and recreation, nursing, and secondary education training.

This new major is flexibly tailored to fit each student's interests and career preferences. It is designed to facilitate each student's desire to major in Global Studies and minor in a traditional discipline or career track; or to major in both Global Studies and in a traditional discipline or career track; or to major in both Global Studies and in a traditional discipline or career track.

It is likely, moreover, that a new type of student can be attracted to SUNY-Brockport through the Global Studies channel. With its unique focus on interdependence, this proposed major/minor does not find competition from other nearby colleges and universities. At the same time, SUNY-Brockport's Global Studies will rank among the most innovative world affairs programs now emerging across the United States. Once at SUNY-Brockport, the student who arrived out of his or her interests in global affairs, may then select a corollary traditional discipline, e.g. Economics, Anthropology, etc., that will accommodate their specific interest in the Global Studies major. Under these conditions, SUNY-Brockport as a whole institution will benefit from the Global Studies concentration with the goal of attracting new types of students to the campus.

No department need be threatened by the possible loss of students to the Global Studies program. Quite the contrary, in that (a) FTE's
generated by Global Studies courses will be earned by the home department of the instructors teaching in each multidisciplinary Global Studies course, (b) many students attracted to Global Studies are, in the end, likely to major in a second traditional discipline in the humanities, physical or social sciences, and (c) students attracted to Global Studies are likely to be a new type of clientele to be served by SUNY-Brockport.

Toward the goal of producing a systematically organized program in international affairs defined in terms of "global interdependence, we have developed nine new courses in global interdependence since 1978-79, the first year of our grant with the U.S. Department of Education. Some of these are unique and exciting multidisciplinary courses, closely tailored to the focus on "global interdependence; others are new courses on interdependence developed within a single department. The nine new courses then are linked to eight existing courses on interdependence. The eight courses were identified after lengthy and painstaking meetings, memos, and other exchanges with departments across the SUNY-Brockport campus and, finally, by working them over with the professor in charge to be re-designed for the Global Studies major. Many of the large number of courses submitted by departments for the Global Studies major were deemed unsuitable as they now stand.

Two other types of courses are utilized for the proposal: (1) courses which fit the need for background introduction to the world setting of interdependence. e.g. ANT 111, Anthropology for a Changing World; HST 102, The Modern World; GGR 102, Introduction to Physical Geography; and PLS 111, World Politics; and (2) courses required for appropriate skill development in economics, quantitative analysis, and communication. These are imperative for the nature of the contemporary labor market regarding our graduate's future employment possibilities.
These new, redesigned, existing background and skill courses can be categorized as follows:

I. New Courses Especially Created for Global Studies*

   GBS 211 Global Relations I Foundations of Global Interdependence (Involves 6 members of the faculty; a multidisciplinary course stressing "lifeboat earth" concept)

   GBS 212 Global Relations II Nature of Global Interdependence (Involves 7 members of the faculty; a multidisciplinary course that emphasizes key links in world interdependence, e.g. industry, commerce, energy, environment, and international organizations)

   GBS 331 Global Economics/Mason; Dept. of Bus. & Econ.

   GBS 301 World Politics Simulation/Bretton; Dept. of PLS

   GBS 313 Global Communication/Reed & Watts; Dept. of SPH

   GBS 319 Global Monitoring/Betancourt; Dept. of GGR

   GBS 307 Space & Society/Betancourt; Dept. of GGR

   GBS 308 World Population/Betancourt; Dept. of GGR

   GBS 443 West. Hemis. Interdep./Duncan & Ullman; Dept. of PLS

*NB FTE's go to the department of the course professor.

II. Courses Especially Modified to Focus on Global Interdependence**

   PLS 342 Latin American Politics in Global Affairs/Duncan

   PHE 303 Socio Cultural Perspectives of Sport/Melnick

   SPH 318 Cross Cultural Communications/Sisson

   PLS 338 Politics of World Interdependence/Duncan

   HST 377 Contemporary Middle East/Malik

   HST 432 Latin America in the Twentieth Century/Horn

   GGR 441 Patterns of Asia in the World/Rumage

**NB These courses will carry a GBS designation when offered as a major.
III. Courses Appropriate As They Stand***

Global Explorations: Common Core Experience

ANT 111    Anthropology for a Changing World
GGR 102    Introduction to Physical Geography
HST 102    The Modern World
PLS 111    World Politics

Skill Courses for Quantitative Analysis

CSC 104    Computers in the Business World
CSC 201    Introduction to Computer Programming
PLS 200    Political Statistics
SOC 200    Social Statistics
PSH 202    Statistical Foundation of Psychological Research

Global Economics

PLS 372    Politics of International Economics

World Interdependence

ANT 300    Cultural Change
GEL 300    Earth and Man
BIO 314    Man and His Environment
PLS 330    Backdrop to Global Politics
ESC 413    Environmental Climatology
AAS 420    Politics of Food
ECN 451    Economics of Development

*** These courses will carry a GBS prefix when offered as a major.
The Global Studies Major/Minor

The projected Global Studies major/minor is outlined below. Six major components provide the heart of the program. These are:

1. **global exploration courses** as introduction to the world setting and as a common integrating experience for all students.

2. an **overview course** examining the nature of global interdependence (multidisciplinary; developed by the Global Studies DHHAV grant), also required of all students as part of a common integrating experience for students in this program.

3. **skill courses** for effective quantitative analysis, research and problem-solving.

4. **global economics** to capture broad international trends in aid, trade and other relevant areas.

5. **analytic, verbal and written skill courses** dealing with interdependence.

6. **Concentration in the area of world interdependence and region-world interdependence.**

The Global Studies student advisory system will recommend that students take an overseas experience at one of the SUNY-Brockport or other SUNY foreign study centers. Courses taken abroad may count toward partial fulfillment of Global Studies major requirements, depending upon the course selected and its approval by the Global Studies Curriculum Committee. Students in this program will be urged also to take a foreign language as part of their preparation.

The Global Studies major/minor is conceived as follows:

The student must earn a minimum of 36 semester hours, including 12 semester hours of required global exploration courses and 3 semester hours of the multidisciplinary "Global Interdependence" course, as noted below:
I. Required Courses.

A. Global Explorations: Each of the following courses is required (12 credits)

   ANT 111    Anthropology for a Changing World
   GGR 102    Introduction to Physical Geography
   HIS 102    The Modern World
   PLS 111    World Politics

B. Introduction to Global Interdependence. (3 credits)

   GBS 212    Global Relations (a combined version of GBS 211 and 212)

C. Skill Course for Effective Quantitative Analysis & Research
   (One 3 credit course drawn from the following):

   CSC 104    Computers in the Business World
   CSC 201    Introduction to Computer Programming
   PLS 200    Political Statistics
   SOC 200    Social Statistics
   PSH 202    Statistical Foundation of Psychological Research

D. Global Economics. (One 3 credit course from the following):

   GBS 331    International Economics
   PLS 372    Politics of International Economics

E. Global Studies Skill Courses. (One 3 credit course from the following):

   GBS 301    World Politics Simulation
   GBS 313    Global Communication

An additional 12 credit hours will be selected from the two areas of interdependence, e.g. world interdependence or regional-global interdependence.
II. OPTIONAL COURSES TO COMPLETE THE GLOBAL STUDIES MAJOR
(12 credit hours; select 4 courses from categories A or B)

A. World Interdependence*

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<tr>
<td>ANT 300</td>
<td>Cultural Change</td>
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<td>GEL 300</td>
<td>Earth and Man</td>
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<tr>
<td>PHE 303</td>
<td>Sociocultural Perspectives of Sport</td>
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<tr>
<td>GBS 307</td>
<td>Space and Society</td>
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<tr>
<td>GBS 308</td>
<td>World Population</td>
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<tr>
<td>BIO 314</td>
<td>Man and His Environment</td>
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<tr>
<td>SPH 318</td>
<td>Cross Cultural Communication</td>
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<tr>
<td>GBS 319</td>
<td>Global Monitoring</td>
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<tr>
<td>PLS 330</td>
<td>Backdrop to Global Politics</td>
</tr>
<tr>
<td>PLS 338</td>
<td>Politics of World Interdependence</td>
</tr>
<tr>
<td>ESC 413</td>
<td>Environmental Climatology</td>
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<tr>
<td>AAS 420</td>
<td>Politics of Food</td>
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<tr>
<td>ECN 451</td>
<td>Economics of Development</td>
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<tr>
<td>SPH 495</td>
<td>Seminar in International Communication</td>
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<tr>
<td>GBS 495.01</td>
<td>Internship in World Global Interdependence</td>
</tr>
<tr>
<td>GBS 499.01</td>
<td>Independent Study in World Global Interdependence</td>
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*NE One dimension that merits increased attention here is the Fine Arts and Humanities domain of interdependent linkage, which will be addressed during the first years of the program's operation. Meanwhile one two week module in GBS 212 contains a Humanities focus.

B. Regional-Global Interdependence**

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<th>Course</th>
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<tr>
<td>PLS 342</td>
<td>Latin America Politics in Global Affairs</td>
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<td>HST 377</td>
<td>Contemporary Middle East</td>
</tr>
<tr>
<td>HST 432</td>
<td>Latin America in the Twentieth Century</td>
</tr>
<tr>
<td>OCR 441</td>
<td>Patterns of Asia in the World</td>
</tr>
<tr>
<td>PLS 443</td>
<td>West Hemisphere in World Relations</td>
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GBS 495.02 Internship in Regional Global Interdependence

GBS 499.02 Independent Study in Regional Global Interdependence

One region meriting increased focus here is Africa, which constitutes a Program objective for the first year of operation.

Courses designated to fulfill the above optional 12 semester-hour credit must convey a sense of world perspective or world view, and the course content will demonstrate conformance with the global interdependence theme. Please note that courses to be included in the two areas of concentration must be approved by the Global Studies Curriculum Committee, as a means of insuring compatibility with the Global Studies "interdependence" concept. Each department of the College will be invited to submit possible courses for inclusion in one of the two areas of interdependence. In some cases, existing courses may need to be modified to fit concentrations. In other cases, new courses may be developed within relevant College departments.

The two areas of interdependence are: (a) world interdependence, and (b) regional-global interdependence. Thus, students may opt to concentrate on (a) macro global problems at the world sphere level, or (b) at the regional level, e.g., Southeast Asia, Africa, Latin America, in the context of globally interdependent issues, or a combination of the two. These two dimensions are illustrated on page 24.

The Sequential Nature of the Program

The sequential nature of the program in effect is as follows:

1. The four "Global Exploration" courses provide part of a common core experience for all GBS majors in key areas of global interdependence: geography, world cultures, modern world history and contemporary world politics.
2. These courses lead to CBS 212, the Nature of Global Interdependence which in turn leads students next into the realms of interdependence in terms of earth as a life boat system, world environment, energy, food, population, and psychological perceptions of global interdependence. This course follows naturally from the four global exploration courses and is itself sequentially structured and systematically integrated.

3. At this point students are channelled into two major areas of global interdependence:
   a. Courses dealing with global interdependence, which track along issues such as environment, population, food, economic development processes, etc., as noted in those options under World Interdependence, p. 19.
   b. Courses tracking on Geographic Regions as they link with the world in terms of issues of interdependence, e.g., environment, population, food, technology transfer, problems of economic development, etc.

4. At the same time, students will be required to take courses of vital use in the labor market they will enter, e.g. quantitative analysis, international economics, or experience in simulation, writing and speaking on issues of global interdependence.

Please Note:

It is possible that more functionally accentuated tracks on food, population, technology transfer, natural resources, energy, or communication, etc. will be developed in the future. At the same time, however, it should be noted also that insofar as a number of major graduate programs are now concentrating on key world interdependence issues, e.g. food at Columbia and
Cornell, technology-transfer at the University of Washington at St. Louis, SUNY-Brockport may be advised to keep its program at the undergraduate level a bit more wide ranging as preparation for graduate work. The GBS Curriculum Planning Committee will study this matter closely in the program's first two years.

An overseas experience at one of SUNY-Brockport's foreign studies center, e.g. Cuernavaca, Mexico; London, England; Paris, France; etc. is strongly recommended as part of the Global Studies major. The actual courses accepted for the Global Studies Program will depend upon their content, as approved by the GBS Curriculum Studies Committee.

The minor in Global Studies consists of 18 credit hours; nine from the required course selections and nine from within the two global studies concentrations.

Of the nine required hours, three credit hours must include one of the Global Explorations courses and three credit hours for the Global Studies Overview course: GBS 212. The remaining three credit hours may be selected from (1) global economics, (2) statistics or computer courses, or (3) analytic, verbal and written skill course offerings.

The remaining nine hours may be taken within the two areas of concentration. As in the major, the overseas study experience may count toward partial fulfillment of the minor in Global Studies.

Course Descriptions - Required Courses

1. Global Explorations

   ANT 111  Anthropology for a Changing World

   This course will be devoted to an exploration of the question: "Is the spread of industrial technology creating a one-culture world?" This question is often answered with broad stereotyped generalizations, without serious consideration of the experiences that people undergo when faced by cultural and technological (next page)
change. Using the anthropological perspective and numerous case studies, we will attempt to provide the student with a deeper understanding of human perspective from which to consider this and other pressing issues of modern civilization.

**GR 102 Introduction to Physical Geography**

This course consists of locating, describing, and explaining the main phenomena of the physical environment within the framework of world physical patterns. Emphasis is placed on nature’s inherent ecological unity. The goal is to develop an understanding of how and why various physical phenomena are arranged and interact on the earth’s surface.

**HST 102 World History II (Modern History)**

Students will examine the remaking of traditional Europe and the transformation of most of the world following this model of modernization or in following the response to the power of the scientific, democratic, and industrial revolutions. Students will examine the transition from traditional to modern and the process of modernization in India, China, the Middle East, and Africa.

**PLS 111 World Politics**

The purpose of this course is to orient the student toward a global perspective in the context of world political events. Specific topics covered to achieve this include: concepts of nation and state, power, balance of power at the international level, decision-making in foreign policy, world geography, and global interdependence. Specific conflict situations will be analyzed with special attention to trilateral relations among Russia, the U.S., and China.
2. Global Studies Introduction to World Interdependence

GBS 211 Nature of Global Interdependence
This course explores key forces associated with emerging global interdependence; identifies the scope and nature of global interdependence through acquisition of new concepts and attitudes. Students should be able to understand links between energy use and environmental impact globally; the impact of new industrial, commercial, scientific and technological knowledge on worldwide foreign and domestic policies since World War II; focus on connections between foreign and domestic policies and the roles of international organizations. Extensive reading; examinations and short papers; discussion/lecture, are utilized as means to achieve this enlightenment.

3. Skill Courses for Effective Quantitative Analysis, Research and Problem Solving

CSC 104 Computers in the Business World

A general introduction to the different uses of computers in business. Topics include: computer system concepts, data representation and storage, processor and peripheral hardware; data processing, word processing systems, report generation, data base enquiries, management packages. 3 semester hours.

CSC 201 Introduction to Computing

A general introduction to computer programming and applications for nonmajors. Topics include: algorithms, basic programming language features, and a general survey of computer applications. Programming projects are required. Prerequisite: 2 years high school mathematics. 3 semester hours.
PLS 200  Political Statistics

Survey of empirical approach to political science, emphasizing means of data acquisition, plus major organizing concepts, such as communication and systems theory, decision-making analysis, and group and role theory. 3 semester hours.

SOC 200  Social Statistics

Concepts of probability, inference, central tendency and dispersion. Applications of binomial and normal distributions, regression and correlation. Not open to mathematics majors. A college course in mathematics is recommended. Does not meet the core requirements for social science. 3 semester hours.

PSH 202  Statistical Foundations of Psychological Research

Statistics are presented as tools used by scientific problem-solvers in conducting research. In three parts, the course develops the descriptive and inferential foundations of typical parametric significance tests and provides illustrative examples. Part I includes measurement, distributions, descriptive indices, and transformation. Part II includes probability, Gaussian distributions, sampling distributions, the concept of confidence and significance. Part III includes use of t and F ratios in independent and repeated measures designs. Three hours of lecture and two hours of lab. Prerequisite: PSH 101. 3 semester hours.

4. Global Economics

ECN 331  Global Economics

This course studies the interrelationships of economic forces at the global level; emphasis on trade, exchange rates and balance of payments considerations. 3 semester hours.
PLS 372 Politics in International Economics (Money in Politics: International)

Examination of international dimension of money in politics. Among topics considered: domestic generation of money eventually applied in international politics; channels through which money is applied abroad; and procedural and institutional dimensions of its use at the international level. Also discussed: money in the special context of national sovereignty, international cooperation and organization, political power, colonialism and neo-colonialism, imperialism, war, and revolution. 3 semester hours.

5. Global Studies Skills Courses

PLS 301 World Politics Simulation

Focuses on decision-making on a global level, using the simulation technique, plus lectures. 3 semester hours.

SFM 313 Global Communication

Written and vocal communication is stressed, refining these in order to allow the student to more clearly articulate his/her ideas to a global community. 3 semester hours.

Global Studies Concentration

The following course descriptions pertain to upper division courses selected from one of two possible concentrations:

1. World Interdependence Courses

ANT 300 Cultural Change

Students will explore various social, political, economic, and ethical issues arising in the processes of development, humanitarian aid and consequent change; examine in-depth case studies of change that furnish a base of knowledge from which the issues may be dis-
cussed; and formulate and defend conclusions regarding the various issues from the expanded perspective of cross-cultural study. 3 semester hours.

**GEL 300 Earth and Man**

Study of effects of earth and man on each other. Earth materials and processes. Implications of earth sciences on society and its development. Discussion of land use, water resources, earthquakes, and other catastrophic events and their relationship to existence of man. Three hours of lecture. A first course for students interested in this aspect of the environment. May be used with GEL 301 in place of GEL 201. No prerequisites. 3 semester hours.

**PHE 303 Sociocultural Perspectives of Sport**

Deals specifically with the political implication of international sport. The political and social implications of sports and sporting events provides an arena for nation-state control of these events to serve as that country's mirror in the international world. 3 hours

**GGR 307 Space and Society**

Exploration of the use of space as a possible resolution to overcrowding on Earth, and other problems caused by this overcrowding. 3 semester hours

**GGR 308 World Population**

Global demography as a central issue, including patterns of population changes, regional and ecological considerations, and the relation of population to resources. 3 semester hours

**BIO 314 Man and His Environment**

Issues and action-oriented course for majors and non-majors concerned with discussion and understanding of man and his environmental problems. Includes human ecological problems, behavior, population characteristics
resource limitations, and potential routes for personal involvement. 3 semester hours.

SPH 318 Cross-Cultural Communication
Study of barriers to and the facilitation of interpersonal communication across cultures and subcultures. Special attention is given to international communication, Black-White, Puerto Rican, Chicano relations, and generational differences. 3 semester hours

GGR 319 Global Monitoring
Study of the developing science of collecting and interpreting Earth's surface data, related to environmental concerns. 3 semester hours

PLS 330 Backdrop to Global Politics
Investigation of interconnection between geographic factors and foreign policy of states. Limitations imposed upon a country's policies analyzed. Special attention paid to ramifications of resources, industries, transportation and communication facilities, ethnic groups, languages, and religions. Prerequisites: either PLS 111 or 112. 3 semester hours

PLS 338 Politics of World Interdependence
Examination of the basic issues in the study of contemporary international relations. Topics include competing approaches to understanding world politics, the Cold War and after, technology and world power conflict, international aspects of economic development, and regional organizations. More than a current events course, it
is a systematic in-depth examination of state power, conflict, and potential cooperation in the modern age. Several texts to be used, and readings drawn from key journals. Prerequisites: PLS 111 or instructor's permission. 3 semester hours

ESC 413 Environmental Climatology
Introduction to physical, chemical and biological factors acting in environment; meteorological processes affecting microclimates of forest, soils and cities. Two hours of lecture and three hours of laboratory, project or field work. Prerequisite: instructor's permission. 3 semester hours

AAS 420 The Politics of Food
This multidisciplinary course will attempt to explicate the background and content of the food problem besetting our contemporary world. Substantial attention will also be given to proposed strategies for overcoming this dilemma. The implications of this problem for achieving and maintaining a stable and cooperative world order will be examined. 3 semester hours

ECN 451 Economics of Development
Application of economic analysis to problems of economic under-development. Definition of development problem; characteristics of developing countries; growth models; overview of growth process, agricultural sector, capital formation and investment allocation criteria; fiscal and monetary policies; industrialization; labor and development; international economic relations and development; strategies of development; case studies. Prerequisite: ECN 301; or instructor's permission. 3 semester hours.
SPH 495 Seminar in International Communication
Examination and discussion of international and cross-cultural mass communication systems, their contexts and restraints; problems in international communication; and the relationship of national development and mass media. 3 semester hours

GBS 495.01 Internship in World Global Interdependence
Students selected for this special program will serve as interns in a federal office, international agency, or a private group which focuses on the world issues which are studies in the Global Studies Program. 6 semester hours

GBS 499.01 Independent Study in World Global Interdependence
Arranged in consultation with the professor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 2-6 semester hours

2. Regional-Global Interdependence

PLS 331 American Foreign Policy
Formation, execution, and dilemmas of American foreign policy, with special emphasis on past World War II period. Lectures and classroom discussion assess these elements of American policy through study of traditional ideals, self-interests, and constitutional underpinnings as they relate to events of postwar era. Issues include nature and limits of presidential power, role of Congress, public opinion and foreign policy, force and threat of force and open versus secret diplomacy in an increasingly interdependent setting.
Prerequisite: PLS 111 or instructor's permission. 3 semester hours
PLS 342 Latin American Politics in Global Affairs
Assessment of obstacles to change and forces of modernization through political development theory, specific country cases, and concepts of global interdependence. Emphasis on Latin America in the context of North-South relations, the New International Economic Order, and strategies for global economic development. Prerequisite: PLS 111 or instructor's permission. 3 semester hours

GBS 364 The Politics of Third World Development
Political dimension of economic change in Third World. Investigation of ways international and domestic political forces have permeated growth or non-growth of economy, and how, in turn, the latter conditions the former. The concern is with internal and global forces that condition opportunities and obstacles to economic and political development in the developing countries of the world. These include multinational corporations and other non-governmental organizations, as well as international organizations, such as the United Nations.

HST 377 Contemporary Middle East
Social, political and economic developments that have shaped the Middle East in the twentieth century. Problems of rapid modernization encountered by traditionally conservative cultures will be explored, such as the growth of nationalism, achievement of independence, the importance of oil and the Arab-Israeli dispute. 3 semester hours

HST 432 Latin America in the Twentieth Century
Integrative course providing a broad view of life, culture and international rivalry of twentieth century Latin America, Mexico, and the Caribbean, placed in historical perspective. 3 semester hours
GGR 441 Patterns of Asia in the World
Emphasizes the changing political, social, and economic geography of Asia and attempts to illustrate the various problems and potentials of the countries of Asia in international perspective. The purpose is to provide not merely a random description, but to point toward a more basic understanding of the processes of change which are radically transforming the Asian landscape. 3 semester hours

PLS 443 Western Hemisphere in World Relations: Mexico, Canada, and the U.S.
A study of Mexico, Canada and the U.S. in their trilateral relations as they interact at the global level with reference to key world issues, e.g. energy, raw materials, emigration, military spending, etc. 3 semester hours

GBS 495.02 Internship in Regional Global Interdependence
Students selected for this special program will serve as interns in a federal office, international agency, or a private group which focuses on the regional issues which are studied in the Global Studies program. 3 semester hours

GBS 499.02 Independent Study in Regional Global Interdependence
Arranged in consultation with the professor-sponsor and in accordance with the procedures of the Office of Academic Advisement prior to registration. 3 semester hours

III. RECRUITMENT, SELECTION AND ADVISEMENT OF STUDENTS
The Global Studies Committee will seek to attract students through a variety of channels. All secondary high school social science counselors and two-year colleges and universities in the State of New York will
receive a copy of the Global Studies Program brochure. Second, Global Studies staff members periodically will give guest lectures within the upper New York State regional area on issues of global interdependence, thus attracting attention to the Global Studies major at SUNY-Brockport. Third, student recruitment will occur through news releases, radio and television appearances of Global Studies staff members, e.g. the Rotary Club, Kiwanis, and other public service organizations. Students may select the Global Studies major through normal undergraduate registration procedures. Student advisement will occur through the office of the Director of Global Studies, and by assigning limited numbers of Global Studies students to staff members participating in the program. Students will be assigned to a member of the Global Studies staff whose expertise most closely fits the interests of the student. Periodic meetings will be held among the Global Studies staff advisors to assess and evaluate the advisement procedure and to identify problems which need to be solved in the evolving pattern of student advisement.

IV. IDENTIFICATION OF RESOURCES

A. Inventory of Resources

SUNY-Brockport’s inventory of resources amply demonstrates its capacity to carry out this undergraduate major/minor in Global Studies. The two-year, $72,000 grant from the Department of Education has allowed the SUNY-Brockport faculty to design and implement specific multi-disciplinary courses in Global Studies leading toward this undergraduate major. The grant also provided ample time to design the curriculum, to evaluate it, and to plan for the future of Global Studies at SUNY-Brockport.
It led to the establishment of a Director of Global Studies, one of whose tasks is to supervise the administrative aspects of the Global Studies major/minor operation.

It should be noted, moreover, that the grant was awarded to Brockport after a national screening process largely because the federal government felt that Brockport's resources were adequate to launch a Global Studies program. The federal government recognized that the essential problem for SUNY-Brockport was to design and organize its multiple resources more systematically in the international area toward the end of providing a more effective curriculum delivery program. The task has largely been accomplished since 1978, when the grant first went into operation, and the purpose of the Global Studies major/minor is now to formalize the program made possible by the grant.

The following pages, then, identify the specific resources which will be tapped and utilized in the delivery of this new undergraduate major/minor in Global Studies. These resources are: (1) Adequacy of the Program Staff Qualifications; (2) Library Holdings; (3) Overseas Study Opportunities; (4) Washington Semester Program; and (6) The Educational Communications Center.

1. Adequacy of the Program Staff Qualifications

SUNY-Brockport is fortunate in having a faculty of national and international reputation appropriate for conducting this project. This is amply demonstrated by the awards, publications, and performance highlighted in the vitas of all participating faculty (see Appendix). Three faculty members have received SUNY awards for excellence in teaching. The faculty's publication record is impressive as indicated by the vitas. Each member of the proposed Global Studies faculty has been carefully selected relative to his or her special area of
competence and ability as a teacher. We are confident these individuals will perform at a high professional level with the Global Studies Program, based upon their past record and future potential.

2. Library Holdings

The library's total volume in 1969-70 was 137,821 books and in 1976-77 it reached 311,235. The materials budget in 1969-70 was $187,896 and in 1976-77 it reached $488,161. A break-down of the library holdings by the Social Science Department and by a number of titles in specific LC subject headings relative to global studies is presented below in the following statistics. The serials titles in selected areas and topics relative to this global studies project are also listed in the table below. In addition to these holdings, the Drake Library, as a Federal documents depository, holds approximately 57,000 documents in hard cover. In addition, the library has a complete collection of all depository and non-depository items filmed by Readex Microprint Corporation from 1959 to date. The SUNY-Brockport library has also been acquiring the Educational Resources Information Center indexes and microfiche since 1957.

The library currently receives thirty-one English language newspapers of which twelve are published outside the U.S.A. The number of foreign language newspapers currently received is four, and part of our project proposal envisions increasing the foreign language newspaper holdings. Relative foreign language journals number forty-two.

Detailed library statistics may be broken down into the Social Science department budgets for 1977-78, the number of titles in specific subject headings, and the number of serials titles in selected subject headings. While the actual number of specific titles dealing with world or regional-global interdependence is less than indicated
below, the data does indicate the general library strength of related disciplines at SUNY-Brockport.

**LIBRARY STATISTICS**

Breakdowns by Social Science Departments:

- African and Afro-American Studies: $3,000
- Anthropology: $4,000
- Bilingual/Multicultural: $3,800 (1977 budget)
- Geography: $2,000
- History: $10,500
- Political Science: $7,300
- Sociology: $8,200
- Economics: $3,500

$42,500

Number of titles in specific L.C. Subject Headings:

- Energy Policy: 20
- Atomic Power: 57
- Atomic Energy: 48
- Power Resources: 110
- Petroleum Industry and Trade: 184
- Natural Resources: 330
- Raw Materials: 13
- Pollution: 150
- Environmental Policy: 350
- Urbanization: 250
- Underdeveloped Areas - Economic Development and Planning: 750
Underdeveloped Areas - Education
Underdeveloped Areas - Nutrition
Underdeveloped Areas - Population
Asia
Africa
Australia and Pacific
Latin America
Anthropology
Economics
Geography
Human Ecology

Total 25,887

Serials titles in selected topics and areas

African Studies
Anthropology
Area Studies
Chinese Studies
Comparative Law
Economic Development
Economic Statistics
Energy Use and Conservation
Indian Studies
Indo-Asian Studies
International Relations
International Trade
Latin American Studies
Near Eastern Studies
Nuclear Energy

115
78
10
22
4
85
50
14
21
108
89
49
81
25
32
Government Documents

Drake Library is a federal documents depository, and holds approximately 57 thousand documents in hard cover. In addition, the library has a complete collection of all depository and non-depository items filmed by Readex Microprint Corporation from 1959 to date. This set includes many titles important to the awareness of global responsibility in such areas as nuclear power, raw materials consumption, and energy use. The library also has a microcard collection of United Nations documents from 1961 to date which allows access to meetings of the general assembly, security council, economic and social council, and such organizations as UNDP, UNIDO, UNCTAD, UNITAR, etc. There are approximately 38 thousand units in this collection, many of which deal with the specific concerns of developing countries.

ERIC (Educational Resources Information Center)

The library has been acquiring the ERIC indexes and microfiche since it began in 1967. This gives students access to UNESCO conferences, area handbooks, and other information directly related to current inter-
national problems. The collection totals approximately 140,000
documents, of which roughly one-third are of interest to the global
studies program. Our library acquisitions policy states that the
titles in ERIC are not ordered for the hardbound collection except
in special cases. The entire collection, along with portable readers,
circulates for a period of two weeks in order to make it more useful.

The library contributed $4,000.00 for Global Studies acquisitions
during 1978-79, and another $3,000.00 during 1979-80.

3. Overseas (International) Studies Opportunities

In April 1979 the Office of International Education at Brockport
was established with a full-time director. The responsibilities of
the office and duties of the director are noted below as they relate
to developments over the past eight years.

a. Develop, coordinate and administer overseas academic
   programs on behalf of Brockport and SUNY.
   The college presently administers twenty overseas programs,
   ten of which are for the semester/year periods and ten of
   which are of short-term duration from three to six weeks.
   Each year approximately five hundred students participate
   in at least one of these programs.
   Brockport overseas programs are departmentally based and
   each program has an on-campus coordinator who, on occasion,
   visits the program site abroad. There are presently five
   on-site resident directors from the faculty at Brockport
   Overseas program development, at present, stresses a curricular
   relationship with ongoing campus programs, and future general
   education studies will concentrate on cross-cultural concerns.
   Since 1970 there have been twenty-four faculty members serving
as resident program directors. Four of the overseas programs involve a reciprocal arrangement for exchange students. Also, on occasion, these programs involve faculty exchange.

b. Stimulate and facilitate faculty development opportunities.
Beyond those opportunities directly related to overseas programs, the College promotes and facilitates exchange opportunities with faculty at overseas institutions of higher education. Fourteen faculty members at Brockport have exchanged places with their colleagues overseas.
Fifty-five additional Brockport faculty members have spent from one month to two years abroad on sabbaticals, Fulbrights, or similar grant arrangements.

c. Promote foreign faculty recruitment and foreign student enrollment.
The College enrolls approximately eighty-three students a year from twenty-three countries.
We also have had a number of foreign visitors including faculty and administrators from foreign higher education institutions and representatives of government agencies. Since 1970 approximately seventy-seven persons from eighteen countries have spent from one day to three weeks on the Brockport campus.

d. Promote graduate research and teaching opportunities abroad.
Since 1970 there have been six awards made to Brockport graduate students through the Fulbright program administered by the Institute of International Education. Four of these were to France, one to Germany, and one to Italy.
Overall the State University College at Brockport has a strong commitment to international education. From one overseas program, only two previous senior Fulbrights, no graduate Fulbrights, and one foreign faculty member in 1969, to what we have done over the past eight years indicates the strength of this commitment.

At present we are planning for our new overseas program which will stress a service component plus continued relationships to local curricular developments. We hope to expand the international dimensions of the general education program through which all enrolled students receive a balanced exposure to international aspects of the various disciplines represented in the curriculum, and particularly in teacher preparation, business administration, and social services. And finally, we desire to develop certain international studies in depth for those students desiring majors or minors in those fields.

Addendum

A. Countries represented by foreign visitors:

Somalia       Sweden
Kenya         Finland
Ghana         Scotland
Saudi Arabia  England
Israel        Jamaica
India         Mexico
Poland         Guyana
Germany       Brazil
Netherlands   Canada
France         Denmark
B. Countries hosting overseas academic programs with SUNY-Brockport:

Denmark         Ghana
France           Brazil
Sweden           Germany
Norway           Canada
England          Bahamas
Scotland         Greece

4. Washington Semester Program (administered by the Department of Political Science)

In 1968 Professor Michael Weaver of the Department of Political Science, State University of New York at Brockport, established the SUNY Washington Semester Program. Over the past eight and one-half years, approximately 700 students have participated in this program. Each semester forty-five students are selected from the State University campuses at Brockport, Binghamton, Buffalo, Cortland, Fredonia, Geneseo, and Oneonta, as well as from Keuka College, Hofstra University, and St. John Fisher College.

The Washington Semester Internship Program was established in the Fall of 1970. It provides student participants with a work-study experience in a variety of offices, ranging from Congressional offices or committees, to federal bureaucracy, to interest groups and national party organizations located in Washington. During the 1975-76 academic year interns completed major research projects on the following topics in the offices in parentheses: Military-Industrial Relations: The Case of the Northrop Corporation (Joint
Committee on Defense Production; The Port Policy of the United States Navy (Members of Congress for Peace Through Law); The B-1 Controversy (House Republican Conference Committee); Panama Canal Negotiations (Congressman Stephen Solarz); Problems of International Narcotics Traffic (Congressman Lester Wolff); Congress and Foreign Military Sales (Congressman Stephen Solarz).

The State University of New York's Washington Semester Program is widely regarded as the finest student program in Washington and offers enormous potential for enrichment of the international aspects of general education.

5. Educational Communication Center

The goal of the Educational Communications Center is to support and improve instruction through an instructional development program and a full range of media services and production capabilities that support classroom instruction.

Instructional development, as practiced by the Center, is a systematic approach to the analysis of the curricular and instructional problems. The nature of the learner, learning, content, evaluation and the learning environment are considered in developing practical solutions. The Center's instructional development term includes specialists in instructional design, learning and evaluation, and instructional writing.

Media services available at the Center include a film library, engineering services and production capabilities in graphics, photography, television, audio and film.

The Global Studies major/minor intends to draw upon these services to help evaluate the first and second year program activities. In addition, this Center will be contributing to
the program through a monetary commitment for acquisition of film rentals relative to Global Studies issues. It will also provide assistance in the television, audio and film areas, where they will be used by the participating project faculty. A precise description of the evaluation component provided by the Communications Center is discussed below.

6. Assessment of Needs

Many of the needs required to launch this new undergraduate major/minor in Global Studies have been met through the Department of Education's grant, during 1978-79 and 1979-80. Once the federal grant money has been exhausted, however, SUNY-Brockport will be prepared to help support the continuing Global Studies major/minor operations through minimal support which can be identified as follows:

a. Part-time secretarial help to accommodate the ongoing programmatic needs of Global Studies.

b. A small budget to cover mailing, telephone calls, xeroxing, other supplies and expenses (such as the periodic ordering of maps, etc.), and the preparation of brochures to publicize the unique Global Studies Program at SUNY-Brockport. The total budget for these supplies and expense items is estimated to be approximately $5,000.00. In addition, it would be expected that a small amount of money be made possible for travel by the Director of Global Studies. That amount of money is estimated at $800.00. Thus the total budget for the Global Studies Program is by no means excessive, particularly in terms of the estimated student FTE's which will be generated by this new international studies major.
V. PROGRAMMATIC GOVERNANCE

Three central administrative components form the programmatic governance for the new undergraduate major/minor in Global Studies. These are (1) Director of Global Studies, (2) the Global Studies Curriculum Committee, and (3) the Appointments, Promotion and Tenure Committee (APT) for the Global Studies Program.

The GBS Program in no way intends to become a department. It is far easier and more efficient to manage this major as a non-departmental operation, where FTE's return to the department offering the especially designed courses for GBS majors. Note here that in most cases, the GBS courses will be offered as departmental courses simultaneously, thus not requiring additional staff and enhancing the FTE's for departments through GBS student enrollment. As to administrative structure, at present the GBS program is supervised by a Director of Global Studies who reports to the Dean of Social Science.

A Director of the Global Studies Program was appointed in 1979. The central function of this officer is to assume administrative responsibility for the operating, evaluation and programmatic planning for Global Studies courses and activities. At present this office is held by Dr. W. Raymond Duncan, Professor of Political Science, Department of Political Science.

A Global Studies Curriculum Committee was formed during 1979. Its central functions are the screening, evaluation and planning of courses deemed appropriate for the Global Studies Program and proposed major/minor. It is composed of members of the Global Studies staff, who were involved in the 1978-79, 1979-80 Global Studies Program as funded by the Department of Education. This committee insures that systematic evaluation is conducted for those courses which are planned or submitted by departments to be cross-listed with the Global Studies major/minor. The Committee also monitors the new multidisciplinary
courses which have been prepared under government funding for the Global Studies Program. As of the summer of 1979 a total of five new multidisciplinary courses have been prepared for the Global Studies major. Additional courses are being prepared during the 1979-80 for the Global Studies Program and, correspondingly, for the proposed Global Studies major/minor.

An Appointments, Promotion and Tenure Committee for the Global Studies Program was formed during 1979. The role of the APT Committee is simply to generate "input" into decisions affecting members of the Global Studies Staff. It was developed out of the need to make a major report on one member of the GBS staff, appointed to the Program on a full time basis in the Spring of 1978-79. At present the GBS Appointment Committee is not likely to originate reports for professors based on home departments, but has been strongly urged by the Administration to keep an APT Committee on the books. This is to provide added "input" when necessary. And given the importance of these additions to key data originated in departments, it seemed useful to have the imprint of a visible and legitimate GBS Program APT Committee rather than simply a GBS Director's Report or an ad-hoc report. The purpose of this committee is to serve as an additional input into matters of appointment, promotion and tenure involving faculty from traditional departments at SUNY-Brockport, but who also contribute their efforts towards the Global Studies multidisciplinary program. Guidelines for all activities of the promotion, appointment and tenure nature have been drawn up and approved by the APT Committee of Global Studies.

VI. ADDENDA

This section includes specific endorsements from participating departments and is self-explanatory.
December 14, 1979

TO: Dr. Raymond Duncan
FROM: James D. Jones, Chairperson, Sociology
RE: Global Studies Major/Minor Proposal

I have read, and am very impressed with, your Global Studies Proposal. I agree that a major with its focus is needed on this campus and will no doubt prove quite beneficial to many of our students. You should know that this Department supports the proposal. Also, we should have no difficulty in accommodating Global Studies majors in any of our courses.

JDJ: gc
TO: Ray Duncan, Director of Global Studies

FROM: Edwin S. Hall, Jr., Chairperson of Anthropology

DATE: 17 December 1979

The Anthropology Department wishes to note its support of the Global Studies Program as presently constituted. We feel that Anthropology as a discipline has much to offer students interested in the growing interrelatedness and interdependence of the cultural groups inhabiting this planet, Spaceship Earth. The Global Studies Program will provide an appropriate forum for sharing our concerns and our perspective.
December 21, 1979

Raymond Duncan, Director
Global Studies Program
State University College at Brockport
Campus

Dear Raymond:

Thank you for sharing with me a copy of your Global Studies Major Proposal. As you know, I have given it a great deal of time and attention and am in general in support of the proposal. I am convinced that your most recent revision, (the inclusion of a required core) adds a final element of strength to the program and I am very pleased to be able to write in its support.

Furthermore, you should be officially informed that we in the History Department can guarantee you that the courses you need from the History Department will be offered on a regular basis.

Sincerely,

Owen S. Ireland, Chairman
History Department

OS1: bp
January 7, 1980

Professor Raymond Duncan
Director of Global Studies
SUNY-Brockport
Brockport, New York 14420

Dear Professor Duncan:

This is just a short letter to indicate my support for the newly proposed Global Studies major/minor. It marks an innovative approach to internationalizing the general education curriculum on this campus, and meets a major national need to train students in greater awareness of global interdependence in today's emerging world conditions.

The Political Science Department can play a vital role in contributing to this new program, given its staff members who are professionals in the field of international relations. And as you are aware, several of them have participated in the formative phases of the Global Studies program since 1978.

One small note in closing. I cannot sound my very positive support of the Global Studies program without a quiver of concern every time we create a new program that requires its own administrative and support services. This concern positively vibrates these days characterized by budget restrictions and prescriptions. We no longer can change using the additional resources of growth. We change and/or innovate by substitution. I am not sure that I am aware of what has to go in order for Global Studies to arrive.

Good luck in this very important undertaking.

Sincerely yours,

[Signature]

Harold Rakov
Professor and Chairman
Department of Political Science

Department of Political Science 716-395-2584
State University of New York  College at Brockport  Brockport, New York 14420
January 9, 1980

Dr. Raymond Duncan
Global Studies Program
State University College at Brockport
Brockport, New York 14420

Dear Dr. Duncan:

We have followed your ideas concerning the development of a major/minor in Global Studies with interest and enthusiasm. We believe that our department has much to offer such a scheme, and look forward to working with you on it.

Sincerely,

James A. McCain
Associate Professor

[Handwritten note: JM: bk]