

**A Review of the MSU Curriculum: Revised Draft for Further Development,
Response & Comment**

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I. Thoughts on MSU as a Global University and on the MSU Curriculum:

We live in a special moment, a decade or more after the end of the Cold War, and at the dawning of a new era whose outlines and characteristics are not yet quite clear. The verdicts of World War II are reversed – Germany is reunited, Europe is united, Japan is a global power, and the Union of Soviet Socialist Republics no longer exists. America, formerly a balance of power against the U.S.S.R, is now an unrivalled global hegemon, yet the reach of its power is not without limit. China, formerly Communist China, is experiencing the highest capitalist economic growth rates in the world and is an arena for the most radical rates of migration and urbanization in human history. India (Ireland also) are growing rapidly, reshaping their places in a shifting and increasingly complex division of international exchange and labor. Transnational exchanges in goods, capital, information and people leap upward, as they did earlier during the late 19th and early 20th centuries, only they do so today at increasingly accelerating rates of speed and over longer distances. Patterns of movement, places of origin and destinations, and forms of human identity shift and change. At the same time, bloody intra-state conflict, secessionist movements, and political disarray exists all around the edges of an expanding world system -- in the Balkans, the Middle East, southern Asia, parts of Africa, and the Caribbean. This is related to what one observer has termed “the dissolution of the former colonial grid.”¹ Inequality, depending on with whom you speak, widens sharply or narrows. It widens sharply, it seems to this writer, especially outside the developed nations. Amidst this rapid change, also the twin specters of terror and nuclear proliferation, asynchronous extra-state warfare and state and extra-state terror, stalk the world, unsettling people, increasing concerns about security and safety, and raising suspicion about strangers and aliens.

Interestingly, contrary to familiar efforts to theorize and characterize this new era, no “end of history” proclaims itself, no new triumphant market society pushes aside all politics or conflict. What once were utopian visions of race and nation or of class that mobilized millions to stand up militantly against liberalism and expanding markets now give way to utopias of armed religious prophets and desperate cults of suicide bombers. Neither does a “clash of civilizations” grow inexorably, despite Western “crusader” efforts to make people free and export democracy or fierce determination by Eastern fanatics to repel them. Yet, amidst this dawning of the new, there appears a sense among many thoughtful people of diverse views that some inexorable step or steps toward the future, an accelerated unfolding of a new world, is actually occurring all around us. For several reasons, it draws to itself the broad and unclear name “globalization,”² and reflects a variety of separate, interacting processes, technological, economic, political, cultural, that have the effect of drawing parts of the world more closely together and making them more tightly knit and intricately integrated together, irrespective of national boundaries. We live in a world that is hardly recognizable compared with the one we inhabited just a generation ago. The

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² Douglas Kellner, in “Globalization and the Postmodern Turn,.” argues that globalization as a term is part of a reconfiguring and rethinking of contemporary social theory to accompany a fundamental restructuring and reorganization of the world economy, polity, and culture, for which the term serves as a code word, and signifies both continuities with the past and also novelties of the present. It displaces earlier discourses of imperialism and of modernization.

world appears smaller, accelerated in its patterns of motion, circulation, and exchange; things once apart and distant from one another mix together in new and surprising and sometimes jarring patterns. There is a new set of interconnections, new patterns of dominance and competition, new intermingling and new hybridity. New patterns of mutual influence and interdependence insinuate themselves amidst continuing patterns of the old and the seemingly traditional and recognizable.

Along with thoughts about a new world shaped by globalization that knits and ties the world and its elements more closely together, there are reigning new thoughts also about what are the most appropriate new directions to take in higher education. What shall universities be in the new global world? Often built as state and national institutions, as part of regional and national projects, how shall they orient in a new global society? One thought is that universities should educate students who can be said to be well prepared to function effectively in the new global world, armed with appropriate knowledge and skills and sensitivities to help them act successfully and with attitudes and dispositions to permit life and work with understanding in a world shaped by global interaction and difference. In the most hopeful and altruistic formulations, students, it is repeated, should come to know the world more closely and have global concerns on their intellectual radar; they should have their intellectual and political horizons raised. They should develop sympathetic knowledge and skills of empathy as well that might permit them to enter more knowingly into other people's stories and comprehend diverse and different points of view. They should also develop critical analytical abilities in making meaning of a world in change; and they should develop a broad sense of responsibility, human connection, and global citizenship, a sense that they are part of the larger community of human beings and stewards of the human patrimony.

This idea, or more properly, this jumble of ideas, often less than clearly stated, and often less carefully articulated than put forward as slogans, mix together themselves in new patterns, winning powerful support in the national higher education associations and on many campuses. The American Association of Colleges and Universities (AAC&U) with the Fund for the Improvement of Post-Secondary Education (FIPSE) sponsor projects to spur education toward "global citizenship" on campuses. An AAC&U Statement on Liberal Learning states that it "[should prepare us] . . . to live responsible, productive, and creative lives in a dramatically changing world."³ Writers and commentators like Martha Nussbaum in her thoughtful book Cultivating Humanity observe that the challenge is of helping students to function not as citizens of a region or country but as "citizens of a complex, interlocking world." It is a task of "producing people who can function with sensitivity and alertness as citizens of the whole world," and who are "human beings tied to all other human beings by ties of recognition and concern."⁴ Sheila Biddle states the idea succinctly in her useful small book, Internationalization, a review of internationalization efforts on campuses. She says that in an increasingly global world, shaped by globalizing currents in economy, communications, and technology as well as shifting new alignments of states and peoples, competitive universities and colleges are realizing that students should be educated for global knowledge and "global citizenship." Students should become "globally literate," tolerant, respectful of difference, socially responsible, and committed.⁵

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⁴ Martha Nussbaum, Cultivating Humanity (), pp. 6,8.

⁵ Sheilla Biddle, Internationalization: Rhetoric or Reality

Ideas About Education for Global Knowledge and Global Citizenship

- 1) Raising Consciousness and Horizons**
- 2) Attuning to Difference and Teaching Tolerance**
- 3) Education for Knowledge & Analytical Mastery**
- 4) Education for Commitment and Cosmopolitan Responsibility**

In a paper in progress with colleagues⁶, I have noted *four* kinds of ideas about education for global citizenship that co-exist under the cover of the rhetoric of globalism. By education for global citizenship, we sometimes mean 1) raising consciousness and intellectual horizons among students, i.e., opening up students to what is happening around them, to others with different views and ways of being in the world, and to knowledge about festering problems and issues in the world. If liberal learning often means freeing from received ways of thinking and parochialisms (those of the family, region, nation, or the moment), we mean by internationalizing education or education for global citizenship something like “opening students to the world and its interconnections and to the varieties of peoples and ways of being in the world.” On the other hand, by education for global citizenship, we sometimes mean, and this is something different than the first, 2) attuning students to difference and instilling a vague and happy multiculturalism, presumed to help students to function more sensitively, hence effectively, in a global world comprised of difference. That is, we seek in this view to acknowledge the world’s diversity and to encourage and nudge students toward acceptance, tolerance, and the positive embrace of difference. Here, writers often neglect to talk about intractable differences and implacable hatreds that cannot be tolerated or abided and envision a world where people can “simply get along” better; the idea is for students to prepare themselves to enter others’ stories imaginatively, see things from multiple perspectives, honor and accept difference and live with a sense of the interpretive pluralism of the world. The idea is to see “the other,” respect and recognize him, and to accept his or her difference.

A third way in which writers talk about education for global citizenship is in terms of 3) helping students to know and think critically about the world, increasing relevant knowledge, capacities, and skills to comprehend an increasingly interconnected world and its complex interrelations, issues, and problems. Here, the goals are both small and large. They involve concrete geographical, historical, cultural, and political knowledge. Where are countries, what are their histories, how does the study of peoples and the cultures map onto the study of states and empires, what are the key issues and problems? They also involve big or meta-questions on important global themes – modernization, migration, colonialism, independence. Why hasn’t the Middle East modernized? What lies beneath the temptations of radical fundamentalism and death cult fanaticism there? What is the real live legacy of the history of colonialism in formerly subordinated parts of the globe? How does this legacy inhibit efforts to interact constructively in the present? Attempts to internationalize the curriculum by filling in coverage gaps in faculty expertise, strengthening language offerings and requirements for students, and expanding language experiences, studying diverse case studies, and strengthening the academic content of study abroad can be seen as part of the process of developing relevant knowledge, expertise, and skill to function effectively in and act well and knowingly in the world. In this sense, we want students to become more knowledgeable and critical-minded students of the world, its processes, and its problems – informed, in the way we would want active citizens to be informed. What is the relationship between Europeanizing currents in the European Union and national currents?

⁶ With Elizabeth Heilman and Assefa Mehretu, “Educating Students for Engaged Citizenship in a Changing Global Context,” American Association of Colleges and Universities meeting, January 23, 2004, Washington D.C.

What has prevented European union in the past, and why is it increasingly possible today? With what effects? Why hasn't Latin America created a union? What prevents it?

Finally, 4) a fourth and final way in which we talk about education for global citizenship seems to be about shaping a cosmopolitan spirit and identity and a sense of commitment and responsibility for others, for all humanity, and for the planet. This relates to the connection between education and identity and involves ethics. In some guises, this emphasis appears to be a way of encouraging students to recognize the condition of “multiple belongings” in an increasingly integrated world (the phrase comes from Grant Cornwell and Elizabeth Stoddard)⁷ and to see themselves as belonging at one and the same time to local communities, the nation, and also to all humanity. In other guises, it involves a purposeful emphasis on cultivating cosmopolitanism. This emphasis, the, goes beyond raising horizons or awareness, beyond encouraging tolerance and positive orientation to difference, and beyond even expanding knowledge, skills, and critical capacities; it extends actually beyond “knowing” or “orienting toward difference” to actively seeking to impact student “becoming,” or identities, to shaping attitudes, values and dispositions among students. To employ words provided in another context by former University of Illinois-Chicago Circle dean Stanley Fish (disapprovingly), it is moving beyond emphasizing competence to emphasizing commitment.⁸

Becoming a 21st Century Global University: Raising Students' Global Capacities

A university with a strong commitment to and tradition in international and global studies that seeks to make itself a model of the 21st century global university, it seems, must contemplate first, in some broad and thoughtful way, 1) what is the current shape of the world and its future direction or directions. What processes are primary among all those taking place and what processes are likely to continue unimpeded, for how long, with what accompanying benefits and ills, and what does this mean concerning that for which we seek to prepare our students? Are we seeking to prepare students for a world presumed to be economically expansive and relatively peaceful, with diminished borders and accelerated goods, ideas, capital, and human transfers? This seems partly right, but also quite economic, oversimplified, the complexity squeezed out, perhaps even a kind of neo-liberal wishful thinking. Are we seeking to prepare students for a world presumed to be economically divisive and conflict-ridden, where national state boundaries continue important and differences include intractable ones as well as those that underwrite human creativity and make life tantalizingly beautiful. This seems somewhat better, if somewhat less optimistic and less buoyant.

Are we seeking to prepare students for a world in which economic expansion is seen as an unalloyed blessing or a world in which economic expansion perhaps increases inequality and exploitation or outstrips the means of the human community to regulate it and its negative effects appropriately? There seems an intellectual task for us here to describe the world into which our students will be entering and the multiple futures that likely beckon. While the university cannot define the world definitively and none of us are prescient – and faculty will do it differently anyway with multiple ways of knowing that comprise the range of disciplinary approaches in the university – it seems we ought to have a general vision or stance that we can articulate and share with others (if only to stimulate response and discussion, shared thought and exchange). What is this vision? What are its elements?

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A university that seeks to make itself a model of the 21st century global university must, secondly, it seems then, 2) ask what does it mean for us adequately to prepare students for effective action in the world and for responsible membership in the global community? We must explore the visions of education that I've earlier mentioned, and we must decide what idea or combination of ideas should guide this university's efforts. When we speak of internationalizing or globalizing the university, what do we mean beside the cumulative strategy of increasing a range of resources, courses, majors, and activities – what is it we want in terms of the things to which we want our students to have access and the learning outcomes to be realized by our students? Which outcomes are most important? Which ones are not? Can we list these? Can we develop a list of kinds of knowledge, skills, attitudes, and dispositions such outcomes are aimed at expanding? Can we specify what it means to increase MSU students' global capacities? Can we also strategize about what it means to increase the capacities of all our students, as Brian Silver has suggested: raising the mean global capacity or capacities of all students, while increasing also the global capacities of MSU students at the top and bottom of each cohort?

Third, 3) we then need to ask, after surveying our data about MSU, what are or have been our strengths and weaknesses in resources, ways of organizing the curriculum, and ways of doing things at MSU? What's the formal curriculum, and what's the informal curriculum? Besides what we offer and make available, what do students take – and what do they take from what they take? What do they learn from what we teach? What works? What doesn't? What tendencies are there, what developments, intellectual, academic, or institutional on which we can piggyback or leverage large results? What problems or difficulties are we likely to encounter if we try to do too much or think too large for the resources and energy available for change? How much change, and of what kind, is necessary or desirable? Where are faculty and students on these questions? And, if we build it, whatever "it" means, will they come? Do students share our enthusiasm for the global, or can they be persuaded to do so?

Finally, 4) given our senses of the world and its directions, of how properly to prepare students, what goals at which to aim, and finally of where we are as an institution, with what strengths and weaknesses does MSU stand to become a 21st century global university. Where are we strong, where are weak, and how can we move from here to there? What should the curriculum as a whole do for all students; what should majors do; and what should graduate education do? What should liberal general education do? Are we organized properly currently to achieve these ends? How can MSU encourage, offer incentives, and reward positive change in the directions indicated? How can we get faculty and students in common to embrace such change? Are there currents set in motion by recent reorganization discussion and events that work favorably in this regard and can be harnessed for growth and change? Are there new directions and changes we should be contemplating and debating different from those we have been debating?

Summary

1. What is our understanding of the world and the processes reshaping the world into which we prepare our students to enter?
2. What does preparing students properly mean? What idea or ideas inform it? What goals should we be targeting? What is global capacity and how should we raise it?
3. Where do we stand as a global university, strengths and weaknesses?
4. What choices do we have, what strategies and paths might work, and can we get faculty and students to be in on the action?

Some Caveats

Let me offer some cautionary statements that I think should influence or guide us. They are cautions, in particular, against oversimplifications and excessive claims.

1. The new era is indeed new, but not so new as many exaggeratedly proclaim. Globalization has been taking place for centuries and has a history. This history is instructive and should be one of the things that students encounter and learn at MSU, perhaps with regional focus. To some extent, this is done in some IAH courses and some HST courses and is contemplated in a proposed new Global Studies major.
2. Old ways of doing or organizing things in the university, while they have momentum and institutional strength, may not necessarily be the best or only ways to do or organize them. They may reflect old forms of thinking, old incentive systems, or be tied to narrow professionalism or vocationalism in the curriculum. Such thinking and such incentives may be disappearing or diminishing in importance; professionalism and vocational success may be requiring new ways of thinking and being in the new world that is emerging.
3. Globalization is powerful, but there are indeed multiple globalizations taking place. Following Stanley Hoffman, one can speak about economic globalization, cultural globalization, and political globalization, and about the multiple and contradictory effects these have, increasing connection and disconnection, well-being and poverty, uniformity and difference, international cooperation and resistance, and peace and conflict. Political scientist James Rosenau writes about simultaneous integrating and fragmenting processes, he dubs this process “framegration.”
4. Globalization has not profoundly challenged the basic national nature of citizenship. While economic life takes place on a global scale and in institutions increasingly footloose from national membership, human identity remains for most local and national, not transnational. Only for some is identity truly transnational. Our students must be educated for active citizenship on the local and national level as well as the global level. And they should see important connections between these levels.
5. Globalization raises new issues in the world about the management of scarce resources, about inequality and exploitation, about minimum standards of life and labor, urbanization, human relations and cultural identity, public health, and security. It is our duty to inform our students about these matters and explore them together. It is the special province of a land grant university with an international mission to think about, develop and propose solutions to, and disseminate answers to such issues and problems
6. Our students must be equipped with analytical skills and abilities to make critical meaning of the world on their own, to assess the veracity and utility of information, and to define issues and problems independently. The playwright Arthur Miller once warned about becoming “integers” in an industrial world. Our students should become more than “integers” in a corporate global world. They must also be equipped with communication skills to make meaning articulately in writing and in oral form, and skills to use the technology of the age to communicate, persuade, argue, and find answers of their own. Some of the new directions in writing instruction and in thinking about visual literacy at MSU hold great promise in this

regard. The globalization of the curriculum in Communication Arts and Sciences, the development of a new residential college in the arts and humanities with a global focus, and the development of a Global Studies major in Social Science and also I Arts and Letters hold promise.

7. Encountering difference does not necessarily mean increasing tolerance or nurturing cosmopolitanism nor should increasing tolerance be the primary goal. Encountering difference is also about weighing and appraising values, and about deciding what is to be tolerated and what is not to be tolerated. There should be little tolerance about injustice, unfairness, discrimination, or human brutality. These are scourges and should be opposed fervently, not defended as the product of cultural difference. And yet, being attuned to and respectful of difference, being pluralist and cosmopolitan in outlook, being attentive to the power and tenacity of culture are appropriate goals. To be effective in the world one must be aware of and able to accommodate an interpretive pluralism and real difference.
8. A global university ought to provide a practical liberal arts education for the 21st century which takes notice of the increasing processes of integration and interconnection but also explores the range of human cultural and political differences. It should equip students with the knowledge, skills, and dispositions to be successful, contributing members of the world, and active, responsible global citizens. Students should be able to increase their knowledge and skills to function effectively and well in chosen lines of work that take place either at home or abroad in an increasingly integrated world and to undertake responsible leadership and active citizenship at the local, state, national, and global levels.
9. Students should know about the history of globalization and its current manifestation. They should understand why and how globalization may be perceived differently by different people. They should be able to develop information from numerous sources, identify values, and investigate claims. They should obtain the intellectual, analytical, and interpretive tools to make meaning of the world independently, identify and investigate problems, examine underlying assumptions, synthesize and break down information, formulate solutions, identify different views, compose arguments, find meaningful courses of action. They ought to be able to enter into other people's histories and stories with some degree of understanding and empathy, creatively speak in terms of common values and aspirations as well as cultural differences, and be able to persuade or make the case even where values differ.
10. Students should also study the idea of "the global,:" what it means to envision the world as a unitary place, humanity as a commonality, to have a vision of the world as a shared and treasured habitat. This is an idea or set of ideas with a long history, and can be an engrossing subject of inquiry and debate.

A list of expected capacities for MSU students might look like something like what follows. The list below is merely a start, an effort to be suggestive. It is also incomplete. The development of a set of target capacities should be a collective effort benefiting from multiple views and voices.



A. Civic Capacity

- Understand philosophical concepts of American democracy and be able to explain the meaning of core democratic values expressed in the foundational documents of the United States (e.g., Declaration of Independence, Constitution, Key Speeches). Understand other forms of government, both democratic and non-democratic, in other countries and/or periods of history
- Comprehend questions of politics and social ethics including how various theories of government understand political authority, relationship of state and civil society to individuals and ideas about human nature, and obligations and responsibilities that citizens owe one another. Know about democratic, authoritarian, totalitarian forms of government
- Understand the principles of constitutional government, including the organization and functions of government at all levels. Understands rights as rooted in political communities and as belonging to each person – the idea that all human beings, by virtue of their existence, have an equal right to moral respect and equal rights. This is foundational idea in the American experience and aspirational idea for the world, implicit in the Universal Declaration of Human Rights and in movements for human rights.
- Understand the broad history of colonialism and post-colonial national assertion in a complex way, as a form of political and economic dominance and exploitation and also as a form of social and cultural assertion and interaction. Comprehend how ideas and modes of thought from the colonial powers have been instrumental in anti-colonial assertion and independence.
- Develop capacities to understand different values, to see the world as a pluralistic setting where people have answered and continue to answer fundamental questions of everyday life, their relations with authority and with each other, and the modes of cultural expression, in a range of ways. Develop appreciation for difference.
- Develop capacities to see from others' points of view, including differences that derive from national and international diversity (ethnic, linguistic, religious etc), from diverse historical experiences, and from different subject positions and realities.
- Develop capacities to negotiate conflict and disagreement, to comprehend the self-interest and different outlooks of different peoples, actors, states, etc., and to reach compromise solutions that maximize benefits and minimize costs and achieve gains

B. Historical and Geographic Knowledge and Capacity

- Comprehend the sources of contemporary global history, including: What are the critical processes and events that have shaped and are making the world in which we live? How do they relate to similar processes and events in world history earlier? What are their likely long-term consequences? How may they be experienced and understood from a variety of perspectives? How do personal and local histories relate to national and global histories? And how can national histories be viewed in global perspective? [See Thomas Bender's *Rethinking American History in a Global Age* (2002).]
- Recognize and integrate strands of political, social, and cultural history as well as history of technology in American and world histories, Western and non-Western. Comprehend

the history of political, social and cultural encounters since the origins of the modern age, focusing on the global dimensions; explore the relationships between society and technology, culture, and human expression. Understand modernity, the modern age, the modern, modernization.

- Be able to reconstruct aspects of the past by comparing interpretations and documents; analyze patterns of continuity and change, assess relationship among the historical events and explain causes and effects within the contexts of local, national and world history.
- Assess major global processes, their causes and consequences, in geographical context.. Explore questions of human movement, adaptation, and settlement in context of major global processes. Explore relations between human and physical contexts and the meaning of such context for understanding human relations.
- Assess relationship between geography and history, and globalizing processes, and impacts on cultural expression and sharing, and on identities.

C. Economic Knowledge and Capacity

- Comprehend how individuals and systems choose what will be produced, distributed, and consumed, by what methods, using what resources, and for whom? How are inevitable inequalities explained and rationalized? How are they challenged?
- Comprehend how various economic institutions that comprise economic systems (households, businesses, banks, government agencies, labor unions, and corporations) interact with each other in comparative perspective, in an international set of processes?
- Recognize the role of major factors such as supply, demand, prices, incentives, profit, regulations, and tariffs in economic systems. Differentiate between costs and benefits of private and public means to allocate goods and services.
- Understand transnational capitalism and the reality of an increasingly integrated world-wide economic system and its effects. Recognize the role of major factors such as debt crisis and relief, preferential trade policies, balance of trade and payments, free trade zones, protectionism, quotas, sanctions, and embargoes, tariff and non-tariff barriers, currency exchange rates, and fluctuations).

D. Language and Cultural Capacity

TBD

E. Cultural Understanding and Empathy

TBD

E. Ethical Capacity

TBD

G Interdisciplinary Knowledge and Capacity

- Understand the processes and impacts of key interdisciplinary global processes such as an increasingly integrated world-wide economic system and continuing political and cultural difference; increased concern about environmental degradation and sustainability; the complex and varied effects of technological innovation and change; increased media and communication speed which compress time and space and intermix cultures; increased migration and corresponding changes in national identity, transnational identity and hybridity, and ideas about citizenship; rising tensions among cultural diversity, traditional cultures, and cosmopolitan global culture
- Appreciate different cultures yet acknowledge, probe, and confront deep and sometimes intractable difference, and consider difficult, tragic and even frightening human experiences, especially during the 20th century – i.e., familiarity with genocide, Holocaust, ethnic and religious conflict, the traumatic and tragic aspects of modern history.
- Understand globalization as a dynamic process (with differential and sometimes inequitable impact) changing social, linguistic, intellectual, and aesthetic values and relationships (among global and local people and places). Understand it as raising value issues that cause conflict.
- Recognize the complexity of culture and question the supposed fixed realities, boundaries, and understandings of earlier eras (nation states, national cultures, identities).
- Recognize a range of national and global interests (political, cultural, ethnic, ideological, and economic) in such matters as economic interactions, weapons deployment, geopolitical conflict, use of natural resources, and human rights concerns. Examine the relationships between them and the conditions and motivations that lead to tensions or cooperation.

[These represent first efforts to think about the kinds of things that might be articulated as part of a strategy to raise the global capacities of MSU students. These capacities must be defined and articulated, chosen amongst, and used to guide the design and evaluation of offerings to students.]

II. Description and Appraisal: MSU Curriculum and International or Global Study

A review of the published, or formal, curriculum at MSU – faculty-taught courses -- suggests that MSU has several pockets of considerable strength at present and also some weaknesses related to international and global orientation in the curriculum. The strengths reflect MSU's historic institutional commitment to international programs, particularly organized by area studies centers, which has supported the hiring of faculty expertise in the core colleges in a range of departments, particularly in Africa, and more recently, in Latin America and Asia as well. The strengths also reflect MSU's broad commitment to language and culture study and to language learning, including Spanish and Portuguese, French, Italian, and Classics, and German, Russian, Chinese, Japanese, and several less commonly taught languages, like Arabic, Hebrew, Swahili and other African languages. Equally important, MSU's curricular strengths reflect, too, MSU's historic commitment in applied areas in Agriculture, Business, Education, Engineering, Forestry, Journalism, Natural Resources Management, Tourism, and more. A land grant university with a

mission to educate the children of Michigan's industrious classes and to create and disseminate useful knowledge for Michigan and American society, MSU has, as well, since the John Hannah era in the 1940s-1960s, embraced the additional mission to transmit applied knowledge helpful to humanity to nations and societies abroad, especially in agriculture, education, development, food systems, management, resources management, and more, and to offer first-rate graduate and professional education in applied areas to rising numbers of international students on campus in East Lansing. In general, the applied and professional areas at MSU tend to be internationalized most thoroughly at the graduate level rather than in undergraduate curricula.

MSU's commitments in the international arena have been institutionalized and bolstered by the operation of **International Studies and Programs (ISP)**, created in 1956 with its own dean of international programs, which has spearheaded internationalization efforts at the university. ISP works with the colleges and departments to further MSU's international mission, with special attention to area studies, international development issues, language learning, and, recently, to business education. ISP provides crucial additional sources of support for the hiring of faculty with international expertise, for faculty professional development and research, and for activities contributing to faculty and course development. Faculty who are affiliated with ISP are organized in area studies centers (Africa, Asia, Canada, Europe & Russia, and Latin America) and in thematic centers (International Development, Women in Development, International Business Education and Research) or Institutes (International Agriculture, International Health). They are also linked intellectually across colleges and departments. ISP currently has five centers funded under U.S. Department of Education Title VI programs and has helped MSU to be the largest recipient of Agency for International Development (AID) funding since the 1950s. In addition, MSU has succeeded remarkably to internationalize itself in recent decades, with a rising proportion of the faculty either raised or trained abroad or having considerable international expertise and experience. ISP reports over 1000 faculty are regularly involved in international scholarship, instruction, and work and, during the past ten years, more than 50 MSU faculty have had Fulbright fellowships abroad. Many additional faculty have also participated in Study Abroad.

Related to Study Abroad, during the past decade, building on a preceding generation of experience emphasizing faculty-led programs rather than exchanges, prodded by a committed president and provost, and drawing broad participation by most colleges and departments and many faculty, MSU has built the largest study abroad program in American higher education, shaped by the lofty goal to get 40% of students to study abroad (currently at about 20%). More students at MSU study abroad annually than any other university, choosing among some 200 programs in over 60 countries. Some 1,864 MSU students (1,686 undergraduates and 178 graduates) plus an additional 190 students from other institutions, or 2,054 students studied abroad through MSU in 2002-03. Actual experience learning in other countries augments the formal curriculum, provides informal experiences of encountering difference, and introduces students, over 90% of whom come from Michigan, to other nations, cultures, and perspectives and ways of doing things. In some colleges, including Arts and Letters and James Madison College, the rate of student participation is already 40% and, in the case of the latter 59%. Faculty who lead such programs also often report that doing so shapes their own scholarly and teaching development and contributes to significant curricular impacts in departments and programs.

Weaknesses in the formal MSU curriculum, on the other hand, include a relative lack of attention in courses to areas of the world that have been neglected in departmental and area studies-oriented faculty hiring to date. These include, as will be seen below, the Middle East (a dramatic deficiency until recently) and central and south Asia (equally dramatic), and, to an extent, Europe, particularly eastern and southeastern Europe. Weaknesses also include relatively thin attention in

the undergraduate curriculum to international or globally oriented study in MSU's professional programs beyond a single course or so and less attention than might be warranted to subject matter areas, including interdisciplinary areas, that reflect new thematic ways of looking at global issues. Such global studies foci would include focus on transnational processes, like market, communications, and migration processes, and on global public issues, including economic, political, cultural, and environmental issues that cut across traditional disciplinary-based or regional-oriented ways of organizing curricula. To date, there is no center for global studies or the study of globalization at MSU, and the proposed new major in global studies to be located in the College of Social Science reflects and reproduces rather than challenging the organizational fragmentation of effort at MSU. Courses with truly global scope and orientation are only recently beginning to appear in the curriculum – see ANP 436 Globalization and Justice, and ANP 815 Transnational Processes and Identities; the newly proposed global studies major cobbles together courses in a variety of units and colleges rather than promoting new core courses that will give the major coherence. A smorgasbord of course offerings, while an important step in the right direction, is not the same thing as an intellectually coherent major with foundational study, course sequencing, and carefully delineated core and elective work presided over by a faculty devoted to its success.

On reflection, the MSU curriculum appears strongest in traditional world politics approaches (the world as a system of nation states) and area studies (regional) approaches, which shape most offerings in Economics, Geography, History, International Relations, and Political Science. It appears strongest also in applied approaches (e.g., business, education, development, resources management, tourism), which shape offerings in Economics and Sociology and in the professional schools. It appears weaker on approaches that view the world as a system of cultures and human interactions, i.e., humanities courses, although efforts are underway in English and the language departments to alter this. A new initiative at MSU that is or will be addressing transnational migration and the transnational identities and commitments that accompany migration may produce some new ways of looking at the world that will be reflected in curricula. Currently, this emphasis is notably absent in the new global studies major. The new global studies major, though, does build on MSU's strengths in gender and global change and on international development. The new proposed major also promisingly contemplates a portfolio approach to assessment of student capacities and achievements.

A cursory review of the formal curriculum, using the following search words – *world, international, global, region* – initially produces a list of 456 courses at MSU, X in undergraduate curricula and X in graduate curricula. After review and removal of courses like “Navigating the Universe,” “Digital Rhetoric,” “Cancer Biology,” and many others, and after the addition of courses identified when ancillary searches probe other courses on *Africa, Asia, Europe, Latin America, and Oceania*, a more comprehensive list is possible. The number of courses (omitting first- and second-year language courses) on the revised list is 519 courses, X in undergraduate curricula and X in graduate curricula. This revised list is attached and reveals hints about patterns of course offerings across departments and in undergraduate majors, and outside departments and majors, in MSU's liberal general education program, Integrative Studies. Generally speaking, the mass of faculty expertise in international and global affairs is deployed at MSU at the junior-senior (300-400) level in undergraduate study, in specialized courses that are open primarily, although not exclusively, to majors, and in graduate courses. On the other hand, the mass of student majors are in applied and professional programs where there exist, at best, one or two ‘international’ courses at the 300-400 level, and internationalization and exposure to global study is primarily left to be found by students in related coursework in the core college departments and in liberal general education in Integrative Studies. Such expertise and opportunities are present in

Integrative Studies, but – because expertise is mostly deployed in the majors – they are at levels that are insufficient to increase global capacities for all students.

Exploring undergraduate curricula at MSU, the following departments offer numerous courses (considerably more than a few) and hence sponsor majors with potentially genuine international orientation and content at the undergraduate level: Anthropology, Economics, English, Geography, History, James Madison College's International Relations field., Political Science, Religion, and Sociology. Especially notable, Anthropology, Geography, History, Political Science, and Religion offer many courses to non-majors, and Anthropology, English, Geography, History, and Sociology sponsor numerous offerings for Teacher Education and in Integrative Studies. The language departments offer courses in a range of national languages and in related language and culture study and have evolved new and surprisingly successful approaches to teaching the less commonly taught languages (LCTLs). Numerous language study opportunities are available at MSU, but not all are taken advantage of by students. Many departments and programs also sponsor overseas study abroad programs and exchanges with institutions around the globe – in Europe, Central and Latin America, Asia, the Middle East, and Africa. As mentioned, MSU Study Abroad boasts over 200 programs in more than 60 sites on seven continents.

MSU's liberal general education program, Integrative Studies, drawing on faculty from the disciplinary departments and schools of the core colleges only, is highly globally oriented, particularly Integrative Studies in Arts and Humanities (IAH) and Integrative Studies in Social Science (ISS). In IAH, influenced by the presence of area-studies expertise, especially in HST, there exist in the required course menu several regionally-oriented "and the world" (first) courses that focus on the U.S., Europe, Asia, and Latin America (one on Africa will be developed) and explore political and cultural encounters across a wide historical span. There are also (first or second) courses that focus, drawing on other disciplinary faculty, on art, music, literature, and theatre with "world" or "comparative" orientations. In addition, there are area studies courses that focus on more specialized study of regions or particular nations or themes in Africa, Asia, Latin America, and the Middle East, including both Israel and the Arab Middle East. There are also courses that focus on great ages in human civilization – ancient, medieval, renaissance, and modern. In ISS, there are (second) regional courses on Asia and Latin America and also a series of courses on global issues, including people and the environment, global diversity and interdependence, inequality, and world urban systems. In current reform discussions, talk is of seeking to draw faculty from a wider base of colleges and programs to teach Integrative Studies courses, of attempting to conceive some truly new integrative, interdisciplinary courses across existing college boundaries, often with global themes, and of trying to add upper level integrative studies options as choices for (some) MSU students. There is also talk of departmental courses that meet integrative studies goals being cross-listed in integrative studies – a fruitful way to go if the responses of department chairs in Arts and Letters and Social Science are gauged. Finally, there is also talk of creating new integrative studies-sponsored study abroad programs -- programs and courses that address global themes in truly interdisciplinary and integrative ways -- to generate global contact and experience among undergraduates earlier (rather than later) in their tenure at MSU. The university has received a small grant: *Integrative Learning: Opportunities to Connect* from the Carnegie Foundation and AACU to sponsor this development.

In addition to majoring in one or more departments or programs, students at MSU have opportunities to complete area studies specializations, with courses in the languages and in IAH or ISS often being double counted toward fulfillment of area studies specialization requirements. This encourages more globally oriented study and earlier start toward global study in their college careers. In addition, many study abroad programs include IAH or ISS courses, including some

programs offered by the professional colleges, and these courses, which are often enriched by access to special on-site learning opportunities in the respective host nations, generate true opportunities for students to engage in comparative cultural and historical study and to develop greater awareness of cultural, social, and political issues affecting people elsewhere in the world..

Post September 11, 2001, it became clear to many at MSU that the university lacked faculty expertise in a crucial world area of heightened contemporary and future importance – the rimland extending from Egypt in the West to Pakistan in the East below the former USSR, the predominantly Muslim, Arab-dominated Middle East (West Asia). Relatively few courses at MSU focus on Islam or on Arab civilization and history, a surprising reality given that Michigan is a key center of Arab-American life in the United States. The History Department, for instance, covers Middle East history from the Romans to the Mongols and through the Ottoman Empire, but does not focus on the 20th century Middle East. It is now recruiting a modern specialist in Islam. Religious Studies has limited expertise on modern Islam: the sole faculty member with expertise is retiring. In response to events, MSU has begun several initiatives to remedy this weakness, including creating a Muslim Studies specialization administered in James Madison College and starting core faculty hiring initiatives in History, James Madison College, and Political Science. Religious Studies should be added to the list. The university is also engaged in strengthening its existing Jewish Studies specialization, which focuses on America and Israel, and private monies have recently been pledged to endow an Israel Studies Chair. Jewish Studies is working with Arts and Letters on a faculty hiring initiative in Religious Studies as well. MSU has also recently strengthened offerings related to the religious traditions and cultures of South Asia with new hires in Religious Studies and in Linguistics and Languages, and has become stronger in east Asian studies with new expertise on China, Japan, and Korea.

In addition to filling in areas of neglect with new faculty hires, it is necessary to strengthen existing areas of strength, which sadly have weakened during recent years. The recent departure or death of some key faculty in African Studies, together with the pending retirement of others, has created a situation where an area that has been a core center of strength at MSU in international studies is currently endangered. This area of faculty expertise, once strong, requires special attention quickly. The College of Social Science has worked supportively and responsively with the Department of History to deal with this issue and two searches are going forward immediately. Additional attention and reinforcement are also important in newer areas of strength, in Asia and in Latin America and the Caribbean, and in lesser areas of strength, in Europe and Russia.

One striking reality, examining the curriculum, is the relative thinness of international or globally oriented courses in the professional colleges, especially at the undergraduate level. Many or even most programs offer 400 level courses on the international dimensions of accounting, advertising, business, education, marketing, media, etc. – that is to say, the international dimension is *not* neglected – but such courses are normally stand alone affairs, and it is unclear whether an international or global orientation spills out beyond these singular courses and shapes other study in these programs. It is not clear either whether students encounter them before they are seniors. Generally, the impression is that professional colleges leave internationalization of the curriculum primarily to the core colleges and student work in related departmental courses and liberal general education courses; they augment this with relatively modest study abroad initiatives that may include a liberal education experience but are mostly professionally-oriented practice-focused in a different land and culture. It is not clear, moreover, what such programs and departments say to students about their liberal general and ancillary education, or when they start to say it, nor is it clear what students hear from what is said or do in response to what they hear. This may call for discussion and further reflection.

Another striking reality is that a good deal of study abroad at MSU has been and is sponsored by the professional colleges (the growth of study abroad programs has been driven primarily by departments and programs that are majors) and that most study abroad for most students takes place late in student careers, mostly during the last year. This is decidedly late to have the most strategic effect on student course choices post-study abroad, and it is feared that study abroad often has relatively little effect on further study at MSU (although it perhaps affects career choices and post-graduate study). It also means study abroad opportunities are not always oriented to broad immersion in another national experience, language and culture, or to humanistic study in the fullest sense, but rather to a more specialized applied program experience in international and sometimes comparative perspective. This is helpful, to be sure, and to be commended and supported; it gets many students abroad and internationalizing; but it is not as truly helpful as study abroad can potentially be in shaping undergraduate learning and horizons. Programs, for example, in Agriculture and Natural Resources focus on Food, Environment, and Social Systems in Australia and New Zealand, International Food Laws in Europe (or Asia), Agricultural and Veterinary Sciences in the Loire Valley, the Horse Industry in Ireland, Construction Management in Italy, and Packaging in Tokyo (or England, Spain, or Sweden). Programs in Engineering include Mechanical Engineering in Leuven, Belgium (or Aachen, Germany) and Civil Engineering in Volgograd, Russia; in Human Ecology programs include Retail Distribution in Russia and Poland. Many programs, it should be said frankly, are also focused in English-speaking countries, including England and the British Isles, Australia and New Zealand, and Jamaica. This makes it easy for students but limits their “foreign” experience.

The late entry by students into study abroad and the considerable portion that ventures only so far also require discussion. Anticipating this, MSU was recently awarded a Carnegie-AAC&U “Integrative Studies” grant to consider new and better ways to integrate liberal general education, i.e., integrative studies, and study abroad programs in the curriculum, including development of study abroad initiatives earlier in student careers and shaped by broad humanistic rather than more specialized disciplinary or professional aims. The Office of Study Abroad also has its own Study Abroad Curriculum Integration Project underway. As explained on the Study Abroad website, while MSU offers significant opportunities for students to study abroad, many students have few or no options by which study abroad can be used to meet general requirements, lack sufficient advising about how study abroad can be fit into their curricula, or are unaware or fail to plan for opportunities that do exist. The Study Abroad Office has started on a major effort to work with colleges and departments to improve how university, college, and major requirements can prepare students for study abroad; expand ways in which credits earned on study abroad can be used to meet university, college, major, and graduation requirements; develop study abroad options that enhance the value of degrees, and reintegrate study abroad students and their experience abroad into the on-campus curriculum when they return to campus. Additional information is available at <http://studyabroad.msu.edu/currintegration/project.html#phase>

Another aspect of the formal curriculum includes formal requirements, for example, in Integrative Studies. Students are not required to take courses that focus on international or global affairs but rather on a menu of choices, two in IAH, two in ISS, and two in ISB/ISP. Courses are designated as I (International) or D (Diversity). However, to this writer’s knowledge, student completion of the appropriate designations is not currently monitored by the university. If Integrative Studies and liberal general education were reconfigured along the lines of stating the requisite knowledge, capacities, attitudes, and dispositions to be strengthened, with accompanying lists of approved courses in IS and in the disciplinary departments (new joint courses), and if international or global were a required category, there might be a better match between the range of expertise available and courses offered, and the enrollment of students in the appropriate courses.

A New Global Studies Major

MSU is currently discussing a new academic program, a major in “Global and Area Studies.” This is a welcome development and places MSU in a group of a number of universities who have developed global studies majors in recent years. An interdisciplinary undergraduate major that helps students understand global systems and processes, and how they play out in different regions, is posited as a valuable addition to the undergraduate curriculum, and it is suggested the major will increase student knowledge and preparation for jobs “affected by global dynamics.” It is also suggested that having such an undergraduate major is a national standard now for universities that are leaders in international and area studies. The major is organized by world regions and relevant foreign languages, and also by cross-cutting global themes. Like MSU more generally, the major appears to this observer as stronger on world regions (area studies) and considerably weaker on global themes. Several possible global themes are unattended. It is conceived as an additional major for students in some of the professional schools; it contemplates a portfolio approach to assessment; and it is anticipated by the drafters that Global and Area Studies will provide enhanced understanding of global issues and world regions for students who enroll and increase student participation in study abroad.

The description of the new major outlines objectives – providing students with a common foundation for understanding global systems and processes as they are expressed in local places; gaining knowledge about world regions and foreign languages; gaining knowledge of global themes and critical issues; developing multidisciplinary skills and critical analytical skills; and obtaining international and intercultural experiences. Outcomes are further expressed in terms of knowledge and cultural awareness. However, attitudes and dispositions as goals are neglected. This writer has concerns about the proposed new major -- respectfully, about its administrative direction and faculty responsibility for its coherence, about the smorgasbord menu approach to a major, and about the absence of attention to migration, global inequality, and global justice in the cross-cutting global themes and issues options. Integration is left primarily to students enrolling in the major to achieve; at least at this stage, it is difficult to see courses operating as truly foundational, as core and elective, and as a system of sequenced experiences building on each other and, in turn, preparing students for further study. On the other hand, over time, and with continued discussion, the new major, if provided coherent oversight and direction and if a community of interest around it is created among faculty, it may evolve into a core element in an effort to raise global capacities for many MSU students and even for all. The portfolio assessment approach is especially exciting.

III. Some Policy Responses

What is to be done? Based on further review of the formal curriculum, particularly courses and requirements, and of the informal curriculum, including advising, student negotiation of courses and requirements, and student uses of advising and study abroad opportunities, the university should contemplate the following sorts of actions:

- Given MSU strengths in global and area studies faculty expertise, which has diminished, international content in core colleges and disciplinary departments, international content in IAH and ISS, language study strengths, area studies strengths, professional program strengths at graduate level, expertise and

organizational strength of ISP, Area Studies Centers, and Office of Study Abroad and study abroad initiatives;

- Given problems identified, including what students can take, where resources, courses are deployed and located and where students are, what opportunities are available to them and what are not; what is done in advising and what is not accomplished;
- Given sense that the professional programs and majors are insufficiently internationalized at the undergraduate level, that integrative studies, which is internationalized, is under-supported and under-staffed, and may perhaps warrant curricular reorganization to highlight the global; and study abroad is “off” in building global capacity because it happens late, through the majors primarily, and impacts students differentially at MSU;
- And finally, given that anything that increases requirements, broadly, increases resistance and opposition from students and others; and given that anything not required means it’s just a choice, and is not then widely provided or effective....

Policy Options

1. University Integrative Studies Program or Reforms In Integrative Studies

- Become more articulate about the kinds of knowledge, skills, dispositions, and capacities that students are required to obtain, with stated objectives and assessment
- Create new courses by the mechanism of cross-listings under IS direction
- Emphasis on the international and global in IAH and ISS
- Include options at 300-400 level as well as 200 level

2. Earlier Study Abroad/Linked with Integrative Studies and General Education and Improved and Strengthened Study Abroad

- New programs, new combinations (earlier, through general education)
- Development of fixed sites and partnerships abroad tied to University strategies and commitments
- Expanded globalism, global citizenship, and cultural emphasis in all programs.
- Ongoing discussion on campus about “the global” and about “global citizenship”

3. Increased Student Access to 300-400 Level Courses in Core Liberal Arts or Development of New 100-200 Level Courses Jointly with Integrative Studies

- Increase student access to faculty expertise and strength
- Increase faculty focus on earlier years of undergraduate education

4. Internationalization or Globalization Initiative Campus Wide (Making Campus Investment)

- Especially Professional Programs (internationalize more courses and majors)
- Target Departments (internationalize more majors)
- Increase Faculty Hiring (target certain percentage of the MSU shortfall in FTE)
- Develop Major Cross College and Department Hiring Strategy to increase FTE Presence of Faculty with Appropriate Global, Internat’l and Thematic Expertise.

5. Build New Distinctive Opportunities for Students at MSU

- New Global Studies and Area Studies Major (Strengthened)
- New Dual Majors (Initiatives to Increase Flexibility and Possibility)
- Special Transcriptable Distinctions (Minors, Specializations, Service Activities, Co Curricular Involvements, etc.)
- New Language Initiatives – Summer Institutes, Special Performance Approaches

6 Create New Global Residential College in the Creative Liberal Arts and Sciences

- Portal to the World Concept (Bringing the World In, Looking Out on the World)
- Autonomous College (Able to Interact with all Core Colleges)
- Residential College and Living/Learning Consortium at MSU (Spreading Globalism)
- Additional FTE with Global and Creative Liberal Arts Hiring, Both Inside (Core) and Outside (Joint, Shared, Cooperating, Affiliated)

Kenneth Waltzer

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