

Proposal for Global Studies Major at Lawrence University

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I. Catalog Information

A. Major Description

Global Studies is an interdisciplinary major that investigates the broad range of cultural, political, social, and economic forces at play historically and today. Global Studies majors will understand the global influences on the lives of individuals, and will be sensitive to different identities, practices, thought systems, institutions, and structures, particularly their roots, scope, and linkages. They will recognize their place in the global community, including their impact—for good or ill—on cultural, political, economic, and environmental issues. Global Studies majors will possess the foundation necessary to lead responsible, meaningful, engaged lives in a connected, diverse and ever-changing world.

The Global Studies curriculum is designed to give students a structure in which to explore a range of interests. An introductory course introduces students to the diverse perspectives on globalization and models of interdisciplinary investigation. Global Studies majors will choose a set of electives from one of four thematic groupings, all of which include approaches from multiple disciplines. In order to maintain a dynamic, up-to-date listing, electives that will count toward each of the tracks in the Global Studies major will be listed on the program's website. This structure balances the breadth and depth of students' academic training, and ensures that Global Studies majors will develop the ability to ask interconnected, interdisciplinary questions. Students may, in close consultation with their academic advisor, self-design a thematic track.

B. Major Requirements

1. Intro to Global Studies (6 units)
2. The equivalent of a minor in one additional language (~30 to 66 units, depending on incoming students' initial proficiency, i.e., where they begin their minor, and on the requirements of the chosen language.)
 1. Alternatively, some students may choose to fulfill the language requirement through the completion of GER+5 courses in one language plus 3 terms (or the equivalent of one year) in either a second language or mathematics/statistics/modeling. The combination of languages must clearly contribute to a particular project or career ambition, be approved by an advisor in Global Studies, and demonstrate coherence with respect to the chosen track. Languages acquired during an off-campus experience are acceptable as long as the students achieves linguistic and cultural competency equivalent to the GER requirement.
3. In consultation with a Global Studies faculty advisor, students must choose a set of eight 6-unit thematically connected electives that meet the goals of one track listed below. Students and advisors should consult the program's website carefully when selecting courses that count toward their track in the Global Studies major. All electives must satisfy the following requirements.
 - Three 6-unit courses from the Arts, Humanities, or Musicology at the introductory / intermediate level (course numbers 100-399); (18 units)

- Three 6-unit courses from the Social Sciences at the introductory / intermediate level (course numbers 100-399); (18 units)
 - Two 6-unit courses at the advanced level (course number 400+). One course must be from the Social Sciences; the other must be from the fields of Arts, Humanities, or Musicology.
 - No more than two 100-level courses may count toward the elective requirements, and no more than two upper-level language department courses may be double-counted for the track and the language minor (or minor equivalent).
4. Required global experience at an off-campus site (local, domestic, or abroad)
- Global Studies students are required to participate in a globally engaged off-campus experience. Most students will fulfill this requirement through an approved Lawrence study abroad program. However, we recognize that study abroad is not feasible for all students. Therefore, the off-campus global experience may also include local projects with global connections. Examples include working with the Fox Valley Refugee Resettlement Agency, the Hispanic Chamber of Commerce, the Hmong-American Partnership of the Fox Cities, the Northeast Wisconsin Chinese Association, or with the City of Appleton's Office of Diversity & Inclusion. These projects must include ten weeks of engagement, be connected to either the Global Studies primary language or track, and be pre-approved by a Global Studies advisor.
5. Senior Experience seminar and portfolio (6 units)
- The Global Studies major culminates in a Senior Experience consisting of a 6-unit senior seminar. The seminar brings together students from all tracks, and it includes a set of common readings that revisit important theoretical issues in the field of Global Studies. The readings will also highlight disciplinary differences in the objects of inquiry available to scholars of Global Studies and show again how interdisciplinary inquiry produces deeper understanding. Students' work in the seminar culminates with a portfolio showcasing their work in the major, and they will present that work to other members of the seminar. The portfolio will consist of the two components listed below. Together, the Senior Experience components will demonstrate that a student has developed interdisciplinary and intercultural proficiency.
 - A written, critical reflection on the student's off-campus global experience, with particular emphasis on curricular connections and personal development.
 - A revised version of a substantial (10-15 pages) paper written on a global topic and in an advanced (400+ level) course counting toward the Global Studies major.

C. Tracks

1. Nations and Identities: Nations remain a central form of organization in the global world. Nations lie at the center of our interlocking system of political and economic institutions, and they also provide the organizing principle behind national languages and cultures, ethnic identities, and even sporting events. Although nations claim to be ancient, modern nations only began to develop in the eighteenth century, and their future is by no means assured. This track seeks to approach global studies through an emphasis on the construction and function of nation, with attention given as well to newer, transnational forms of identity. Since the study of the

nation requires a broad sense of the history of the nation, the reasons it developed, and the variety of forms it has taken, there is a significant History component to this track, along with an emphasis on classes offered in Government. In addition, classes in literature, culture, and the arts will enrich students' understanding of how national identities are constructed and become emotionally compelling, as well as how they are contested through migration and integration, through devolution into smaller units, and by institutions and practices that transcend national boundaries. Students who choose the Nations and Identities track must take at least two of the following four courses:

- GOVT 226: Identity Politics and Ethnic Conflict
- GOVT 260: European Democracies
- HIST 295: Nationalism in Modern History
- HIST 315: Empire and Nation in Russian History

2. Cities: One of the central signs for globalization and even modernity is the importance of cities. Much of what is most exciting and new in our world stems from the cultural and ethnic mixing that takes place in global cities. Many Lawrence students aim to work in American cities that cater to the “creative class”--that is, young people who seek to participate in the new opportunities opened up by education and technology. This cities track will prepare students for thinking about the history of urbanization and our interconnected world by understanding the socio-cultural, economic and political complexities of the nature and evolution of major cities. Depending on course content, examined cities may include (but are not limited to): Algiers, Athens, Beijing, Berlin, Buenos Aires, Cairo, Dakar, Paris, Istanbul, Moscow, Istanbul, Jerusalem, Johannesburg, Mexico City, Buenos Aires, Seoul, Shanghai, Tokyo. Students who choose the Cities track must take at least two of the following four courses:

- GOVT 245: Comparative Politics of Developing Countries
- RLST 365: Faith and Power in the Mediterranean
- GER 290/388: Berlin: Experiencing a Great City
- UNIC XXX: Understanding Colonialism

3. Human Security: Human security is the study of global violence through the lens of the individual, with particular emphasis on vulnerable and marginalized communities. It includes multiple forms of vulnerability and structural violence, including discrimination, displacement, genocide, disease, poverty, and environmental stress. This track offers students the opportunity to understand human security and vulnerable populations through an interdisciplinary lens, including narratives and other representations of human agency and social scientific analysis of the policies and institutions designed to address these challenges. Students who choose the Human Security track must take at least two of the following four courses:

- GOVT 248: Social Entrepreneurship
- HIST 374 / SPAN 470: Visions of Conquest
- MUCO 493: Music and Gender in Cross-Cultural Perspective
- ENG 516: Literature and Human Rights

4. Arts and Exchange: One path to understanding our global world is in the artistic expressions (including literature, performing arts, visual arts, and film) through which identities are staked out and claimed. This track offers students the opportunity to think about the arts from the perspective of global systems, exchanges, and regulations. Students will be encouraged to

consider how economic systems, international organizations, the movement of people, and the commodification and commercialization of cultural practices affect artistic production, notions of ownership, and meaning across borders. Students who choose the Arts and Exchange track must take at least two of the following four courses:

- HIST 105: Cross-Cultural Interactions Along the Silk Road
- ECON 205: International Economics
- ENG 280: Postcolonial Writers
- GOV 480: International Organization

II. Supplementary Information

A. Mission Statement

We seek to use the distinct strengths of our liberal arts institution to develop students' ability to understand, analyze, and engage with our interconnected and global world through an interdisciplinary lens.

B. Objectives

The principal objectives of the major in Global Studies are:

1. to acquire a global perspective on politics, history, society, economics, and culture that fosters integration and analysis across disciplines;
2. to experience connected coursework in subjects of global significance aligned with a student's interest, for example, nationalism, migration, terrorism, economic development, religion, cultural production;
3. to develop linguistic competence and deep cultural understanding, particularly concerning global issues, in at least one foreign language and culture;
4. to engage in an integrated global study experience.

C. Major Justification

The new interdisciplinary Global Studies major at Lawrence, the result of collaboration between faculty in nine different departments, will prepare students to wrestle with concepts that defy disciplinary categorization such as sustainability, inequality, migration, and identity. Given the complex and interconnected nature of these critical issues, we should not think about them in isolation from their study across the curriculum. We also have an obligation to prepare students for meaningful lives and careers at the intersection of geographies, cultures, economic systems, political structures, and languages. We therefore seek to use the distinct strengths of our liberal arts institution to develop students' ability to understand, analyze, and engage with our global world through an interdisciplinary lens.

Global Studies itself is an innovative approach, and a major in Global Studies remains relatively rare at U.S. undergraduate institutions. It is true that nearly every college and university has recognized the need to develop a major that tackles world issues; and that most, including Lawrence, have a program in International Studies or International Relations. The difference between these models is greater than just the choice of title: most international studies majors

focus on traditional issues like the development of international institutions like the United Nations or the comparison between countries. Global Studies at Lawrence moves beyond this model, adopting an interdisciplinary approach that probes the connections that shape our world. Lawrence University offers a particularly genial environment for Global Studies students. From their first term of Freshman Studies, students are immersed in a learning community that manifestly values and actively practices interdisciplinarity and co-investigation across multiple disciplines. In addition, while many institutions are currently reducing support for the study of foreign languages, our language departments remain vibrant and committed to excellence in linguistic proficiency, critical analysis, and cultural competence. Our conservatory also offers additional opportunities for original and exciting collaboration. Last but not least, Lawrence instructors in every division are exceptionally dedicated to helping students thrive in their chosen fields.

Lawrence Global Studies majors will understand the global influences on the lives of individuals, and will be sensitive to different identities, practices, thought systems, institutions, and structures, particularly their roots, scope, and linkages. They will recognize their place in the global community, including their impact—for good or ill—on cultural, political, economic, and environmental issues. Courses for the major are drawn primarily from the humanities (language departments, English, history, and religious studies) and the social sciences (government and economics). In addition, the Global Studies major offers students opportunities to explore global topics further in affiliated disciplines such as ethnomusicology, film studies, and art history. Finally, a robust language requirement and progressive curriculum ensure that our students will finish the major with academic rigor and uncommon linguistic and cultural competency. While not unique, the rigorous language requirement does make our Global Studies major distinctive.

D. Track Structure Justification

In addition to an introductory course, senior experience, and linguistic/cultural proficiency, the Global Studies major will require students to complete a set of electives. After carefully considering three potential models for structuring these electives, the working group decided that a set of thematically grouped electives in multiple tracks is the model that best fits our goals, institutional resources, and faculty interest. The strengths and weaknesses considered for each model are outlined below, along with the rationale for choosing a track structure for the major's elective courses. Finally, it should be mentioned that the four existing tracks reflect our current institutional resources and interests. We leave open the possibility for additional tracks (for example, ones focusing on the natural sciences or environmental studies) to be incorporated into the major in the future.

An unstructured student-selected set of electives. In this model, students would design their own curriculum by choosing a set of electives from among a large catalog of GLST cross-listed courses. While this model offers the greatest flexibility for students, the working group did not believe it would ensure either breadth, depth, rigor, or a cohesive academic experience. Additionally, there was concern that an open “buffet-style” set of electives would be less useful to students than an existing double major or major with minor.

A progressive, structured set of courses. In this model, students would follow a carefully preselected progression of introductory through advanced courses in multiple disciplines. Although the working group thought this model would offer the best guarantee of rigor and interdisciplinary breadth, there was a consensus that a heavily structured curriculum would be (1) very difficult to coordinate across departments/disciplines, (2) challenging for students who do not or cannot start the major their freshman or sophomore year, and (3) unattractive to students with global interests that do not match the pre-selected course list.

A small number of thematically grouped tracks of electives. In this model, students would essentially be choosing twice – once from among a small set of predesigned thematic tracks, and then from among the courses that fall under that track’s primary theme. The working group’s consensus was that this model offers the best balance of flexibility with rigor and breadth, as well as progression from the introductory through the advanced level. There was agreement that a track model best accomplishes the major’s goal of engaging students with interdisciplinary questions in areas of their particular interest.

E. Language Requirement Justification

Students graduating from Lawrence University with a Global Studies major will be exceptionally well prepared for lives and careers in an increasingly interconnected world as well as for careers in global fields. Their preparation comes not only from the unique interdisciplinary education that they receive in the major, mainly in English, but also from completing one of two language requirement options. Compelling feedback from recent graduates attests to the necessity of an advanced level of linguistic, analytical, and cultural competency in at least one additional language. As a French major put it, “I went back and took a look at my portfolio and found a clear progression from language acquisition to intercultural curiosity and comprehension. . . . It was our work in the upper level courses that I began to relate the themes of specific works to the dynamics of Francophone culture.” A German major said, “The success I had in professional internships abroad, and ultimately in the Fulbright program, was owed to a serious and dedicated study of language. Fluency in German was a game changer.” (See Student Testimonials section for their complete statements and five additional responses.)

While the majority of Global or International Studies programs at peer institutions require only very basic proficiency in a second language, the high level of communicative and cultural competence that the Lawrence Global Studies major requires, particularly in the context of students’ interdisciplinary, critical engagement with global issues in a variety of disciplines, will be a distinct and desirable feature of our major. In addition to providing Global Studies students with a highly desirable skill set, the Global Studies major allows them to combine language studies with other interests in a manner that is entirely in accord with the liberal arts tradition. It is a major that previous graduates wish had been available and that current students find extremely attractive. Finally, we wish to note that at least three other highly respected Global Studies programs in the United States require similarly demanding (if not more demanding) language and cultural proficiency. The Global Studies major at UC-Santa Barbara, for example, requires nine language and cultural courses. The International Studies curriculum at Texas A&M requires seven of them. Finally, International and Global Studies majors at Middlebury College

must achieve advanced proficiency in at least one language and also study abroad for at least one semester.

To some, the role of English as a global language appears to make acquiring another language and learning how to navigate another culture increasingly irrelevant. Although the process still has a long way to go, machine translation might also seem to make multilingualism unnecessary, except for those who need to learn English. Yet in an age marked by migration, movement, flexibility, and connection, the acquisition of deep cultural knowledge, that is, a high level of communicative competence not limited to vocabulary and grammatical structures but also including the language's context—the history of its speakers, its literature, films, and other cultural practices—gives Global Studies majors the ability to live and work in multiple environments and to adapt to new ones even if they are not in locations associated with their first additional language. Recognizing that great differences exist in the ease or difficulty involved in acquiring such competence in various languages, especially when some of the work is completed during a lengthy immersive experience, a minor in a language provides the minimum level of linguistic and cultural competence required by a challenging major in Global Studies.

Therefore, in order to fulfill the mission and the objectives of the major, Global Studies will require the majority of its majors to complete the equivalent of a minor in the language. Alternatively, and only with special approval from a Global Studies advisor, students may also fulfill their Global Studies language requirement by taking GER+5 courses in one language that is taught at Lawrence in addition to a year of coursework in a second language. Students choosing this second option must present a clear curricular rationale for working in two languages. This option will still require students to engage with the primary language and culture at an advanced level, but will also provide the flexibility to incorporate and receive credit for other languages pertinent to his or her intellectual and professional goals.

We have heard and acknowledge the concerns expressed regarding this substantial requirement and offer the following responses to them.

1. It is not necessary to require a full minor in order to achieve sufficient linguistic and cultural competency. This is related to the concern that the requirement makes the major too heavily weighted toward the study of language.

As stated above, we feel strongly that a minor is the minimum language requirement if students are to achieve our major's core objectives. In general, it is at this advanced level of language learning that students begin to demonstrate linguistic and cultural competency sufficient to respond to the demands of a global career (as the Student Testimonials section illustrates, many of our former graduates now working in global fields strongly agree with this assertion). Similar requirements are not unprecedented at Lawrence, and the visiting consultants we worked with thinking about this major both stressed their support for a similarly rigorous language requirement. More specifically, East Asian Studies already requires one course short of a minor in either Chinese or Japanese language for the degree and, as Kuo-Ming Sung reports, most East Asian Studies majors end up taking the extra course in order to complete the full minor.

Moreover, upper-level study of language and culture must not be considered superfluous to or in any way distinct from other Global Studies objectives. It is an error to believe that upper-level language courses focus primarily on grammatical structures or the study of literature for literature's sake. Our courses do much more than help students perfect their accents or expose them to different cultures simply for their own individualistic, esoteric appreciation of otherness. They require written and spoken analysis of and communication about complicated topics such as racism, gender inequality, the abuse of historical memory, genocide, the politics of urbanization, colonialism, migration, national identity formation, cultural reactions to global epidemics, and the socio-historical roots of terrorism, just to cite a few examples—and entirely in another language. The sharpened cognitive skills and profound experience of alterity and epistemological awareness that result from these courses is critical to a more sophisticated and complete understanding of self, of others, and the relationship between the two. Furthermore, Global Studies students will take upper-level language courses that correspond to relevant interests in their chosen track and that count towards fulfilling the requirements in their chosen Global Studies track. As a result, not only will our students engage in higher-level critical analysis of global topics such as the humanitarian consequences of the IMF debt crisis in Africa, or diverse representations of ethnic conflict in Germany, but they will also discuss these complex topics while perfecting their communicative proficiency in the target language. This full integration of more specialized, discipline-focused global knowledge, linguistic competency, and deep cultural understanding is fundamental to the Global Studies major and can only be attained through more advanced coursework in the language. In addition, a student completing a minor (or GER+5 + year in second language or quantitative courses) in one of Lawrence's languages would be developing toward the following key objectives in language and culture acquisition:

- **The target language that the student uses is reflex.** In other words, the student avoids “double translation” in linguistic encounters (written or oral); s/he avoids translating the language into English then back into the target language for a response. Double translation loses information in both directions and is a severe handicap to communication and understanding.
 - **The target language that the student uses corresponds to higher-level expression and higher-level cognitive tasks.** Examples of higher-level cognitive tasks include: formulating a hypothesis, expressing conditions, asserting alternatives, etc. Such expression is needed for critical analysis and advanced problem solving, capacities we aim to develop in our Global Studies students.
 - **The target language that the student uses recognizes or expresses cultural understandings and practices in the target culture(s).** Without this kind of understanding, the student is merely imposing his/her cultural view on the target culture(s). The student risks being inappropriate or offensive in the target culture, which is the opposite of what a Global Studies major is trying to cultivate in our students.
2. **Requiring a minor in a language as part of a major will prove too heavy a curricular burden and will therefore scare away otherwise interested students.**

Global Studies will indeed be one of the most robust majors on campus. However, the creation of this major was in part inspired by the significant number of students seeking global careers who already double major in such fields as Economics, Government, Anthropology, or Environmental

Studies and a minor in an additional language, or vice versa. In fact, a large percentage of our students already minor or double major in a second language (many of whom begin language at the 101 level). For example, in the current 2015-16 academic year, there are 80 students pursuing a minor and 92 pursuing a major in a language. To provide some sense of the number of students who would likely not be scared away by a single larger major, 27% of the class of 2015 graduated with a double major and 42% percent of them graduated with a major and at least one minor. The Global Studies major would provide many of these students a more coherent, relevant, and streamlined curriculum that responds more directly to their intellectual and professional interests, without necessarily requiring a greater academic burden.

It should also be noted that two of the upper-level units in an additional language may “double count” toward both the language minor requirement and toward requirements for the student’s chosen track in Global Studies. In addition, a student completing an interdisciplinary major in Global Studies has many opportunities to fulfill most, if not all (with the exception of Freshman Studies and a course in laboratory science), of her GER requirements.

Finally, as the appendices show, it is entirely possible for students to complete the Global Studies major with room for courses in unrelated subjects. Students who come to Lawrence and place into higher-level language classes will end up taking fewer units, but those who begin language study at the 101 level, even if they do so their sophomore year, will be able to complete the major.

3. The requirement will disadvantage students who don’t decide on GLST major until sophomore or junior year and therefore don’t have enough time to finish the language requirement, especially if they need to begin at the 101 level.

Students who begin language study at the 101 level in their sophomore year should have little difficulty completing the GLST major. The GLST major is much easier to complete if a student has already started the GERs in an additional language well before their junior year. Students who begin language study in their junior year will indeed find it more difficult to complete this core requirement in time, but the same is true for those who wait too long to begin work toward several majors in the natural or social sciences. However, even those students beginning language study as late as their junior year could complete the GLST major by taking advantage of off-campus intensive language programs. The Foreign Language Coalition will also offer competitive summer scholarships for students who may need to take additional language courses in order to complete their Global Studies major.

4. English should count as a global language, especially for international students, who can test out of the language GER with English.

Firstly, using English as one’s sole language is counter to a global worldview. It assumes that Anglo culture and language are universal, hegemonic, or inherently superior. English as one’s only language also assumes that other people in other cultures have acquired (or should have acquired) all three levels of English language described above.

International students are at no more of a disadvantage in regard to the language requirement than domestic students who start language study at the 101 level. These students will, in fact, be even better prepared for global careers, demonstrating communicative proficiency in at least three languages. In addition, international students who work only in English, even on global topics, will not engage in the deeper critical and metacognitive analysis of linguistic and cultural “otherness” or alterity that we believe essential to our objectives in Global Studies. Finally, allowing international students to complete their Global Studies language requirement in English creates unfair exceptions in regard to domestic students who also wish to do the same. It is worth noting that student 5 from the Student Testimonials section is a native speaker of both English and German who majored in Oboe and German but who now wishes she had also worked on French while at Lawrence. Student 7 is a native speaker of Bulgarian who majored in German and Government.

5. It is not fair to some students who wish to work in languages we don’t teach at Lawrence or for which we don’t offer minors. It is also not a legitimate “global studies” program if we exclude languages that we don’t teach.

No Global Studies program offers all languages. We would love to offer many more of them, but Lawrence is currently in no position to certify that students will have achieved the requisite levels of language, culture, and integrated knowledge of global issues in languages that we do not teach. Exceptions may be considered for Arabic and Italian, to be considered on a case-by-case basis.

F. Student Testimonials

Student #1: French and Bio at Lawrence; (started French as a freshman at the 300 level):

I am so glad that Lawrence is putting together a Global Studies program! It definitely would have been of interest to me when I was there. As I did not take any courses at Lawrence below the 300-level, I cannot speak to how proficient people are after they complete the intro series, however, I can imagine that it would not suffice. As the majority of my French credits came from my study abroad experience in Senegal I consider this education to be an invaluable asset to my future career path. Additionally, I often reference the courses I took at Lawrence, especially those with Lifongo that had a greater focus on West Africa and immigration. These courses were very important for me to be able to understand the cultural contexts and life trajectories of the people that I am currently working with.

I also think it is very important for people to be at least proficient, if not fluent in a language aside from English if they are going to work in the global field. My language abilities are one of the first things on my CV, and definitely get me noticed. In fact, I don't think I have applied to a job where I have not needed to prove my French speaking abilities, and I do not think that this is because I work in Senegal. I have had many discussions with people from well-known consulting firms based in the US who have said that if you speak a second language, especially French, make it well known because they need people who are able to travel to various countries and communicate with people without using a translator. I do not think that people who do not have advanced training in a foreign language will be able to effectively do this, because as I

quickly learned, working in French is much different than being able to speak French. The terminology is much more advanced than what you learn in intro language courses, and you need to have the contextual understanding that you only get in the 300+ courses. I am actually very surprised and disappointed in the other members of the Lawrence faculty who do not believe that this training is necessary. It is very short sighted and will be detrimental to Lawrence students who are looking to have global careers.

Student #2: French and Environmental Studies at Lawrence; Currently working in the “Renewables & Environment” field (started French at Lawrence in FREN 101 as a freshman):

I think this is an awesome program being put together and couldn't agree more with ***'s stance on the issue. I believe what made me marketable during my job search was the fact that I could attest to speaking and communicating effectively not only in English but in other foreign languages (French and Twi) - my French was actually tested during a couple of interviews! I currently work with an organization that carries out most of its consulting activities in the developing world, especially in Sub-Saharan Africa. For most of the activities carried out in my present role, I conduct business development tasks focusing on francophone countries, thus a high level of French vocabulary goes a long way not only in writing, but also having the confidence to communicate effectively to native francophone officials, taking into consideration cultural contexts as well. Learning a foreign language is obviously a continuous learning process and I continue to learn more and more everyday, but I believe the advanced courses I took above the 300 level (and my study abroad experience) at Lawrence firmly grounded my capabilities in the language. Taking French courses up to the 300-level only seemed to have fed my interest in French. It did not make me proficient or confident enough to speak the language outside the classroom, so to speak. I hope other members who are also looking to establish this program will see the need for students to have a firm foundation in foreign languages as opposed to it being a dormant quality that they won't be able to market when job searching in the global industry.

Student #3: French and Econ at Lawrence; currently working in “International Trade and Development” (began French at Lawrence at the 101 level as a freshman):

It's nice to hear from you Prof. Chang and congratulations on this great initiative. I like that you mention that you want it to be truly interdisciplinary; that's what it is all about now – an integrated approach. As it relates to the program, asking for the equivalent of a minor is the very least. The global climate is fast changing and in a sense, if one wants to truly integrate into the system, a dabble in a foreign language will not suffice. It's actually almost a norm these days for people to have full proficiency in more than two of the official languages of the U.N (maybe, it is the Geneva bias). Beyond the linguistic aspect, the contents of the upper level courses are also very beneficial and indeed do have a global perspective. I will dare to say that our upper level courses represent the department's mini global studies course, with the main distinctive feature being that the language of instruction and participation is French. From what I remember, the contents truly spanned areas such as social issues and social construct, national and transnational discourse, gender issues to name a few, and where these topics truly are at the heart of global dialogue. Of course, with Lawrence being a liberal arts institution, it was the case that one could engage with these topics by taking courses in other disciplines but the added advantage of doing so in French, was that it provided a way to be learn new relevant vocabulary (which comes in

handy... I am applying them in the professional context) and to study available French text on these issues as well, providing an even more comprehensive engagement with the topics.

Personally, I will say that the upper level courses broadened my perspective, made me think more critically and analytically about issues and further confirmed by interest in many topical areas (as my diverse Economics courses did also). It is no surprise that I opted for an interdisciplinary master's program after Lawrence. It indeed did prepare me adequately for firstly, my master's program, and where references to Foucault and power, Simone de Beauvoir's commentary on gender, Benedict's *Imagined Communities*, or concepts that draw a parallel to Aminata's Sow Fall's in commentary in *La Grève des Bâttu*, to name a few, were not new. Like *** and *** have echoed, having a second language distinguishes you. In the case that a company has a global focus, certainly, having a second language puts one ahead. With such companies, in most cases, the language ability first stands out. With international entities, such as the UN etc., a second language, is a must. With regards to my personal experience, I've had to engage with French (beyond *bonjour*) in one way or the other during my internships at the UN and an international NGO. Besides, my second language skill was enquired of in the application process. Mastering a second language is very much a continuous process in terms of increasing proficiency, gaining relevant vocabulary etc. as *** and *** equally mentioned, but to the extent that one is already more equipped, the better it is. I hope you and the team will be able push for an engagement beyond the 300 level in the requirements for what will be the new Global Studies program.

Student #4: French and Econ at Lawrence; currently an analyst at Kimberly-Clark (began French at Lawrence at the 300-level as a freshman):

A Global Studies program sounds fantastic! With regards to the foreign language requirement, I agree that requiring less than a minor would be unsatisfactory. I went back and took a look at my portfolio and found a clear progression from language acquisition to intercultural curiosity and comprehension. I decided to write down my thoughts on each with the hope that this will help get my point across.

200-level: Improving grammar and language reproduction capabilities. This laid the groundwork for upper level courses, but was focused more on the structure of the language itself rather than investigating the relationship between the language and culture.

300-level: I'd describe 300-level courses as "transitional." The move from doing workbook exercises to reading, watching and analyzing Francophone works allowed for broader understanding of the language, but I think it was still grounded in mastering the language itself. My essay on *L'Etranger* focused on "freedom," but only in a general sense. It was more on the meaning of the word within the text itself, but not across the culture as a whole.

400/500-level: It was our work in the upper level courses that I began to relate the themes of specific works to the dynamics of the Francophone culture. I think the course title "Defining Frenchness" perfectly exemplifies this. In this course and other upper levels, we didn't discuss works for the sake of understanding them, but to rather use them as a lens to better comprehend

what it means to be Francophone and how that cultural identity is intertwined with other world cultures. In my view, this is what the definition of “global studies” is, and I was only able to achieve that after constructing a foundation in 200 and 300 level courses.

All this being said, I have to respectfully disagree with your colleagues who believe that requiring less than a language minor would be satisfactory. To me, studying the world’s cultures requires being fully immersed in experiences different from my own, and I’m not confident that I could have achieved that with just one 300-level course. Speaking personally, I think back to my internship at the start-up in Paris before I started at K-C. The work culture was very different from what I had experienced at Oshkosh, and the founder and I butted heads quite a bit. I remember being overwhelmed at first, but then ultimately learning a lot. I didn’t consciously think about the literary greats, or the Francophone films I had watched, but my experiences in upper-level courses afforded me the ability to internalize the cultural differences and grow as a person because of them.

I’m starting to ramble so long story short, please continue to push for requiring the equivalent of a minor for the new Global Studies program. I’d hate for the program to be less than it could be, and hope you can convince your colleagues to see differently.

Student #5: International Studies / Oboe

Dear Global Studies Major Committee,

My name is Anneliese Abney, I was a dual degree student at Lawrence University from 2006 to 2011. While at Lawrence, I was fortunate to be able to self-design a major in International Studies, focused on nationalism and national identity. I am excited to hear about the proposed Global Studies major, and hope that this degree can be confirmed as an offering to students -- the concentrations certainly speak to important issues affecting our global community, and we can use as many well-trained individuals as possible engaging with and tackling these challenges. In connection to this proposed major, and in reflection on my own time at Lawrence and my experiences since graduating, I would also like to take the opportunity to stress the importance of foreign language acquisition for anyone interested in working in international relations and global development fields. Being bilingual (German and English native speaker) has opened up a number of opportunities to me, and has allowed me to pursue my interests in the US, Germany, and Austria. Furthermore, my master's degree (Sustainable International Development, Coexistence & Conflict Studies) was a largely international community, made up of 60 percent non-US nationals and 40 percent US nationals. In this context, innumerable languages were represented and spoken, again highlighting the immeasurable asset learning a foreign language can be, particularly for anyone interested in an international career. It was not uncommon for us to speak not only English, but Arabic, Nepali, French, Spanish, and many other languages with one another in our day-to-day communications as colleagues and classmates. Having some background in foreign language acquisition and learning can be a big boon in such situations. In addition, I often see foreign language requirements on job applications, and know first-hand that there are a number of opportunities still closed to me because I do not speak these particular languages. For me, had there been an expectation to minor in a foreign language (beyond those I speak fluently), this would have been a huge asset for my career now. In this way, requiring the

language minor for the Global Studies degree will be a gift to students in their future professional lives (not to mention their personal connections). It is something I (and I know others as well) now have to make up after leaving an academic environment much more conducive to foreign language acquisition.

I hope the Global Studies degree can become a reality at Lawrence, and I thank you for the opportunity to briefly speak on a subject that I feel strongly about.

Sincerely,
 Anneliese Abney
 BA International Studies / BMus Oboe Performance
 Class of 2011

Student #6:

Hi Brent,

I'm happy to reflect on my language study at LU.

Learning a language changed my life. Living abroad changed my life.

It is an incredibly humbling and world-view-changing experience to be the "foreigner" - to stumble through a broken sentence, accept embarrassment, and continue trying. To develop an appreciation for the difficulty of others learning a new language in a new place - especially those who don't have the privilege of college study. I learned greater respect for others and greater self confidence in the process.

The success I had in professional internships abroad, and ultimately in the Fulbright program, was owed to a serious and dedicated study of language. Fluency in German was a game changer. I defied the stereotype of the ignorant American: I not only spoke the language (and well), wrote clearly, understood cultural and literary references, political issues... but in my words and deeds, expressed an earnest desire to learn more, to improve my grammar or word choice, to fix my pronunciation. This humility, genuine cultural curiosity, and dedication to language learning allowed me to approach professionals, new friends, classmates, and form complex and meaningful relationships rooted in mutual understanding and respect. I often consider how language learning was critical not only in figuring out the mundane (taxes...bank accounts...), but, most significantly, to developing lasting friendships and professional relationships through which I have accessed new perspectives. Learning a second language to fluency has made my life rich, intellectually and personally. It opens a whole new world.

Student #7 (Government and German major)

A foreign language is more than simply mispronouncing strangely spelled words. It is about understanding another culture, about tapping into expressions and experiences that would otherwise remain lost in translation (pun intended). As such it is critical for a liberal arts degree, as encompassing as Global Studies strives to be, to require at least a minor in a foreign language.

My personal experience is a perfect illustration of that belief. Originally from Bulgaria, I finished my undergraduate education with a major in Government and German. The semester I spent studying abroad in Berlin was probably one of the most memorable in my entire college experience, because for the first time I was able to look at my own culture with the eyes of an

outsider- nothing like learning your own history in another language, to see the loopholes in your native textbook. But German has served me beyond simple intellectual and cultural stimulation- it has proved to be a real asset in my career as well.

In my first role after college at a non-profit think-tank I was hired because I could monitor German language media and use the information to prepare for events at my workplace; in my second one- at a higher education consulting company- I was as part of the so-called “International team,” people who were responsible for expanding the practice of the organization to Europe. My language skills stood out, they made my credentials easier to spot and thus get hired faster. I believe that is true for anyone who speaks a foreign language.

Even in my position today, which is focused around human capital development, we talk about *emotional intelligence* (EI) as a critical component of workforce development. EI focuses on the ability of an individual to understand and recognize their own and other people’s emotions in order to be a functional and productive member of an organization. What better way to understand the other than through a lens that helps us speak his or her own language, that helps us understand his or her own cultural peculiarities? Language provides a different framework, a different set of tools with which to approach a problem. Isn’t that what liberal arts is all about?

G. Modeling Hypothetical Students in each Track

For each of the four tracks, we modeled a hypothetical student through four years to show how coursework in the major, including the language, could progress.

1. Nations and Identities Track

With no previous background in the language, this student begins French in the fall term of her sophomore year.

	Fall Term	Winter Term	Spring Term
Freshman	FRST 100 FIST 100 HIST 115 (G)*	FRST 101 GEST 100 (D) ARHI 102 (FA)	GLST 100 HIST 295: Nationalism (G)* ECON 100 (Q)*
Sophomore	FREN 101 GEOL 110 (L/NS) GOVT 260: European Democracies*	FREN 102 GOVT 340: International Politics (G)* Elective	FREN 200 HIST 315: Empire/Russia (G)* ENGL 280: Postcolonial Writers*
Junior	FREN 201 Elective	FREN 202 Elective	

	Elective	Elective	STUDY ABROAD IN DAKAR
Senior	FRENCH 302 (S) GER 290: Berlin* GOVT 446: Comparative Authoritarianism*	FREN 420:Defining French* GLST 600: Colloquium Elective	FR588: Bl. Cultural Nationalism* Elective Elective

* These courses will count toward Nations and Identities Track

2. Cities Track

This student comes with enough German to begin in the second year sequence and decides to take Arabic during the senior year.

	Fall Term	Winter Term	Spring Term
Freshman	FRST 100 GER 202 GOVT 140	FRST 101 GER 285 (S) ECON 100 (Q)	ANTH 110 (G,D) GER 312 (W) GLST 100
Sophomore	GER 389 Berlin BIO 130 (Lab) Elective	GER 447 Migrants and German Culture (D) RLST 240 Islam Open Elective	GER 422 Der Deutsche Krimi GOVT 226 Identity Politics ARHI 130 Islamic Art (FA)
Junior	Study Abroad: Berlin	GOVT 446 Politics of City ECON 250 Urban Economics Elective	RLST 580 Islam & Global GOVT 245 Comparative Pol of Developing Countries Elective

Senior	Arabic 101 RLST 365 Faith & Power in Mediterranean Cities Elective D-Term Istanbul	Arabic 102 GLST Senior Seminar Elective	Arabic 201 Elective Elective
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* Since this student is taking 3 courses in Arabic, a minor would not be required. However, for students studying abroad, it is relatively difficult not to complete the minor.

3. Human Security Track

This student took enough Spanish in high school to test into Spanish 201, and initially planned to be an English major with a Spanish minor. She took Introduction to Global Studies after a Freshman Studies discussion about public health as a human right, and then decided to be a Global Studies major with an English minor.

	Fall Term	Winter Term	Spring Term
Freshman	FRST 100 ENG 150 SPAN 201	FRST 101 SPAN 202 Elective	GLST 100 ANTH 110 (G,D) Elective
Sophomore	ENG 230 ANTH 374 Elective	ENG 240 Elective Elective	GOVT 150 Elective Elective
Junior	Study Abroad: Costa Rica*	HIST 374 SPAN 320 Elective	ENG 280 GOVT 480 Elective
Senior	ENG 516 Elective Elective	SPAN 520 ENG 350 Elective	GLST Senior seminar ENG 518 SPAN 521

* Courses in Spanish language, public health in Latin America, and Sustainable Development

4. Arts and Exchange Track

With no prior background in the language, this student starts Spanish at the beginning level in the fall term of his freshman year.

	Fall Term	Winter Term	Spring Term
Freshman	FRST 100 SPAN 101 ECON 100 (Q)	FRST 101 SPAN 102 BIO 130 (Lab)	GLST 100 SPAN 201 GEST 100 (D)
Sophomore	SPAN 202 ARHI 101 Open Elective	ECON 205 International Economics ENG 280 Post- Colonial Writers (G) HIST 378 Ethnicity in Latin America	SPAN 320 W FIST 100 GOVT 140 International Relations
Junior	Study Abroad: Chile	SPAN 425 Latin Am. Visual Art GOVT 480 International Org Open Elective	SPAN 577 Space as Text* ARHI 102 (FA) Open Elective
Senior		GLST Senior Seminar	Elective Elective

	SPAN 430 Introduction to Film ECON 271 Public Econ Elective	Elective Elective	Elective
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* Assuming that 2 study abroad courses count, the Spanish minor is now complete.

H. Administrative Structure

Although we will need to consult with the Provost about the details, the program will have a faculty advisory board made up initially of the members of the working group that is submitting this proposal. Just as the working group routinely sent out invitations to the entire faculty, the board will be open to all interested faculty. The board will be available to make decisions about which courses to include on the website where track-specific courses will be listed, particularly when courses are added or deleted in the future. The board will also be available should questions arise about coherence or other issues in the array of courses that individual students and their advisors arrange to complete their majors, and the board will meet periodically to discuss issues such as staffing the introductory course and senior seminar. When monies become available for programming and other activities, the board will approve expenditures.

The Global Studies program will need someone to serve as chair to call meetings, arrange and post course offerings, answer student questions and direct students to appropriate advisors, and to serve as the point of contact for activities such as admitted student days, advising sessions during welcome week, etc.