

2009-2010 Academic Program Review

Self- study of the interdisciplinary, undergraduate International Studies (BAIS) program

Prepared by Annick T.R. Wibben, Chair, with support from the BAIS advisory board¹

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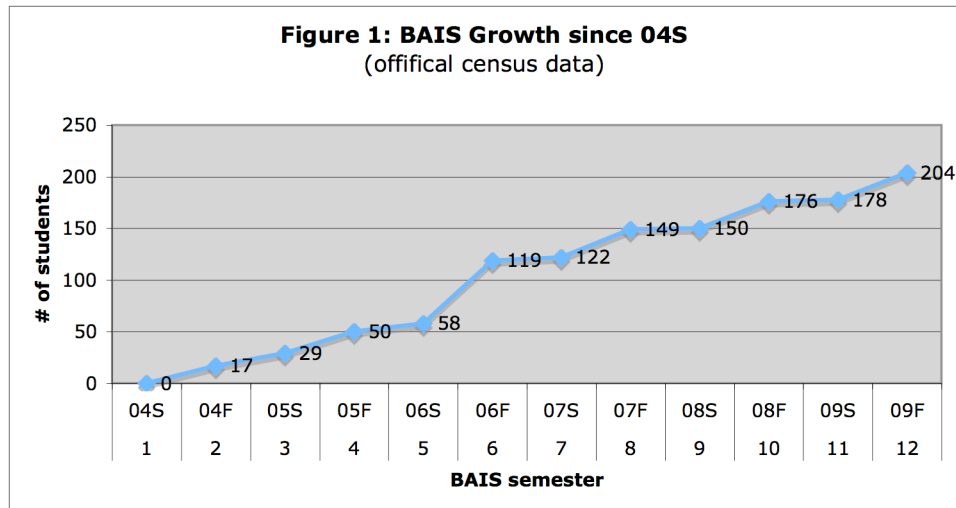
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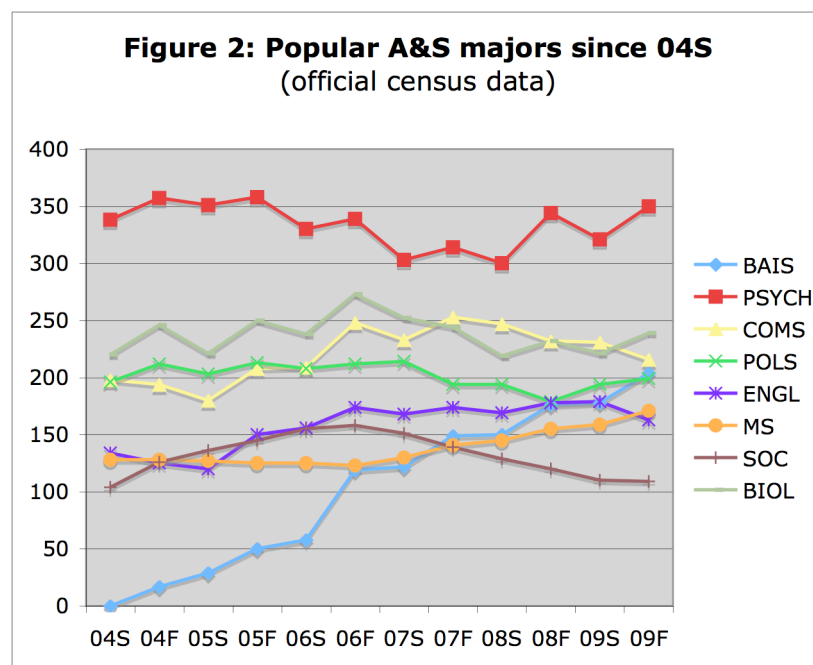
¹ See section 2.4. for details. Special thanks to Keally McBride, Elisabeth Jay Friedman, Heather Hoag, John Nelson, and Rob Toia who provided detailed feedback on draft versions as well as the BAIS faculty that have met with me separately or sent their comments. Mary Zweifel provided administrative assistance – thank you!

1. Introduction: History and Growth

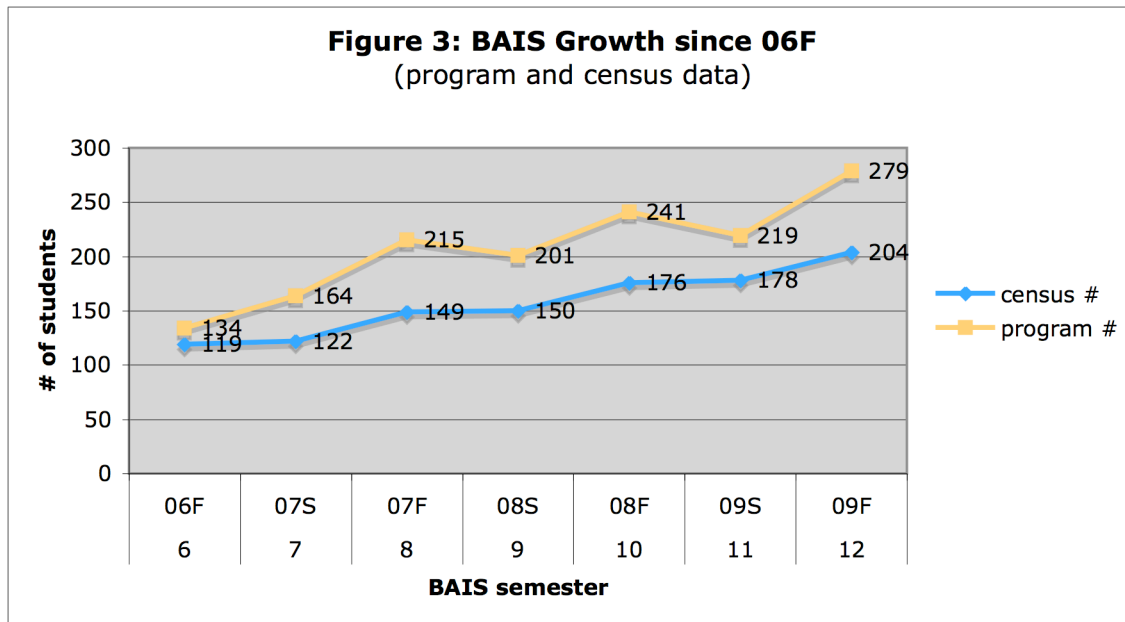
The University of San Francisco's Bachelor in International Studies Program (BAIS), an interdisciplinary program that began in 2004, has quickly become one of the largest and most vibrant majors at USF.



According to the official census data collected by the university, the BAIS major surpassed the 200-major mark in fall 2009 [figure 1]. BAIS has thus become the fourth-largest major in the College of Arts & Sciences after Psychology (350), Biology (239) and Communication Studies (219) [figure 2]. Other majors are essentially static or show slight decreases; BAIS continues to grow.



What is more, according to our own data (which includes double-majors, students currently studying abroad, and students that have declared the major after the census date), BAIS currently has closer to 280 majors [table 3].



The tremendous, and unabated, growth of BAIS has been very exciting for everyone involved with the program – but it has also necessitated a concerted effort to keep the program running smoothly. As this report will detail, the popularity of BAIS, along with the complex, interdisciplinary setup of the major produce significant challenges in the day-to-day administration of the major.

As an interdisciplinary major, BAIS has no designated faculty. All faculty involvement is on a ‘service’ basis. Although release time is provided, even the chair of BAIS is not solely responsible for BAIS, but a regular faculty member in an existing Department with the attendant duties (e.g. the current chair, Annick T.R. Wibben, is an Assistant Professor of Politics and was also co-chairing a search in the Politics Department in fall 2009). Advisory board members, who take on significant advising and governance duties, are drawn from a variety of Departments and often direct other programs in the College of Arts and Sciences [see section 2d]. There are currently no tangible incentives for faculty to buy-in to this large service commitment.

As an interdisciplinary major, BAIS relies on existing Departments to provide classes for its students. Most notably, classes are provided by the Politics Department, but also by Economics and Sociology, as well as History, Theology and Religious Studies, Environmental Science, Philosophy, and Modern and Classical Languages [see section 2]. Especially the Departments offering the basic, required classes for BAIS (POLS 113 *Introduction to International Politics*, SOC 231 *Introduction to Globalization*, ECON 280 *The Global Economy*) have had to make a commitment to offering two sections of each class per semester, a practice that obviously impacts the ability of those

Departments to offer other classes. The situation is particularly grave with regard to the Politics Department where most classes with an international orientation already are comprised of 50-75% International Studies majors. Especially in popular classes like the POLS 353 *Politics of War and Peace* (required for the Peace and Conflict Track and already offered twice as much as in the past) as well as POLS 352 *Human Rights and Global Change*, BAIS majors might be edging out Politics majors. Here potential for conflict looms large, especially as BAIS continues to grow.

Beyond the Departments providing classes for BAIS, the growth of the major has also impacted the regional minor (and major) programs that are providing the coordination of the regional component of the BAIS degree. Latin American and European Studies are particularly affected, but all regional minors have made significant adjustments since the creation of BAIS [see section 2b and 2c]. Many of these changes have been welcome: e.g. there now are a number of double majors with Latin American Studies, there is a new Middle Eastern Studies minor, and more specialized classes can now be offered in most minors. However, it has also increased the need for coordination within these minors (and with involved Departments and BAIS) and has added a significant advising load to the workload of the program directors while the compensation (a reduced teaching load of .5 classes per year) has remained the same.

Finally, on the administrative side of things, after the workload of the BAIS program assistant was reduced in response to earlier growth (in 2006/7), it was subsequently increased significantly as BAIS currently shares a program assistant with the new Masters in International Studies (MAIS) program as well as the African, European, and Middle Eastern Studies minors [see section 3.3.]. The workload for the program assistant (and her subsequent inability to properly assist the chair of BAIS in providing for the needs of the major) is untenable.

2. Overview of the Major

2.1. Mission & Goals

The BAIS program seeks to provide students with the conceptual and analytical tools for understanding the changing global environment and the impact of globalization on world cultures, human rights, social justice, and the environment.

Upon completion of the program, students should be able to analyze complex international issues using the theories and methodologies of the multiple disciplines from across the social sciences, humanities and natural sciences that they are exposed to during their studies to better understand and respond to the transnational problems of the 21st century. Students will have gained the conceptual and analytical tools to understand how politics, economics, history, culture, and the environment shape global interactions and international relations. Students will be able to demonstrate an understanding of the language, history, culture, as well as major issues and problems facing at least one region (Africa, Asia, Europe, Latin America or Middle East) and be able to relate this knowledge to the broader global context. Finally, students will have gained the knowledge, skills and service ethic to enable them to promote just societies, human rights, and environmentally sustainable development.

2.2. Structure of the Major

To achieve these goals, the program provides an interdisciplinary framework for the study of global issues, combining a discipline-based functional track with an in-depth study of a major region of the world via a regional minor (or major). After completing an initial sequence of basic classes, drawn from Politics, Sociology, and Economics, students choose a functional track as well as a regional minor. Currently, the completion of the BAIS major requires 48 units. Students also have to complete the College of Arts and Science's language requirement in correspondence with their region of choice [see flow chart in appendix].

All BAIS students have to complete the following basic classes (12 units):

- POLS 113 *Introduction to International Politics*
- SOC 231 *Introduction to Globalization*
- ECON 280 *The Global Economy*

Students are encouraged to complete these classes during their freshmen year at USF to be able to make an informed decision about their selection of a functional track (and regional minor).

2.2.1. Functional Tracks

For the functional track students have to complete 16 units of required and elective courses [see course checklists in appendix]. The current track options are:

- World Religions and Spiritualities (WRS)

The World Religions and Spiritualities track enables students to understand the complex interplay between religion and economic, political, and cultural realities. The track explores the ways religion is experienced and/or imagined by individuals, groups, and institutions in the context of globalization.

- Environment and Development (ENV)

Environmental concerns were, for many years, regarded as local or national issues. However, with the recognition of phenomena such as acid rain, ozone depletion, and climate change, many concerns suddenly acquired a global perspective. Whereas defining the science underpinning these issues has been relatively straightforward, achieving consensus on remediation or prevention has been a different matter.

The Environment and Development track is designed to equip students to develop a critical appreciation of global environmental issues both from the point of view of the science underpinning these issues and the longer-term social, economic, and political implications. The track is also designed to provide students with a critical understanding of the terms ‘sustainability’ and ‘sustainable development.’

- International Economics (IEC)

Why are some countries so rich and why have many remained so desperately poor? Has globalization helped the rich and hurt the poor? What is the effect of outsourcing? Should we restrict international trade and investments or should we embrace globalization and push for free trade, capital flows, and liberalized marginalization? These are some of the questions that confront every person in the world. These questions are often the root causes of international conflict but they may also be resolved to mutual benefit of the contracting parties.

Students who choose the International Economics track will study these issues, look at the empirical data, and learn about answers economists have to these questions. This track provides a solid foundation in the economic side of international studies.

- Peace and Conflict Studies (PCS)

This track examines the forces producing war and violence at the local and global levels, including disputes between nations, weapons proliferation, international terrorism, economic inequality, as well as criminal and domestic violence, civil war, hate crimes, and ethnic conflict. It also analyzes how domestic and international institutions and social, political, and economic arrangements promote or undermine peace. Students consider the role of social movements and revolutionary ideas and learn how ordinary people have changed the course of the world.

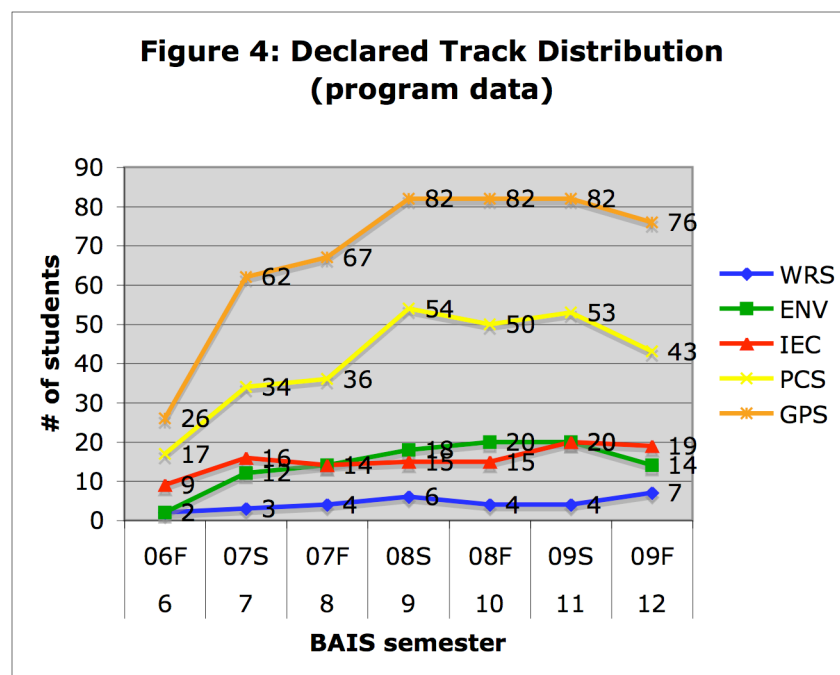
The approach of Peace and Conflict Studies is multidisciplinary, drawing on the humanities as well as the social and natural sciences. Students are taught to think critically, to examine and incorporate conflicting perspectives, and to debate broader principles underlying attitudes towards peace and conflict. In short, students learn the tools necessary to become engaged global citizens who can contribute directly or indirectly to peace and justice in the world.

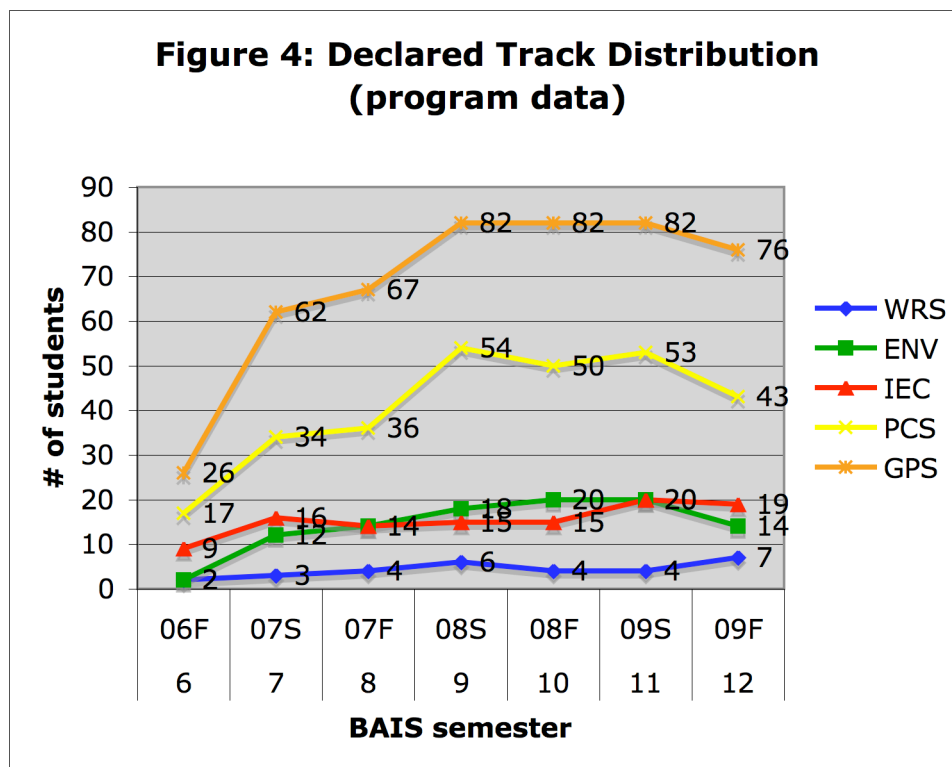
- Global Politics and Societies (GPS)

The political world today comprises more than 200 states varying greatly in size, military and economic power, and foreign policy objectives. These states, though legally sovereign, function in the context of a growing body of international norms and rules, and participate in a variety of organizations, both global and regional in scope. Adding to the complexity of international relations, the governments of these many states reflect a wide diversity of political philosophies, cultures, and leadership styles. These manifold differences pose a constant challenge to the maintenance of global peace and harmony and to the security and well being of the world's citizens.

The Global Politics and Societies track seeks to provide students with a deep understanding of the manifold forces at work in today's world. All students begin by learning about international history, especially since 1945. In addition, they analyze leading theories of international relation, the foreign policy behavior of states and the roles of international law and organizations. Students also explore the influence of divergent political cultures on contemporary international relations, both globally and regionally.

At this point the distribution of BAIS majors across the tracks varies widely [see figures 4 and 5]. About 30% of students at any one time have not declared a track since BAIS majors are not required to declare their tracks and region choices until spring registration during their sophomore year. However, GPS and PCS together are chosen by approximately 75-80% of declared BAIS students. This results in significant pressures on Departments offering the majority of courses in these tracks as well as faculty from these Departments who provide advising to students. This impacts mainly the Politics Department, as both GPS and PCS rely heavily on Politics courses [see course checklists in appendix].





2.2.2. Regional Minors

All BAIS students must choose a region on which they will focus. They take 20 units of classes in the regional minor, 10 units of which can be taken abroad (or transferred in from another school). Students also need to study three or four semesters of a language spoken in the region of their choice [see flow chart in appendix for details]. The regional minor (and major)² options for BAIS are:

- African Studies (AFRS) - minor only

The African Studies track seeks to expose students to courses with a rich African content so as to deepen their knowledge and enrich their understanding of the history and culture of African peoples in Africa and the peoples of the African Diaspora.

Although Africa faces enormous challenges in the new millennium--globalization, democratization, poverty, environmental degradation, AIDS, conflict--the continent has frequently been neglected. While students explore some of these issues, they are also given the opportunity to discover the diversity of ethnic, linguistic, religious and social traditions that have informed the rich cultural heritage of contemporary Africa.

- Asian Studies (ANST) - minor or major

² Students also choosing to major in Asian or Latin American Studies automatically fulfill their regional requirement for BAIS. According to current data, there are nine BAIS/LAS double-majors and one BAIS/ANST double major. We have only recently begun promoting this option and are expecting to see more students choosing these options in the future.

The Asian Studies track provides interdisciplinary study of the cultures, development, and relations among the societies of the Asia Pacific region. The track encourages focused study of Asian history, culture, and contemporary affairs.

Students who complete the Asian Studies track will be well positioned for graduate study, work abroad with private sector or non-governmental organizations, or employment with American firms doing business in the Asia Pacific region.

- European Studies (EURO) - minor only

European Studies is a rapidly developing field of inquiry. In little more than a decade and a half, Europe has seen the collapse of the communist systems in its eastern half along with the dismemberment of the Soviet Union. Europe has moved towards increasing economic, military and even political unity with the growing integration of the European Union and the expansion of NATO; but Europe, nonetheless, continues to contend with divisive issues such as resurgent nationalism and controversial immigration policies as well as ambivalent attitudes towards the United States and the new Russia.

The European Studies track is an inter-disciplinary approach towards achieving a better understanding of today's Europe and its place in the world.

- Latin American Studies (LAS) - minor or major

The increasing economic, political, ecological, technological and demographic integration of the Americas, as well as the significant presence of Latin@s in the United States, have created a critical demand for professionals who have a comprehensive understanding of Latin America and its historical relationship with the United States. As commercial integration and cultural dissemination intensify in the 21st Century, an appreciation of the social, cultural, political and economic realities of Latin America becomes essential.

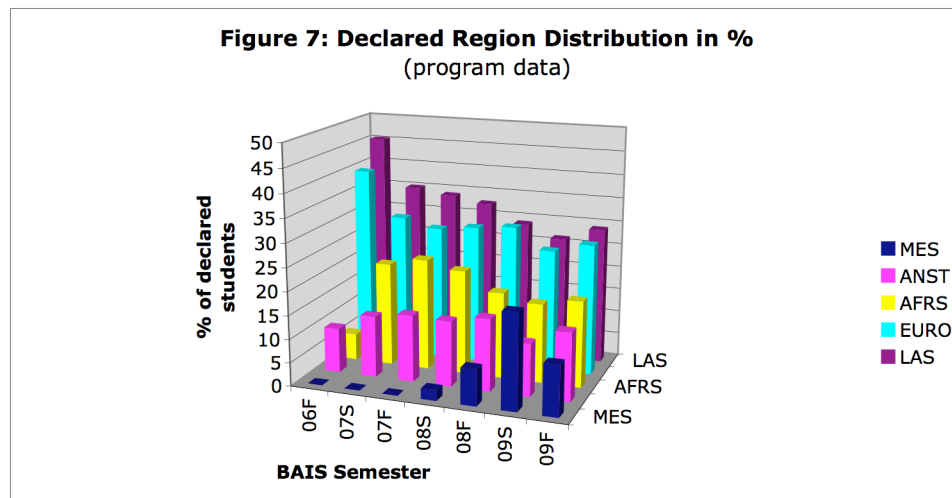
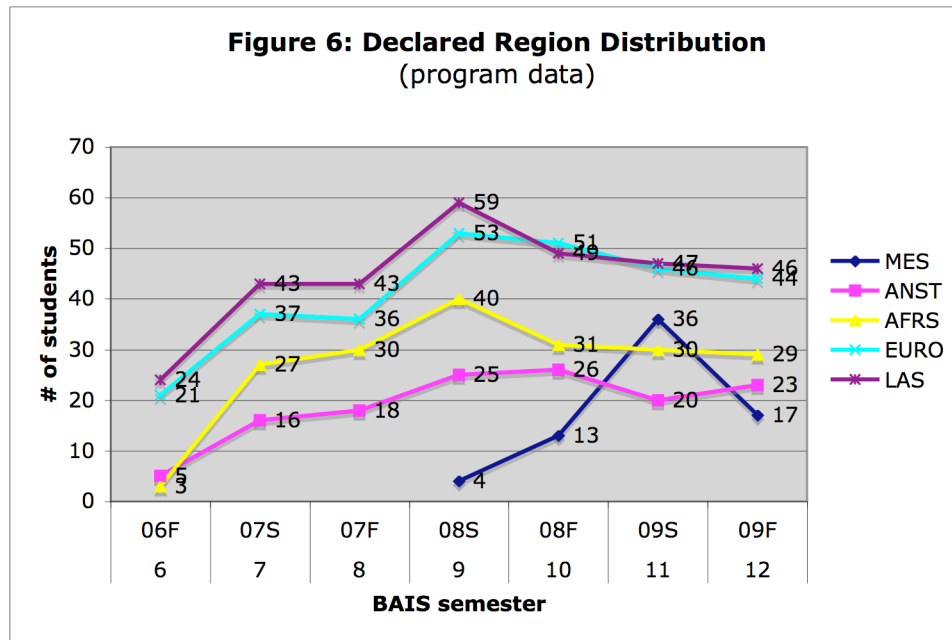
The Latin American Studies track enables students to understand the historical, cultural, economic, political and social conditions that have shaped contemporary Latin America. Students who are fluent in Spanish, know the local traditions, and are sensitive to ways in which religion, race, ethnicity and literature have shaped Latin American culture will be extremely attractive to such groups as international corporations, service providers, multicultural schools, government agencies, and law firms.

- Middle Eastern Studies (MES) - minor only

The Middle Eastern Studies track introduces students to the historical, religious, and political trends that have shaped the Middle East. Drawing upon diverse and comparative perspectives, the track facilitates a broad understanding of the Middle East that takes into account the complexity and richness of the region. Students will understand the historical contributions of the Middle East to human civilization, and the importance of the Middle East to international politics today.

Currently, the distribution of majors across the regions varies somewhat with European and Latin American Studies being the most popular [see tables 6 and 7]. Students tend to declare their regional minors earlier than their tracks, possibly because the choice of language and region need to correspond and because we encourage students to begin their language studies as soon as they arrive at USF to hopefully become proficient in time for

study abroad in their junior year. The addition of a Middle Eastern Studies minor, as well as the option of learning Arabic, has had a significant impact on the regional minor distribution. Also, the African Studies minor has grown significantly in recent years and in fall 2010 we will for the first time offer an African language - Swahili. A concern has been the limited interest in Asian Studies. Despite the associated major and graduate program, the programming and faculty of the Center for the Pacific Rim, China's increasing importance in world affairs, and our strategic location in the Bay Area it does not seem to attract a significant percentage of BAIS students.



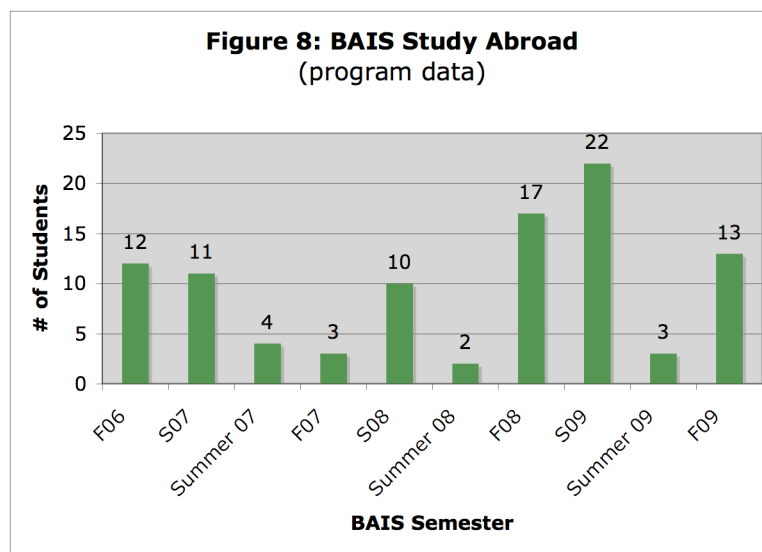
There are a number of challenges that arise from the integration of regional minors (and now majors) into the BAIS major. For one, since each of the programs has their own director and faculty advisory board, the BAIS program does not decide upon the

curriculum. We have begun to address this by making sure all the regional program directors are also part of the BAIS advisory board and therefore at least aware of the needs of BAIS. Nonetheless, a review of the regional minors for the self-study revealed significant variance in requirements and rigor among the different programs [see course lists and results of self-study questionnaire in appendix]. What is more, since BAIS depends on the minors to deliver a significant amount of its curriculum, it has in the past fallen to the BAIS chair to provide leadership for a minor that did not have its own leadership (that is, European Studies) – and it has certainly become the part of the chair’s duties to identify possible leadership candidates as well as to train them regarding their responsibilities toward the BAIS program.

In addition, since BAIS requires that students learn a language that is spoken in the region of their choice, the chair has taken on the role of advocating for new languages to be offered by the College of Arts and Sciences (such as Arabic and, more recently, Swahili). A significant challenge has also been the coordination with the Modern and Classical Languages Department to make sure that relevant languages are offered. One current challenge is to make sure Russian continues to be offered until the fourth semester, as required for the European Studies minor. Another is to make sure that Spanish is offered on all levels both for bilingual students and for students new to the language.

2.2.3. Study Abroad

BAIS majors are not required to go abroad, but they are strongly encouraged to do so. We do not currently have good data on what percentage of our graduates have actually taken this opportunity (we have just begun to collect this data through the exit survey for our graduates), but every semester a significant number of BAIS majors study abroad [see table 8] – whether through USF-sponsored or external programs, through immersion trips or service-learning opportunities, or in classical semester-long programs.



2.2.4. Evolution of the Curriculum

The curriculum as described above is in effect since the fall of 2007. When the program was launched in 2004, students were taking a different sequence of basic classes:

- ECON 280 *The Global Economy*
- POLS 352 *Human Rights and Global Change*
- SOC 322 *Globalization and Resistance*

As the program grew, these classes, which were only offered intermittently, could no longer accommodate enough BAIS students. What is more, BAIS students lacked some basic knowledge of international studies, such that in fall of 2006 POLS 113 *Introduction to International Politics* was added to the basic sequence (and POLS 352 & SOC 322 became an either/ or option). Shortly thereafter, faculty in Sociology developed a new class, SOC 231 *Introduction to Globalization*, which completed the basic sequence nicely (and became a prerequisite for SOC 322), such that the other classes (POLS 352 and SOC 322) then became electives in the GPS and PCS tracks. Thus the basic sequence became:

- POLS 113 *Introduction to International Politics*
- SOC 231 *Introduction to Globalization*
- ECON 280 *The Global Economy*

2.2.5. Current Curriculum Review

While there is overall satisfaction with the basic sequence of classes at this point, when reviewing the curriculum for the purpose of the self-study, it was noted that the distribution of emphasis between the functional track and regional minor, currently places greater weight on the regional component of the major. An easy way to address this imbalance is to add another elective to the functional track option (putting the overall number of units for the major at 52). As we are currently in the process of reviewing all the tracks, this change will be incorporated into any proposals we make as a result.

Many BAIS students are academically high-achieving and as such, the topic of offering a capstone or honors option for our majors has arisen again and again. Currently, students in different tracks are invited to participate in discipline-based honors seminars (e.g. there are currently four BAIS students in the Politics Honors seminar), but there is no international studies capstone option. The BAIS faculty advisory board, however, is in favor of providing such an option and is currently exploring the practical implications of doing so.

A major planned program change is the reconfiguration of the WRS track. For one, this track has not been particularly popular with students and it consists mostly of classes that also count for the University's core (and which are thus often full of students simply fulfilling them as a requirement). Second, we have been trying to find a way to develop a track that incorporates anthropology, history, and literature as students have been asking

for a way to study world cultures, a component of international studies that has been missing in the BAIS program. We have just begun this process, however, so there are no further particulars at this point.

Finally, as an interdisciplinary program, BAIS will have to make additional adjustments to its curriculum as Departments review their course offerings. For example, the Politics Department is currently rethinking its introductory sequence of classes, in the process of which the POLS 113 *Introduction to International Politics* might be eliminated. Since many Politics faculty are aware of the role of this class in BAIS, the new curriculum will hopefully offer some substitute for the class should this be the case. However, this example raises the question of whether BAIS should move in the direction of creating its own classes – especially for the important introductory sequence. When this option has been discussed in the past, the question that arose was how to guarantee that faculty would (a) be able to teach the class (i.e. an *Introduction to International Studies*) and (b) be available to teach this class consistently. Since BAIS has no designated faculty, it will have to continue to rely on the goodwill of associated Departments [see below]. What is more, any faculty hired by these Departments (even if they are made specifically for BAIS needs) will tend to put the needs of the Departments first and be hired according to Departmental criteria (which might well differ from those of BAIS).

2.3. Associated Programs

As the regional minors/ majors associated with BAIS have already been discussed above, this section will focus on other associated programs.

2.3.1. Departments

It might be slightly peculiar to talk about departments as associated programs, but given the interdisciplinary nature of BAIS, the various departments that provide the classes our have to be considered associated programs. The following departments offer classes for BAIS:

- Economics
- Environmental Science
- History
- Modern and Classical Languages
- Philosophy
- Politics
- Sociology
- Theology and Religious Studies

All of these departments are affected by the growth of BAIS to some degree, but it is hard to measure this impact precisely as we currently do not have a course designation for BAIS that would allow us to track the classes our students are taking.³ In the absence of

³ A request for this designation has been made – and approved. We are now in the phase of figuring out the logistics – apparently the software used by the university is partly to blame here.

such a measure, we have to rely on circumstantial evidence that tells us that the Politics Department in particular has been affected by the growth of BAIS. Not only does the department offer classes for the majority of BAIS students (large numbers of whom choose tracks that heavily rely on Politics classes – GPS and PCS which together account for 75-80% of declared BAIS students; see table 5), four active BAIS faculty advisory board members (including the current chair of BAIS) are Politics professors (Elisabeth Jay Friedman, Keally McBride, Annick T.R. Wibben and Stephen Zunes). Several other Politics faculty (Rob Elias, Jay Gonzalez, Wanjiru Kamau-Rutenberg, Shalendra Sharma) regularly teach other BAIS-relevant courses. Both Economics and Sociology, due to their class offerings in the basic sequence of classes, have also had to commit faculty to teaching these required classes.

All departments associated with BAIS have had to make a commitment to teaching the classes that are part of the BAIS curriculum on a regular basis (often unknowingly, it seems). As BAIS has grown this has meant that the chair of BAIS has had to ask various departments to offer classes more frequently (e.g. every semester/ every year for the required classes in GPS and PCS) or to offer more sections (e.g. two or three a semester for the basic sequence of classes). Even while this has been a largely smooth process thus far, due in no small part to the efforts of BAIS chairs to communicate successfully, BAIS remains at the mercy of the associated departments and curricular decisions made elsewhere.

What is more, every semester a course list for BAIS has to be put together by combing through the associated departments' course offerings. The chair of BAIS, with assistance from the advisory board, usually spends a considerable amount of time finding out about special topic classes as well as making sure newly created classes that fit the BAIS profile are added to the electives for the various tracks. On the level of the regional minors this task falls to the minor/ major program chairs (though Mary Zweifel, the BAIS program assistant who starts this process, is currently also responsible for some of these regional minors).

2.3.2. Other Minors/ Majors

In addition to the regional minors/majors, all of the functional tracks have associated minors – and sometimes BAIS students will choose to complete that minor in addition to their BAIS functional track. What is more, faculty associated with these minors/majors have, in some cases, been co-opted by BAIS to provide advising for the BAIS functional track that corresponds to their area of expertise (more information on how advisors are assigned to BAIS students is provided below). The minors that are/can be associated with the different tracks are:

- Theology and Religious Studies for WRS
- Environmental Studies or Environmental Science for ENV
- Economics for IEC
- Peace and Justice Studies for PCS

- Politics or Sociology for GPS

In addition, students interested in studying culture have been encouraged to add a minor in Cultural Anthropology (at least until such time as the WRS track has been revamped).

Clearly, BAIS students are faced with a veritable smorgasbord...

2.4. Associated Faculty

It is important to emphasize again that BAIS has no designated faculty. Therefore, all BAIS faculty are 'associated faculty' only. Further, none of the faculty associated with BAIS hold a joint appointment of any kind. All are first and foremost faculty of another department, with their primary duties in these departments.

There are three types of associated faculty: The advisory board, the faculty teaching basic BAIS classes, and faculty teaching other classes in the BAIS curriculum. Only the former two will be discussed in detail.

2.4.1. Advisory Board

The faculty advisory board coordinates the BAIS program. BAIS advisory board members attend monthly meetings to decide on curricular content, organize events, and share information from and with their home departments/programs. They also advise students in their area of expertise – corresponding generally to either a functional track or a regional minor. Faculty directing associated regional minors (and other minors corresponding to functional tracks, where possible) are expected to serve on the BAIS advisory board to function as a liaison and to provide expert advice to BAIS students. These faculty also provide the 'face' of BAIS and are expected to attend events like the "Orientation to Your Major" for new students, group advising sessions before registration, topical events, and the winter and spring graduate reception.

After adding three new members to the advisory board this fall (Bill Edwards, George Gmelch, and Sharon Gmelch), the BAIS advisory board currently has 16 members. They are (with advising duties in *italics*):

- **Anne Bartlett, Sociology *MAIS***

Anne Bartlett, assistant professor of Sociology, received her Ph.D. from the Sociology Department at the University of Chicago. She is a director of the Darfur Centre for Human Rights and Development based in London. Since 2002, Bartlett has worked with tribes and rebel groups from Darfur as part of a research project on insurgent politics. At the invitation of the Darfur delegation, Bartlett was the chair of the United Nations hearing on the Darfur crisis, UN commission on Human Rights, 60th Session, Geneva, Switzerland, April 2004. She was also a guest speaker at "The Human Rights and Humanitarian Crisis in Darfur (Western Sudan): Challenges to the International Community," UN Commission on Human Rights, 61st session, April 2005, Geneva, Switzerland. Bartlett has published extensively on the crisis and has given numerous talks

on the Darfur crisis worldwide. She is currently working on a project that examines the effect of humanitarian intervention in the region. Anne Bartlett is also the Academic Director for the Master of Arts in International Studies (MAIS) program and has taught the Introduction to Globalization required for BAIS students.

- **Lilian Dube, Theology and Religious Studies AFRS**

Lilian Dube D.Th. is an assistant professor in the Department of Theology and Religious Studies where she teaches courses in Liberation Theology from Third World Women, The Church in Africa, and Religions in Dialogue. She received her doctorate (D.Th. Missiology) in 1999 from Stellenbosch University, South Africa where she was applauded as the first African woman to earn a doctorate from the School of Theology since it's founding in 1866. She also holds a Postgraduate Certificate in Education with a Merit in Teaching Practice, 1993 from the University of Zimbabwe; Master of Sacred Theology (STM), 1992 from Union Theological Seminary, New York; MA in Religious Studies, 1990 from University of Zimbabwe. She has published two books, *Theology in the Context of Globalization: African Women's Response* and *African Christian Outreach Volume 1: Southern African Missiological Society*, as well as co-authored *African Initiatives in Mission: Healing* with Steve Hayes & Tabona Shoko. Her current research explores the role of religion in gendered experiences of recent African immigrants threatened by the scourging HIV/AIDS pandemic.

- **William Edwards, Sociology GPS (new)**

William A. Edwards is a professor in the Department of Sociology which he joined in 1988 and since 1993 he has served as the University's Faculty Athletics Representative. He received his B.A. from Virginia Union University, his M.A. from the University of Washington, and his PhD from the University of California, Berkeley. Before coming to USF he taught at the University of California, Santa Barbara where he was a Fellow at the Center for Black Studies. He was also a Research Fellow at the University of Massachusetts, Boston's William Monroe Trotter Institute. He has been a lecturer at Virginia Union University and a Visiting Professor at Jackson State University. His research interests include: urbanization, consumer credit, sociology and the mystery novel, and globalization and development. He has published on Marcus Garvey, the black underclass, and baseball and the American dream. He is planning a major study of Nurse Eunice Rivers and the Tuskegee Syphilis Study. The courses that he has recently taught as a USF professor of sociology include: Introduction to Sociology, Globalization and Resistance, Cities and Society, Urbanization and Development, Global Inequalities and Social Justice, and Credit, Debt, and Society as well as the Introduction to Globalization which is a requirement for BAIS.

- **Hartmut Fischer, Economics IEC**

Hartmut Fischer is an economics professor who received his Ph.D. from the University of California, Berkeley. Dr. Fischer has a number of areas of specialization: international trade, international finance and development economics. He has served as a consultant to the World Bank and the European Union. His research interests include economic problems faced by countries in transition from socialist market economies, country risk analysis, issues of governance, the process of convergence vs. divergence between poor

and rich countries, international trade, migration, and capital flows. His current area of special interest is on the economics of environmental problems in the globalization process. He currently teaches various economics classes at USF, including the Global Economy class that BAIS students are required to take, and serves as a co-chair in the International Economics functional track.

- **Elisabeth Jay Friedman, Politics LAS**

Elisabeth Jay Friedman, associate professor of Politics, was awarded her B.A. from Barnard College (1988) and her M.A./PhD by Stanford University (1997). She is the author of *Unfinished Transitions: Women and the Gendered Development of Democracy in Venezuela, 1936-1996* (Penn State Press, 2000), and the co-author of *Sovereignty, Democracy, and Global Civil Society: State-Society Relations at UN World Conferences* (SUNY Press, 2005). She has also published articles on transnational women's organizing, Latin American feminism, and civil society at both regional and global levels. She is currently exploring the impact of new global technologies on Latin American gender equality organizing. Professor Friedman is a key organizer of USF's yearly Global Women Right's Forum. She teaches in the Politics department, and also serves as Chair of the Latin American Studies program.

- **George Gmelch, Anthropology/ Sociology (new)**

George Gmelch is a professor of Sociology and director of the Cultural Anthropology program at University of San Francisco. He received his B.A at Stanford and his Ph.D., University of California, Santa Barbara. He is a cultural anthropologist who conducted his early research in Ireland among a nomadic group known as Tinkers or Travellers. Since then he has done research on migration in Ireland, Newfoundland and Barbados, studied the ecology of salmon fisherman in Alaska, Gypsies in England, professional baseball players in the United States, and tourism workers in Barbados and the Napa Valley. He is the author and editor of ten books and seventy articles dealing with these subjects. He has also written for a general audience for *The New York Times*, *The Washington Post*, *Natural History*, *Psychology Today*, *Society*, *Stanford Magazine*, and the *Chronicle of Higher Education*.

- **Sharon Gmelch, Anthropology/ Sociology GPS (new)**

Sharon Bohn Gmelch, a professor in the Sociology Department, received her B.A. and Ph.D. from the University of California, Santa Barbara and is a cultural anthropologist who specializes in ethnic identity, visual anthropology, and tourism. She has conducted research with Irish Travelers, Barbadian villagers, Tlingit Indians in Alaska, and tourist guides in several countries. She is the author and editor of six books and the co-producer of an ethnographic film on the Tlingit.

- **Heather Hoag, History (on sabbatical 09-10)**

Heather Hoag is an associate professor of History. She received her Ph.D. in History from Boston University in 2003 where she was involved in BU's African Studies Center. Her specialization is in the fields of African history and environmental history with a special emphasis in river history, hydropower development, technology and development planning. Her research has been published in the journals *Technology and Culture*, *Comparative Technology Transfer and Society*, *Peace Review*, and in edited volume

African Water Histories: Transdisciplinary Discourses. Her current research project explores from a comparative perspective the role of rivers in Africa's economic development. She is one of the founding editors-in-chief for the International Water History Association's journal, *Water History*. In addition to her work for BAIS (she chaired the program in 08-09), she is also affiliated with the Environmental Studies program and from 2003-2009 co-chaired the African Studies program.

- **Keally McBride, Politics PCS**

Keally McBride joined the Politics department as assistant professor in Fall 2007. She received her graduate degrees at University of California at Berkeley with a focus on political theory. She formerly taught at Cornell University, Tulane, Temple, and the University of Pennsylvania. She has published two books, *Collective Dreams: Political Imagination and Community*, and *Punishment and Political Order*. Her current research is on political theories of decolonization, where she is investigating how ideas of liberation can change our views on global politics and also our understanding of power and social change. In addition to her position in the Politics department, she serves as the program director for Peace and Justice Studies. She is offering classes in Introduction to Political Theory, Feminist Politics and Theory, Citizenship and Globalization, American Political Thought, Theories of Justice, and Comparative Western European Politics and teaches The Politics of War and Peace, required for the PCS track of BAIS.

- **Elliot Neaman, History EURO**

Elliot Neaman, professor of History, is the program director for European Studies at USF and regularly teaches The World Since 1945 which is required for the GPS track of BAIS. He received his B.A. from the University of British Columbia, his M.A. from Freie Universitat Berlin, and his Ph.D. from the University of California, Berkeley. His research interests include European intellectual history, especially late modern (nineteenth and twentieth centuries); German conservatism and rightwing politics; The Holocaust; European foreign policy and transatlantic relations. Professor Neaman has published *A Dubious Past, Ernst Junger and the Politics of Literature after Nazism* (California, 1999) as well as articles and reviews in *Tikkun*, *New German Critique*, *Critical Review*, *German Politics and Society* and elsewhere. He is currently working on a book project on the European View of American foreign policy since 1945; and articles on the history of the German Constitution and the Office to Protect the Constitution; Rightwing groups in post-unified Germany; German Reaction to September 11 and the War on Terror. He is also working on a book about the German Student Movement in Germany in 1968, to be published by Berghahn Press.

- **John K. Nelson, Theology and Religious Studies – WRS & ANST**

John Nelson is an associate professor of East Asian religions in the Department of Theology and Religious Studies. He also serves as Director of the Asian Studies program. Nelson is the author of two books on Shinto in contemporary Japan, *A Year in the Life of a Shinto Shrine*, and *Enduring Identities: the Guise of Shinto in Contemporary Japan*, numerous articles, and has produced two short documentary videos, "Spirits of the State: Japan's Yasukuni Shrine" (2005) and "Japan's Rituals of Remembrance: 50 Years after

the Pacific War" (1997). He has most recently received extended research fellowships from the Japan Foundation (2006), as well as the Social Science Research Council, the Japan Society for the Promotion of Science, the Fulbright Foundation, and the Niwano Foundation. As a cultural anthropologist, Nelson's research and publications explore the interaction between religion and politics in East Asia, with a current emphasis on rapid social change and the use of religion as a resource for making sense of contemporary life. He is also interested in transnationalism, constructions of gender and cultural identity, social memory, and visual anthropology and culture.

- **Steve Roddy, Modern and Classical Languages ANST & University Scholars**

Stephen Roddy is the department chair for the Modern and Classical Languages department and a professor in the International Studies program as well as the Saint Ignatius Institute. He received his Ph.D. from Princeton University. His areas of interest include Japanese and Chinese Literature and East Asian Intellectual History.

- **Robert F. Toia, Environmental Science ENV**

Robert F. Toia is a professor of Environmental Studies. He received his Ph.D. in Organic Chemistry from the University of Western Australia and has held appointments in universities in the U.S. and Australia as well as the private sector. His research interests include aspects of natural product chemistry and environmental chemistry and toxicology, including human health and environmental impacts from pesticides and other contaminants. More recently his interests have encompassed questions relating to sustainability and sustainable development, particularly from an international perspective. In addition to teaching many chemistry and environmental science based courses, he has, over the past decade, developed and delivered numerous courses at both the undergraduate and graduate levels on sustainability.

- **Annick T.R. Wibben, Politics GPS & undeclared track or region**

Annick T.R. Wibben is an assistant professor of Politics and chair of International Studies at the University of San Francisco. She received her Ph.D. in International Politics from the University of Wales in Aberystwyth, UK. She has also holds an M.SocSc. in International Relations and European Studies from the University of Tampere in Finland and a Vordiplom in Economics from the University of Hamburg, Germany. She continues to be affiliated with the Watson Institute for International Studies at Brown University where she had been working with the Information Technology, War and Peace Project [infopeace.org] from 2001-2005. She teaches International Politics, including the required introductory class for BAIS and The Politics of War and Peace, required for the PCS track of BAIS. She specializes in security studies, IR theory, and feminist IR. She is currently finalizing a book manuscript, *Feminist Security Studies: A Narrative Approach* (Routledge 2010) and has published on feminist security studies and human security elsewhere. Her *Narrating Experience: Raymond Aron and Feminist Scholars Revisited* was published by the University of Tampere in 1998.

- **Bruce Wydick, Economics IEC**

Bruce Wydick is a professor of Economics at the University of San Francisco. Professor Wydick received his Ph.D. from the University of California at Berkeley in 1996. His research applies game-theoretic, econometric, and experimental methods to understanding issues of poverty, development, and social change, with a particular focus on microfinance, education, and health in low-income countries. Cambridge University Press published his book *Games in Economic Development* in 2008. His current research projects include a book on fair-trade coffee and an international study of child sponsorship programs. He is a regular contributor to policy debates and serves as a contributing editor *PRISM* magazine, and has published opinion pieces in the last few years in *USA Today*, the *San Francisco Chronicle*, the *San Diego Union-Tribune*, and the *San Jose Mercury News*. Professor Wydick teaches undergraduate and graduate courses in development economics, international economics, microeconomics, and game theory. He currently serves as the co-director of the master's program in International and Development Economics and is active in both research and development practitioner work in western Guatemala. On the USF campus he serves as the faculty advisor to the InterVarsity Christian Fellowship.

- **Stephen Zunes, Politics MES**

Stephen Zunes has been a professor of Politics at USF since 1995, teaching courses on the politics of Middle East and other regions, nonviolence, conflict resolution, and globalization for the Politics department, the International Studies program, and the Peace & Justice Studies minor, as well as the Middle Eastern Studies minor, for which he serves as advisor. He received his B.A. from Oberlin College, his M.A. from Temple University, and his Ph.D. from Cornell University. He has traveled frequently to the Middle East and other conflict regions, meeting with prominent government officials, scholars and dissidents. He has published scores of articles in academic journals, anthologies, magazines, and newspaper op-ed pages on such topics as U.S. foreign policy, Middle Eastern politics, Latin American politics, African politics, human rights, arms control, social movements and nonviolent action. He is the co-editor of *Nonviolent Social Movements* (Blackwell, 1999) and *Consistently Opposing Killing* (Praeger, 2008) and the author of *Tinderbox: U.S. Middle East Policy* and the *Roots of Terrorism* (Common Courage, 2003) and the forthcoming *Western Sahara: Nationalism, Conflict, and International Accountability* (Syracuse University Press).

The continued expansion of the advisory board is driven largely by the complicated interdisciplinary setup of the major as well as the advising burden. It does not seem possible, however, to expand the board significantly more without compromising the ability to successfully govern the program. However, it should also be noted that not all advisory board members attend the monthly meetings on a regular basis, nor are involved in student advising to the same extent as others.

2.4.2. BAIS Basic Teaching Faculty

The following faculty teaches the three basic classes of BAIS on a rotating basis:

- POLS 113 *Introduction to International Politics*
 - Jay Gonzalez
 - Pavo Lutomski
 - Shalendra Sharma
 - Annick T.R. Wibben
- SOC 231 *Introduction to Globalization*
 - Anne Bartlett
 - Bill Edwards
- ECON 280 *The Global Economy*
 - Hartmut Fischer
 - Bruce Wydick

While the majority of them are represented on the BAIS advisory board, some of the Politics faculty are not. A brief questionnaire for the purpose of this self-study revealed that everyone teaching the basic classes of BAIS enjoys doing so. Most also find that BAIS students add significantly to the class discussion. Some concerns that were voiced include that students should have more rigorous training in sociological theory, foundations of economics, and statistical methods.

2.5. Students

While we have little (or no) data on our students, anecdotal evidence suggests that they are very engaged and interested. They seem to epitomize the USF mission as they have a real interest in making the world a better place and are involved in social justice clubs, immersion trips, and more. Even though we have only a small number of graduates since the program has not been around long, many of our students have gone on to graduate study, one has been the Valedictorian, and many others have gone on to pursue other projects that have taken them to the far reaches of the globe.

2.6. Assessment

A first effort at assessing the BAIS program learning outcomes was made during the 2008-2009 academic year. The Plan for Assessment 2008-2011 [see appendix] details the following program goals and learning outcomes:

1. Students will be able to analyze complex international issues using the theories and methodologies of multiple disciplines within the social sciences, humanities, and sciences so as to better respond to the transnational problems of the 21st century.
 - a. Graduates will demonstrate the ability to discuss and evaluate the major international issues of the 21st century. These issues can include:

globalization, international relations, global climate change, economic development, and international security.

b. Graduates will demonstrate competency in the use of the various theories and methodologies of the main disciplines within International Studies (political science, economics, sociology, and history).

c. Graduates will analyze the origins of transnational problems and their impact on today's world. These problems can include (depending on the student's chosen functional track): political, ethnic, and religious conflict, terrorism, religious fundamentalism, immigration, environmental degradation, and poverty and inequality.

2. Students will gain the conceptual and analytical tools to understand how politics, economics, history, culture, and the environment shape global interactions and international relations.

a. Graduates will demonstrate familiarity with the key concepts and tools of the main disciplines of International Studies.

b. Graduates will be able to use these concepts to analyze international situations within their regional and global contexts.

3. Students will be able to assess the impacts of globalization on world cultures, economics, human rights, and the environment from a comparative perspective.

a. Graduates will demonstrate the ability to compare and contrast the impacts of globalization within and across different societies.

b. Graduates will apply social science knowledge to analyze social problems resulting from globalization (such as the rise of fundamentalism, environmental degradation, inequality, and violence against women and minorities.)

4. Students will demonstrate an understanding of the language, history, major issues, and problems facing at least one region (Africa, Asia, Europe, Latin America, or the Middle East) and be able to relate this knowledge to the broader global context.

a. Graduates will demonstrate competence in a language of the region selected as their regional minor.

b. Graduates will be able to discuss and examine the history, cultures, and issues of the region selected as their regional minor.

c. Graduates will exhibit the ability to relate this regional knowledge in their analysis of global issues.

5. Students will gain the knowledge, skills, and service ethic to enable them to promote just societies, human rights, and environmentally sustainable development.

a. Graduates will be able to analyze global problems from multiple perspectives so as to devise socially responsible solutions.

b. Graduates will demonstrate a commitment to public service and high ethical standards.

During the 2008-2009 academic year an initial assessment (as outlined in the Plan for Assessment) took place. The Program Assessment Report 2008-2009 [see appendix] details the work of the chosen faculty assessment coordinator, Heather Hoag (chair of BAIS in 2008-2009). In the spring of 2008, she undertook training in program assessment methods. In order to facilitate the establishment of an on-going assessment process, the BAIS program goals were revised from eight to five and a three-year assessment plan (including detailed curriculum map and program goal rubrics) was drafted, discussed, and approved by the BAIS advisory board. Faculty discussed the challenges of assessing an interdisciplinary program in which students choose multiple tracks. A variety of possible assessment methods (from in-class assignments, the establishment of a portfolio system for student work, the establishment of a student weekend retreat or capstone seminar) were suggested. Also, the BAIS Graduate Survey [see appendix] was substantially revised and administered to BAIS graduates in May 2009 and again in December 2009 [see appendix].

A further round of discussion and assessment is planned for spring 2010.

3. Challenges & Plan for the Future

Through the overview of the major, it should already be obvious that BAIS, as an interdisciplinary major, is facing some tremendous challenges to not only remain operative but to actually thrive as a major. This section provides further detail on these challenges, while also pointing to areas for improvement and proposing some remedies.

3.1. Advising

Faculty on the advisory board currently advise all BAIS students (in addition to advising students in their own Departments). While the chair of BAIS had initially carried out all advising, when the major doubled its enrollment in 2006-2007 (see figure 1) a new system was put in place. There are two components to this new system: (a) Group Advising and (b) Individual Advising.

(a) Group Advising takes place for new students during the “Orientation to Your Major” event at the beginning of each semester. Continuing students are required to attend one of several group-advising sessions in the week prior to registration for the next semester. Prior to group advising, students are sent lists of classes for the coming semester.⁴ During group advising, the chair of BAIS presents an overview of the major, college, and university requirements and points to changes in the curriculum as well as to special classes offered in the coming semester [see appendix for examples from F09]. Thereafter students are invited to ask questions to the selection of BAIS faculty present at each session. The majority of continuing students get their questions about registration answered here, though all faculty is also available for individual advising beyond these sessions (where students are then asked to go to their designated advisor).

(b) For all individual advising, students are assigned two advisors corresponding to their functional track and regional minor choices. Students hereby are provided two faculty contacts to give expert advice in their chosen areas of emphasis. In addition, the chair of BAIS, under the assumption that she would have the most complete knowledge of the program, advises students who have not yet declared a track or region. In addition, all students need to see the chair of BAIS at some point – be it to give final approvals on study abroad, on classes transferring in, on substitutions of classes, and to get their final graduation approvals

3.1.1. Advising Load

There are a number of issues that arise as a consequence of this model of advising. For one, the chair, due to her area of expertise, also advises all students in the GPS track – the largest track of BAIS (45-50% of declared BAIS majors chose this track). This means

⁴ Class lists are put together by the BAIS team since they are not yet designated as BAIS in the online catalogue. A situation we are currently trying to remedy.

that she currently has approximately 170 BAIS advisees (including undeclared majors).⁵ To remedy this situation somewhat, some new faculty has been asked to join the board of BAIS.⁶ Bill Edwards (Sociology) and George and Sharon Gmelch (Anthropology/Sociology) will begin to do advising of GPS students in spring 2010. However, the GPS track is not the only track with a lot of students [see figures 4 and 5], PCS is also considerably large (25-30% of declared BAIS majors chose this track) and has only one advisor (who also has an interdisciplinary minor to run). By comparison, there are two advisors for IEC (8-12% of declared BAIS majors chose this track).

The distribution of students across regional minors/ majors is similarly uneven and while all BAIS region advisors also chair the associated minor, ANST and LAS are also majors (with all the associated programming), which adds an additional layer of responsibilities. What is more, given that LAS is also the most popular regional focus for BAIS students (about 30% of declared BAIS majors chose this region), BAIS is adding a particularly high workload to an already considerable service load for the LAS chair.⁷ All regional minor/major advisors are also involved in dealing with study abroad credits (since many of them count toward the region).⁸ The crucial service faculty in these programs provide to BAIS needs to be recognized.

Beyond recognition, evening the advising load among BAIS advisory board members is a huge concern for BAIS faculty – though it is hard to figure out how to remedy the situation without compromising quality and while continuing to give students access to experts in their respective fields (who might also provide insights into graduate study, internships, study abroad, and more). A possible option would be to designate one or two persons to be the advisor for all BAIS students, and to reserve interaction with faculty for advising specifically related to their field of expertise. As is customary elsewhere, this could become part of a program assistant/ administrator's duties.

3.1.2. Graduation Approvals

An additional challenge in terms of advising is the graduation approval. Due to the complexity of the BAIS major and the option to count the same class in different places or to double-count them with the CORE or other (non-BAIS) minors/majors, all BAIS students have to complete a graduation checklist on paper.⁹ This means that they have to

⁵ She also has a number of Politics advisees.

⁶ The Sociology faculty were also asked to join the board to provide their expertise in terms of curriculum development: Bill Edwards teaches SOC 231 *Introduction to Globalization* regularly and was also a member of faculty committee that originally set up the major. Sharon and George Gmelch have been asked to bring their expertise in anthropology to BAIS – both to the GPS track and to the revised WRS track. New faculty are currently being asked to join the board to provide their expertise, while others have asked to be excused.

⁷ As noted, the situation for the PCS advisor (who also chairs the Peace and Justice Studies minor) is similar.

⁸ The chair of BAIS, of course, is primarily responsible to sign the final approvals, but she generally defers to the expert knowledge of the regional minor/ major chairs.

⁹ The communication flow between the program, the college and the university's graduation center is not as good as it could be. This needs to be addressed.

see both the track and region advisors, as well as the chair of BAIS to get the required approvals, before they go on to the college and eventually the graduation center. This is a very time-consuming process for both students and faculty that also requires filling in a number of additional forms (e.g. substituting classes to be counted in the right area). These, and other forms, tend to take very long to get processed (and frequently get lost along the way so that it is not unusual that we might fill in the same form two or more times). Streamlining these approval processes would significantly lower the advising burden.

3.1.3. Electronic Advising

One way in which this process, as well as other aspects of advising such as communication between track and region advisors could be streamlined would be to have the process organized electronically. The College of Arts and Sciences has begun using a program called Advisortrack for some of its student services and we are hopeful that it might be possible to use it eventually for our own purposes. Meanwhile, however, we have been working on a BAIS internal solution through ‘file-maker pro.’ Here advising templates are out together for each students according to their track and region choices and stored on a shared server. The hope is that everyone involved in advising a student could then access the file online, put relevant notes in the file and also provide more immediate feedback on status of filed forms etc. While this system is still being created, BAIS is using Blackboard as a repository for information about advising (and more – events, internships, and more are listed here too). All students here have access to up-to-date information about advisors office hours, requirements for all the tracks and regions, and more.

3.2. BAIS Course Designation

After asking for a BAIS course designation for a number of years, we have now been assured that we can finally develop it. Ideally, this would mean that all courses that currently count for BAIS will be cross-listed as BAIS classes. There are a number of advantages to this system:

- (a) We would no longer need to go through the lengthy process of putting together lists of classes every semester as students would be able to find the BAIS classes online.
- (b) We would be able to develop our own segment of the course catalog where we would also be able to indicate how the class fits into the BAIS major, where it could be counted, and how frequently it is offered.
- (c) There would be more transparency overall – for students, faculty, and administration – as anyone could go into the course catalogue/banner online system and find out which classes count for BAIS (and where).

- (d) When students register through the BAIS designation, we would then be able to track which classes they are taking (in which numbers) which would give us a much better sense of how they are impacting the different Departments and thus significantly aid in future planning.

Whether and how to include the embedded regional minors/majors in this process would have to be discussed in detail.

3.3. Staff

Even though BAIS is a complicated, interdisciplinary major with large numbers of students, the program currently shares a program assistant with the Masters in International Studies (MAIS) program as well as the AFRS, EURO, and MES minors. Each program has its own needs and faculty associated with them (a chair plus additional advisory faculty for each). Largely the responsibilities of the program assistant include event planning, meeting planning, overseeing each program's budget, and supporting students and faculty. The latter also includes answering inquiries from current students as well as potential applicants to the various programs, maintaining students files, coordinating advising and orientation for each program, as well as maintaining Blackboard and facebook sites for BAIS. Obviously, our program assistant, Mary Zweifel, is being pulled into too many different directions, a situation that is not tenable. Given the complicated, interdisciplinary structure of BAIS and the large number of students in BAIS, it is absolutely imperative to change this.

As a first step, the BAIS program assistant needs to get relieved of all non-BAIS duties.¹⁰ This would enable the program assistant to provide crucial administrative assistance to the BAIS chair and associated faculty in the day-to-day running of the program. Currently, too many issues are not addressed in a timely manner simply due to a lack of administrative assistance. What is more, given that the chair of BAIS also has numerous non-BAIS roles to fulfill, the program assistant is the only person whose sole responsibility is (or at least should be) BAIS. The program assistant, together with the chair of BAIS, ensures continuity for BAIS students and provides representation/ the public face of BAIS. Here it is important to appreciate how much time the program assistant spends assisting students – with growth of the major in recent years, the daily trickle of students has increased significantly.¹¹ Whether students are looking to pick up their folders for advising meetings, need to get forms signed, or have some other general requests (e.g. information about study abroad, where to find a faculty member, and more) addressing their needs takes a significant amount of time and constantly interrupts the completion of other tasks.

¹⁰ The MAIS program adds the most significant workload, but given the continued growth of BAIS, even the associated regional minors would better be placed with another program assistant.

¹¹ Just to illustrate this: If every BAIS student came only once a semester, Mary would see 20 students a week – and that is not counting the many other students (from MAIS and the regions as well as students just asking for general information, both about BAIS and MAIS). It is also not counting telephone calls or e-mail requests. As such, it does not seem exaggerated to think that at least half of each day is spent with student contact.

3.4. Faculty

As the BAIS program has grown, so have the needs for faculty to teach the required courses, both for the BASIC sequence and in the different tracks, more frequently. What is more, classes in the different tracks as well as the regional minors need to be offered more frequently. It is important that there is a variety of instructors that teach in each of the tracks and regions so that students are exposed to a variety of approaches and worldviews throughout their studies. To this end, it is very important that some additional faculty be hired to support BAIS. Most importantly, support is needed for the European Studies track – preferably by hiring a new faculty member in either Politics or Sociology, but possibly also History or another relevant field. In addition, a faculty member with expertise in environmental politics (preferably with an international or non-U.S. area specialization) would be able to add to several different tracks. With the planned reconfiguration of the WRS track, additional faculty with expertise in anthropology, world history, or comparative/ world literature would be a welcome addition.

Lastly, over the past few years the option of developing a class that would serve as an Introduction to International Studies, as well as a possible capstone for all majors, has been discussed repeatedly. Unfortunately, questions about the staffing of such a class (as well as questions about the breadth that would need to be covered) have always led the BAIS advisory board to conclude that such classes cannot be offered without designated BAIS faculty that would teach them on a regular basis (without being penalized for it by their home Department).

3.5. Identity

As an interdisciplinary major, with only a small office (and an overstretched program assistant) and faculty spread out over a number of different departments, BAIS has no clear identity or home. BAIS students are often lost and few of them realize that the major is actually one of the largest on campus. While they meet other BAIS students in their classes there is no one class that they all take together, e.g. as freshmen, which would introduce them all to each other. Events like the annual holiday party are unfortunately not well enough attended to really make a difference and while many of our students come to other events, efforts at building a community have thus far failed miserably. A more successful effort has been the annual graduation reception and the facebook page [see appendix] where BAIS alumni can stay in touch with each other and receive news about the program. In addition, BAIS co-sponsors many events and has in the past put on its own lecture series ('State of the World') showcasing the research of faculty at USF. These events are usually well attended and raise awareness about International Studies more generally, but since they are open to the entire (USF) community they do not lend themselves currently to building community among BAIS majors.

Possible ideas to remedy the situation include: Developing an introductory class that all freshmen in BAIS would take, a sophomore experience where they could showcase the skills they have learned in their BASIC classes by applying them to a particular case, and a capstone for seniors. Additionally, a designated meeting/study space [see also 4] would make the development of a BAIS community more likely. None of these can be realized with the current resources, however.

4. Center for International and Area Studies – CIAS¹²

At this point, agreeing to serve on the BAIS advisory board seems to be mostly on the basis of interest in working in an exciting field of study, with good students, and other faculty involved in similar research projects – and goodwill. However, faculty are stretched very thin and this will shape the choices they make in terms of their service to BAIS in the years to come. It is absolutely crucial that faculty interest in working with BAIS (as well as the new Masters in International Studies (MAIS) program) remains high. Given that the convergence of teaching and research with service to BAIS seems crucial for faculty motivation, one suggestion is to strengthen buy-in by building a research community around BAIS – through the establishment of a Center for International and Area Studies.

This Center would integrate BAIS with USFs existing strong area studies programs both at the undergraduate and graduate level without diluting their individual character (as expressed in initiatives such as the Center for the Pacific Rim and the Center for Latino Studies in the Americas – CELASA). Most importantly, it would allow for coordinated collaboration between BAIS and MAIS: In addition to the obvious continuities in subject matter, many faculty are already involved in both programs. What is more, students in BAIS and MAIS could likely profit from cross-pollination (e.g., in the form of using Master’s students as teaching assistants or tutors as is already the case for the graduate program in Economics).

As currently envisioned, CIAS would be under the leadership of a team consisting of an academic director (who initially develops the center, does fundraising, recruits fellows, oversees seminar series and organizes events, ensures cohesion between all associated programs, etc.) as well as the two academic directors for the BAIS and the MAIS programs (who each are in charge of curricular content, recruitment, etc.). This leadership team would be supported by a consolidated BAIS/ MAIS advisory board, which already includes the leadership of the various area studies programs - many members of the two advisory boards overlap already and faculty could be invited only to relevant meeting. Of course, additional faculty hired in existing departments with expertise relevant to International and Area Studies would be invited to join as appropriate.

In addition to the above outlined consolidation of the existing programs, the CIAS would coordinate a yearly research seminar run by a designated “CIAS Professor” (chosen from USF faculty in a competitive process, similar to Davies Forum) with other selected

¹² Ideally, BAIS (or rather IS) should become a department, but given its complex setup (and resistance to this option from elsewhere in the University), we propose this option.

faculty fellows, postdoctoral fellows, as well as interested graduate (or advanced undergraduate) students. The extent of this initiative would depend on successful fundraising.

The administrative support of the CIAS will be provided by an administrative director plus x program assistants (at minimum one each for BAIS, MAIS, possible associated regional minors/majors could be combined depending on needs/ enrollment). In addition, the creation of CIAS would require the allocation of more space: Currently BAIS (&MAIS) only has one designated office and no other designated space. To develop as a viable Center, CIAS would require a lounge area that could serve as a meeting/study space (this would also add to a sense of community for the majors which currently have no ‘home’ to speak of since BAIS is not a Department). Furthermore, a dedicated seminar room – possibly financed through a donation – would be desirable. Such a room could also house a mini-library to showcase faculty and student work.

As such, not only would the CIAS help with faculty buy-in, it would provide a research identity for the program, as well as a ‘home’ for the associated inter-disciplinary minors/majors that already collaborate quite a bit, but usually on an ad-hoc manner (and driven by personal connections between faculty rather than structural incentives). What is more, while clearly having benefits for associated faculty, this initiative offers exciting opportunities for BAIS and MAIS students as a broader research culture begins to evolve around international and area studies at USF. The development of a research culture is also an important criteria for the WASC evaluation of graduate programs and is a component the new MAIS program has yet to build.

Notwithstanding the above-outlined challenges faced by BAIS, due to the efforts of some outstanding faculty and a program assistant who has done her best to manage an untenable workload, the program continues to thrive and students seem to be overall quite content. Nonetheless, cracks are appearing as faculty and staff are stretched thinly across not only a continuously growing undergraduate program, but also an equally successful masters program. It is our hope that our own reflections on BAIS – past, present and future – combined with the insights of the external review team, will produce some creative solutions to carry this exciting program into the next decade.