SPECIAL REPORT
OF THE
ACADEMIC MATTERS, ACADEMIC PRIORITIES AND
PROGRAM AND BUDGET COUNCILS
concerning
REVISION OF THE GLOBAL EDUCATION REQUIREMENT
FOR THE BACHELOR OF ARTS (B.A.) MAJORS
IN THE COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

Presented at the
768th Regular Meeting of the Faculty Senate
April 27, 2017

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The College of Social and Behavioral Sciences is proposing to eliminate its Global Education Requirement for B.A. programs. The requirement was adopted in 1997. It consists of 15 credits (in addition to credits used to satisfy major and General Education requirements) which are meant to give students exposure to diverse cultural perspectives through international and intercultural education. The proposal notes several ways in which the Global Education requirement is not meeting its goals: most students take a loosely related or unrelated set of courses; the requirement poses a barrier to education abroad; it is difficult for transfer students to fill the requirement and graduate on time; and the language requirement in Global Education is outdated. To better achieve the goals, the college-wide Global Education requirement will be replaced by a specific set of major requirements for each B.A. program in the College that will strengthen the international and intercultural focus in the program's curriculum. Proposals for each of these program-specific curriculum revisions have also been submitted.

At its meeting on April 6, 2016, the Academic Matters Council voted unanimously to recommend Faculty Senate approval of the Revision of the Global Education Requirement for the B.A. Majors in the College of Social and Behavioral Sciences. It was submitted as proposal #2748 in the Course and Curriculum Management System.

ACADEMIC PRIORITIES COUNCIL

On April 19, 2017, the Academic Priorities Council endorsed approval of this College proposal subject after two requested changes were made to each of the eight departmental proposals. The first is that fulfillment of department level international and intercultural requirements can be fulfilled by departmentally approved study abroad. The second is that “At least one course taken to fulfill the major’s international/intercultural requirement must have an international focus (if a topical course), be a foreign language, or be taken during a departmentally approved study abroad.

PROGRAM AND BUDGET COUNCIL

Program and Budget Council (P&BC) Vote on March 22, 2017 = 9 Yes, 5 No, 1 abstention

While the Council clearly recognizes the prerogative of each College to determine its own curriculum, the divided vote reflects two concerns that the Council discussed at length. One is the ability of SBS departments to meet the increased instructional demand under the revised requirement with no additional resources. The other is the impact that these curricular changes will have outside SBS, namely, to the foreign language departments.

The above-indicated proposals have been under review at the Program and Budget Council for several months, during which time the full Council and the Program Subcommittee of the Council have had multiple discussions. One of the meetings included Julie Hayes (HFA), John Hird (SBS), and Julie Caswell (SBS) as invited guests. Provost Katherine Newman attended the March 22nd full Council meeting to convey her point of view about the proposals and to answer related questions.

If adopted by the Faculty Senate, the main proposal (#2748 in the Course and Curriculum Management System) and the others linked to it will change foreign language requirements in the following academic areas within SBS: Anthropology, Communication, Economics, Journalism, Legal Studies, Political Science, Social Thought & Political Economy, and Sociology.

As the (P&BC) vote count indicates, Council members have differing views and lingering questions about the above proposals. For instance, we agree that the colleges and its faculty have the primary responsibility for designing the requirements for their majors, and they have wide latitude in how they choose to do so. This particular change, however, raised questions about what the campus policy might be regarding service courses that many departments offer to students in other colleges. The Council was not
able to obtain clear guidance on this issue, or the impact that certain actions of one unit might have on other units. This inter-unit impact, the Council feels, requires greater policy attention from the faculty and administration.

After reviewing enrollment numbers, several members were also of the view that the proposed changes would create a massive transfer of credits from HFA to SBS which would create potentially serious budgetary implications for both, if dollars were to eventually follow the credit hours. Relatively, the Council is not clear about the ability of SBS to accommodate the large numbers of credits that would flow to them, especially in worst-case scenarios. In conversations with the Provost on March 22nd, the Council learned that there was no additional budgetary support for the changes in Global Education proposed by SBS. Currently, it remains unclear precisely how the proposed changes will impact credit and resource flows.

Additionally, some members feel strongly about losing the capability to offer language courses on campus, particularly given the University’s stated goals about internationalization. Others responded that further discussions about foreign-language requirements and campus-wide language capabilities may be better situated in the General Education Council or perhaps in the Academic Matters Council.

More broadly, the Council discussed the definition and significance of internationalization on our campus. Is language study necessary for students, given an increasingly global economy? Would it make our graduates more competitive? If so, should it be required of all students?

All in all, after considerable discussion and careful review of the available information, the Council came to the vote as indicated (9-5-1) in regard to the SBS Global Requirements proposals (#2748 - #2756).

**MOTION:** That the Faculty Senate approve the Revision of the Global Education Requirement for the Bachelor of Arts (B.A.) Majors in the College of Social and Behavioral Sciences, as presented in Sen. Doc. No. 17-059.
Provide a brief overview of the proposal.

The College of Social and Behavioral Sciences seeks to transform the international and intercultural education focus in our curriculum from the college-based Global Education Requirement for B.A. majors to an integrated theme that is incorporated directly into strengthened and updated major requirements. Analysis of and planning for these changes in the College began in fall 2013. This curriculum change responds to the desire of the College and Departments to update the curriculum. It is also aligned with the goals of the Phase III Unit Planning: Academic Year 2014-15 and the Draft Internationalization Plan (April 5, 2015) of the University of Massachusetts Amherst.

To graduate, students in the SBS B.A. majors currently fulfill the Global Education Requirement of 15 credits plus their major requirements. After the proposed change, students in these majors will fulfill expanded major requirements that incorporate international and intercultural education directly into the major in manners that are tailored to and meaningful within each discipline. The current college level Global Education Requirement will be ended for B.A. students. B.S. students in the college are not subject to the Global Education Requirement.

Our proposal is supported by major-level curriculum change plans developed and approved by the individual faculties in the departments of the 8 affected majors (Anthropology, Communication, Economics, Journalism, Political Science (Political Science & Legal Studies majors), Social Thought and Political Economy (STPEC), and Sociology). These departments are submitting supporting Change of Major Requirements forms to the Faculty Senate. Please see linked proposals. The SBS Undergraduate Curriculum Committee, representing the 8 B.A. and 3 B.S. (Landscape Architecture, Resource Economics, and Sustainable Community Development) majors in the college and the Center for Public Policy & Administration, has voted unanimously in favor of these changes and they are enthusiastically supported by Associate Dean for Education and Student Development Julie Caswell and Dean John Hird.

Describe the existing requirements, listing any required courses, various means toward completion, and any other information relating to current practices.

SBS College Global Education Requirement for the B.A. (from the University of Massachusetts Amherst Guide to Undergraduate Programs 2015-2016)

The college curriculum provides a framework for students to gain knowledge about individuals, societies, and cultures. All students in Anthropology, Communication, Economics, Journalism, Legal Studies, Political Science, Sociology, and Social Thought and Political Economy are required to satisfy the Global Education requirement, which will provide exposure to diverse cultural perspectives essential to the development of an understanding of society and oneself. Graduates who are more knowledgeable about society and its problems are better prepared to be intelligent and committed citizens of the Commonwealth and the world. There are four options for completion. All options require the completion of at least 15 credits. In general, all options require at least six college-level credits in a foreign language; foreign language coursework must begin at a level beyond high school achievement. Students must declare an option with a college adviser in the Social and Behavioral Sciences Advising Resource Center, at the time they declare a major in the college, by completing a “Requirement and Option Declaration Form.” The completed form must be submitted to the Social and Behavioral Sciences Advising Resource Center. Students who do not declare a Global Education option at the time they declare their major will have an option selected for them by the Assistant Dean. The option choice may be changed at any time, at the same office.

Notes on the Global Education Requirement

a. All credits earned to satisfy the Global Education requirement, except those credits earned to meet the Certificate Option (#4, below), must be in addition to credits earned to satisfy General Education and major requirements, and may not be graded on a Pass/Fail basis.
b. Students with documented learning disabilities which impair language acquisition, and students who are certified by the Disability Services Office as having a significant hearing impairment that seriously limits the auditory reception of language, may substitute non-language courses for language courses. The course substitutions must be approved by the college's Assistant Dean for Undergraduate Advising.

c. Whether foreign language courses are beyond high school achievement levels will be determined by university placement exams.

d. Credit earned through Advanced Placement, CLEP, an SAT II exam, or university foreign language testing may be applied to the Global Education requirement.

e. Double-major students will not be subject to the Global Education requirement if their primary major is in the College of Humanities and Fine Arts, the College of Natural Sciences, the College of Engineering, the Isenberg School of Management, the College of Information and Computer Sciences, the College of Nursing, or the College of Public Health and Health Sciences. Double-major students should consult with a Global Education adviser as early as possible in their studies.

1. Foreign Language Option: 15 credits of one foreign language beyond high school achievement levels.

2. Regional Study Option: Six credits of one foreign language starting at a level above current ability, as defined previously, and nine credits, in any combination of additional regional foreign language courses or approved courses taught in English which focus on the contemporary culture of the region of the world where the language studied is used. These 9 credits may be chosen from courses in the language department, or in the departments of History, Economics, Anthropology, Political Science, or a related department. The regions, and their approved associated languages and courses, are listed below. The courses listed for this option focus on contemporary cultural understanding and are regularly offered. Experimental, special topics and Five College courses are not included in this list, but may be used to fulfill this requirement with the approval of the Assistant Dean. Additionally, all courses offered by the foreign language departments that are conducted in the foreign language may be applied to the regional study option as long as they are within the same regional area. (Even though these language courses are not individually listed, no special approval is required.) See the lists of approved courses for each regional study option, below. [Note: this list is updated periodically. The SBS Advising Resource Center prepares a list of courses available each semester for use by advisors.]

3. Individualized Regional or International Study Option: Students can create a regional or international study option different from the choices listed above. This must include six credits of one foreign language starting at a level above current ability, as defined previously, and nine credits, in any combination of additional foreign language courses, or courses that focus on a region or country or on international topics. This option requires that the student create a plan of study and receive prior approval from the Associate Dean.

4. Certificate or Minor Option: Successful completion of a University of Massachusetts Amherst or Five College Area Studies or International Relations certificate program, or Modern European Studies Minor program which requires foreign language proficiency. Students may choose from the following certificate programs: African Studies Certificate, Asian and Asian American Studies Certificate, Latin American Studies Certificate, International Relations Certificate or Modern European Studies Minor.

African Studies Region

All language, literature or cultural courses conducted in Arabic, French or Portuguese, and the following courses taught in English.

Anthro 104 Culture, Soc. & People
Anthro 105 Language, Culture & Communication
Anthro 106 Culture through Film
Art Hist 324 Modern Art 1880-present
Comm 212 Cultural Codes in Communication
Comm 340 History of Film to 1950
Comm 397VV - ST-Cinema From The African Diaspora
Comp-Lit 121 Int'l Short Story
Comp-Lit 122 Spiritual Autobiography
Comp-Lit 131 Brave New World
Comp-Lit 233 Fantasy & World Lit.
Comp-Lit 355 Modern African Lit.
Econ 121 International Economics
Econ 305 Marxist Economics
Econ 308 Political Economy of the Environment
Econ 321 International Economic Theory
Econ 322 International Trade
Econ 366 Economic Development
Econ 367 Development Post-Independence Africa
English 144 World Literature
English 205 Intro to Post Colonial Studies
Educ 229 International Education
Educ 396E International Education
FoodSci 102 World Food Habits
GeoSci 102 Human Landscape
History 161 Hst-Africa Snc 1500
History 260 Power/ Violence in S. Africa
Honors 291I International Issues
Honors 295C Study Abroad (1 cr.)
Honors 491G X Cultural/Re-entry & ISP Project
Honors 495A Leadership /Global Community (1 cr.)
Labor 190A Labor & a Global Economy
Linguist 101 People and their Language
Music 150 Lively Arts
Plsclin 190C Cultural Entomology
Plsclin 297 C Traditional Herbal Medicine (1 cr.)
Plsclin 297J Clinical Herbalism (1 cr.)
PoliSci 111 Comparative Politics
PoliSci 121 World Politics
PoliSci 252 Globalization, Gov.& World Order
Polsici 343 - 01 Gov&Pol East Africa
Polsici 351 International Security Policy
PoliSci 356 International Law
Polsici 359 International Political Economics
Polsici 393A Nationalism, Ethnicity, Governance
Res-Econ 121 Hunger in a Global Economy
Soc 360 Urban Sociology
Wost 201 Gender and Difference, Critical Analyses
Wost 301 Theorizing Gender, Race, and Power

Asian Studies Region

All language, literature or cultural courses conducted in Chinese or Japanese, and the following courses taught in English.

Anthro 104 Culture, Soc. & People
Anthro 105 Language, Culture & Communication
Anthro 106 Culture through Film
Art Hist 324 Modern Art 1880-present
Asian St 397B Bridging Asian & Asian American
Chinese 136 Intro Chinese Cinema
Chinese 140 Chinese Script
Chinese 153 Chinese Literature: Poetry
Comm 212 Cultural Codes in Communication
Comm 340 History of Film to 1950
Comp-Lit 121 International Short Story
Comp-Lit 122 Spiritual Autobiography
Comp-Lit 131 Brave New World
Comp-Lit 141 Good & Evil, East/West
Comp-Lit 233 Fantasy & World Lit.
Econ 121 International Economics
Econ 305 Marxian Economics
Econ 308 Political Economy of the Environment
Econ 321 International Monetary Theory
Econ 322 International Trade
Econ 366 Economic Development
Educ 229 International Education
Educ 396E International Education
English 144 World Literature
English 205 Intro to Post Colonial Studies
FoodSci 102 World Food Habits
GeoSci 102 Human Landscape
History 247 Empire, Race, and the Philippines
History 269 The American War in Vietnam
History 291E Intro to S. Asia History & Culture
History 345 China In 19th Century
Honors 291I International Issues
Honors 295C Study Abroad (1 cr.)
Honors 491G X Cultural / Re-entry & ISP Project
Honors 495A Leadership / Global Community (1 cr.)
Japanese 135 Japanese Art & Culture
Japanese 144 Modern Literature in Japan
Japanese 197C Intro to Japanese Religions
Japanese 197M Study Abroad in Japan
Japanese 235 Performing Arts in Japan
Japanese 391S Women Writers of Japan
Japanese 392M Japan Buddhism & Arts
Labor 190A Labor & a Global Economy
Linguist 101 People and their Language
Music 150 Lively Arts
Plsollin 190C Cultural Entomology
Plsollin 297C Traditional Herbal Medicine (1 cr.)
Plsollin 297J Clinical Herbalism (1 cr.)
PoliSci 111 Comparative Politics
PoliSci 121 World Politics
PoliSci 356 International Law
Res-Econ 121 Hunger in a Global Economy
Soc 360 Urban Sociology
Wost 201 Gender and Difference, Critical Analyses
Wost 301 Theorizing Gender, Race, and Power
Latin American Studies Region

All language, literature or cultural courses conducted in Spanish or Portuguese, and the following courses taught in English.

Anthro 104 Culture, Soc. & People
Anthro 105 Language, Culture Communication
Anthro 106 Culture through Film
Art Hist 324 Modern Art 1880-present
Art-Hist 385 Great Themes in Art -Chicana
Comm 212 Cultural Codes in Communication
Comm 340 History of Film to 1950
Comp-Lit 121 Int'l Short Story
Comp-Lit 122 Spiritual Autobiography
Comp-Lit 131 Brave New World
Comp-Lit 233 Fantasy & World Lit.
Econ 121 International Economics
Econ 305 Marxian Economics
Econ 308 Political Economy of the Environment
Econ 321 International Monetary Theory
Econ 322 International Trade
Econ 366 Economic Development
Educ 229 International Education
English 144 World Literature
English 205 Intro to Post Colonial Studies
FoodSci 102 World Food Habits
GeoSci 102 Human Landscape
History 120 Latin Amer Civ: Colonial Period
History 352 Topics: Latin American History
History 354 History of Mexico
Honors 2911 International Issues
Honors 295C Study Abroad (1 cr.)
Honors 491G X Cultural/Re-entry & ISP Project
Honors 495A Leadership/Global Community (1 cr.)
Labor 190A Labor & a Global Economy
Linguist 101 People and their Language
Music 150 Lively Arts
Phil 336 Existential Philosophy
Plsoilin 190C Cultural Entomology
Plsoilin 297C Traditional Herbal Medicine (1cr)
Plsoilin 297J Clinical Herbalism (1 cr.)
Plsci 111 Comparative Politics
Plsci 121 World Politics
Plsci 245 Politics of English Speaking Crb
Plisci 253 International Environmental Policy
Plsci 356 International Law
Plsci 391E Rules of War
Res-Econ 121 Hunger in a Global Economy
Soc 360 Urban Sociology
Wost 201 Gender and Difference, Critical Analyses
Wost 301 Theorizing Gender, Race, and Power
Wost 393C Caribbean Wm Writing Resist
Middle Eastern Studies Region

All language, literature or cultural courses conducted in Arabic or Hebrew, and the following courses taught in English.

Anthro 104 Culture, Soc. & People
Anthro 105 Language, Culture & Communication
Anthro 106 Culture through Film
Art Hist 324 Modern Art 1880-present
Comm 212 Cultural Codes in Communication
Comm 340 History of Film to 1950
Comp-Lit 121 Int'l Short Story
Comp-Lit 122 Spiritual Autobiography
Comp-Lit 131 Brave New World
Comp-Lit 233 Fantasy & World Lit.
Comp-Lit 319 Representing Holocaust
Econ 121 International Economics
Econ 305 Marxian Economics
Econ 308 Political Economy of the Environment
Econ 321 International Economic Theory
Econ 322 International Trade
Econ 366 Economic Development
Edu 229 International Education
Edu 396E International Education
English 319 Representing the Holocaust
FoodSci 102 World Food Habits
GeoSci 102 Human Landscape
Honors 291I International Issues
Honors 295C Study Abroad (1 cr.)
Honors 491G X Cultural/Re-entry & ISP Project
Honors 495A Leadership Global Community (1 cr.)
Judaic 102 Jewish People II
Judaic 319 Representing the Holocaust
Judaic 344 Film and Society in Israel
Judaic 350 Jewish Law and Society
Judaic 363 Negotiating Religion and State
Judaic 374 Culture and Immigration in Israel
Labor 190A Labor in a Global Economy
Linguist 101 People and their Language
Music 150 Lively Arts
Plsotin 190C Cultural Entomology
Plsotin 297C Traditional Herbal Medicine (1cr)
Plsotin 297J Clinical Herbalism (1 cr.)
PoliSci 111 Comparative Politics
PoliSci 121 World Politics
Poli-Sci 253 International Environmental
Policy Poli-Sci 333 Gov’t & Politics of the Mid-East
Poli-Sci 356 International Law
Poli-sci 391E Rules of War
Res-Econ 121 Hunger in a Global Economy
Soc 360 Urban Sociology
Wost 201 Gender and Difference, Critical Analyses
Wost 301 Theorizing Gender, Race, and Power
Northern European Studies Region

All language, literature or cultural courses conducted in Dutch, German or Swedish, and the following courses taught in English.

Anthro 104 Culture, Soc. & People
Anthro 105 Language, Culture & Communication
Anthro 106 Culture through Film
Art-Hist 323 European Art 1780-1880
Art Hist 324 Modern Art 1880-present
Comm 212 Cultural Codes in Communication
Comm 340 History of Film to 1950
Comp-Lit 121 International Short Story
Comp-Lit 122 Spiritual Autobiography
Comp-Lit 131 Brave New World
Comp-Lit 141 Good & Evil: East & West
Comp-Lit 233 Fantasy & World Lit.
Comp-Lit 319 Representing Holocaust
Comp-Lit 381 Self-Reflective Avant-Garde Film
Comp-Lit 391D War Stories
Econ 121 International Economics
Econ 305 Marxian Economics
Econ 308 Political Economy of the Environment
Econ 321 International Monetary Theory
Econ 322 International Trade
Econ 366 Economic Development
Educ 229 International Education
Educ 396E International Education
English 319 Representing the Holocaust
Food-Sci 102 World Food Habits
Geo-Sci 102 Human Landscape
German 323 Modern German History
German 363 Witches/ Myth, Reality
German 372 Vienna 1890-1914
German 391G - German Studies Junior Seminar
History 101 Western Thought Since 1600
History 111 - Wrl&Ris Wst,1450-Prs
History 297K 20th Century Europe
Honors 2911 International Issues
Honors 295C Study Abroad (1 cr.)
Honors 491G X Cultural/Re-entry & ISP Project
Honors 495A Leadership/Global Community (1 cr.)
Judaic 102 Jewish People II
Judaic 363 Jewish Negotiate Religion/State
Labor 190A Labor in a Global Economy
Linguist 101 People and their Language
Music 150 Lively Arts
Phil 336 Existential Philosophy
Plosolin 190C Cultural Entomology
Plosolin 297C Traditional Herbal Medicine (1 cr.)
Plosolin 297J Clinical Herbalism (1 cr.)
Poli-Sci 111 Comparative Politics
Poli-Sci 121 World Politics
Poli-Sci 253 International Environmental Policy
Poli-Sci 356 International Law
Poli-sci 391E Rules of War
Res-Econ 121 Hunger in a Global Economy
Soc 360 Urban Sociology
Wost 201 Gender and Difference, Critical Analyses
Wost 301 Theorizing Gender, Race, and Power

Eastern European Studies Region

All language, literature or cultural courses conducted in Polish, Russian or Yiddish, and the following courses taught in English.

Anthro 104 Culture, Soc. & People
Anthro 105 Language, Culture & Communication
Anthro 106 Culture through Film
Art-Hist 323 European Art 1780-1880
Art Hist 324 Modern Art 1880-present
Comm 212 Cultural Codes in Communication
Comm 340 History of Film to 1950
Comp-Lit 121 International Short Story
Comp-Lit 122 Spiritual Autobiography
Comp-Lit 131 Brave New World
Comp-Lit 141 Good and Evil, East & West
Comp-Lit 233 Fantasy & World Lit.
Comp-Lit 319 Representing Holocaust
Comp-Lit 381 Self-Reflective Avant-Garde Film
Comp-Lit 391D War Stories
Comp-Lit 393R Polish & Russian Writers
Econ 121 International Economics
Econ 305 Marxian Economics
Econ 308 Political Economy of the Environment
Econ 321 International Monetary Theory
Econ 322 International Trade
Econ 366 Economic Development
Educ 229 International Education
Educ 396E International Education
English 319 Representing Holocaust
FoodSci 102 World Food Habits
GeoSci 102 Human Landscape
German 363 Witches/Myth, Reality
History 101 West Thought Since 1600
History 111 Wrl & Rise West,1450-Prs
History 315 Tsarist Russia
History 393C 1000 Years Polish History
History 297K 20th Century Europe
Honors 2911 International Issues
Honors 295C Study Abroad (1 cr.)
Honors 491G X Cultural/Re-entry & ISP Project
Honors 495A Leadership Global Community (1 cr.)
Judaic 102 Jewish People II
Judaic 319 Representing the Holocaust
Judaic 363 Jewish Negotiate Religion/State
Labor 190A Labor in a Global Economy
Linguist 101 People and their Language
Music 150 Lively Arts
Phil 336 Existential Philosophy
Plosilin 190C Cultural Entomology
Plosilin 297C Traditional Herbal Medicine (1 cr.)
Plosilin 297J Clinical Herbalism (1 cr.)
Poli-Sci 111 Comparative Politics
Poli-Sci 121 World Politics
PoliSci 253 International Environmental Policy
PoliSci 356 International Law
Polisci 391E Rules of War
Res-Econ 121 Hunger in a Global Economy
Russian 197S Russian Songs
Russian 250 Russian Culture
Soc 360 Urban Sociology
Wost 201 Gender and Difference, Critical Analyses
Wost 301 Theorizing Gender, Race, and Power

Southern European Studies Region

All language, literature or cultural courses conducted in French, Greek, Italian, Latin, Portuguese or Spanish, and the following courses taught in English.

Anthro 104 Culture, Soc. & People
Anthro 105 Language, Culture & Communication
Anthro 106 Culture through Film
Anthro 397ES Ethnography of Spain
Art-Hist 323 European Art 1780-1880
Art-Hist 324 Modern Art 1880-Present
Comm 212 Cultural Codes in Communication
Comm 340 History of Film to 1950
Comp-Lit 121 International Short Story
Comp-Lit 122 Spiritual Autobiography
Comp-Lit 131 Brave New World
Comp-Lit 141 Good and Evil, East & West
Comp-Lit 233 Fantasy & World Lit.
Comp-Lit 319 Representing Holocaust
Comp-Lit 350 French Film
Comp-Lit 381 Self-Reflective Avant-Garde Film
Comp-Lit 391D War Stories
Econ 121 International Economics
Econ 305 Marxian Economics
Econ 308 Political Economy of the Environment
Econ 321 International Monetary Theory
Econ 322 International Trade
Econ 366 Economic Development
Educ 229 International Education
Educ 396E International Education
English 319 Representing the Holocaust
Food-Sci 102 World Food Habits
French 350 French Film
Geo-Sci 102 Human Landscape
German 363 Witches/Myth, Reality
History 101 West Thought Since 1600
History 111 Wrl Rise of the West 1450-present
History 247 Empire, Race, and the Philippines
History 297K 20th Century Europe
Honors 2911 International Issues
Honors 295C Study Abroad (1 cr.)
Honors 491 G X Cultural/Re-entry & ISP Project
Honors 495A Leadership/Global Community (1 cr.)
Judaic 102 Jewish People II
Judaic 319 Representing the Holocaust
Labor 190A Labor in a Global Economy
Linguist 101 People and their Language
Music 150 Lively Arts
Phil 336 Existential Philosophy
Plsolin 190C Cultural Entomology
Plsolin 297C Traditional Herbal Medicine (1 cr.)
Plsolin 297J Clinical Herbalism (1 cr.)
PoliSci 111 Comparative Politics
PoliSci 121 World Politics
PoliSci 253 International Environmental Policy
PoliSci 356 International Law
Polisci 391E Rules of War
Res-Econ 121 Hunger in a Global Economy
Soc 360 Urban Sociology
Span 397PP Spanish Cinema
Wost 201 Gender and Difference, Critical Analyses
Wost 301 Theorizing Gender, Race, and Power

Describe the proposed requirements, including all course requirements or other means toward completion, as well as any admissions or continuation requirements.

Effective with the freshman class and transfers entering fall 2018, there will be no college level requirements in SBS. The Global Education Requirement that currently applies to the 8 B.A. majors will end. At the same time, students in the 8 B.A. majors that were subject to the college requirement will become subject to new major requirements that incorporate international and intercultural education directly into the major. The new department major requirements apply for students with double majors as well.

The attached spreadsheet titled An Overview of SBS BA Curriculum Proposals March 2016 (please refer to Proposal #2748 in the Course and Curriculum Management System) shows in detail the proposed changes to the 8 majors that relate to the transformation of the college requirement for global education into major requirements related to international and intercultural education. The spreadsheet also shows additional strengthening of the major curriculum undertaken by majors in conjunction with the transformation of global education.

The curriculum changes were developed by the 8 majors in collaboration with the SBS Undergraduate Curriculum Committee and are the subject of separate Change of Major Requirement submissions to the Faculty Senate. The new departmental level international and intercultural related requirements can be fulfilled through a list of courses designated by the department, by foreign language courses, or by departmentally approved study abroad for all 8 majors. Three majors also offer the opportunity of using a minor or certificate from a designated list to fulfill this requirement. In all majors, the new requirements represent only a part of the major’s commitment to building competencies around international and intercultural education, which is woven throughout the curricula.
There will be no change in the curricula for students in the 3 B.S. majors. Due to high levels of required credits, B.S. majors in the college have never been subject to the Global Education Requirement. These majors do include international and intercultural learning objectives in their curricula.

Provide a rationale for these revisions.

The College of Social and Behavioral Sciences seeks to transform our approach to international and intercultural education by changing the formal focus in this area from the college-based Global Education Requirement for B.A. majors to strengthened and updated major requirements. The SBS Global Education Requirement for the B.A. was adopted in 1997. The requirement includes 15 credits that can be fulfilled in a number of ways, with SBS Advising Resource Center staff being responsible for graduation clearances. The goals stated for the requirement in the Faculty Senate proposal were:

“We feel B.A. students in this college should be expected to achieve an understanding of culture, society, individual, and social interaction processes... We believe that exposure to diverse cultural perspectives is essential to the development of an understanding of society and oneself and as an appropriate preparation for life in the global village of the 21st Century. We hope to produce a graduate who is more knowledgeable about society and its problems, better prepared to be an intelligent and committed citizen of the Commonwealth and the world, sensitive to and prepared to learn from the diverse perspectives that make up the mosaic of American society and the world.” (Global Education Requirement Proposal, 12/1997)

In the fall of 2013, SBS began a process of evaluating the Global Education Requirement beginning with the work of the SBS Instructional Innovation Council from 2013-2015. The Council identified several ways in which the current Global Education Requirement for the B.A. is not meeting its original goals regarding international and intercultural education and at the same time is creating barriers to students’ ability to select coursework that builds their own pathways, to study abroad, and to graduate on time (particularly for transfer students). In 2015-2016, the B.A. departments in collaboration with the SBS Undergraduate Curriculum Committee developed this proposal for transformation of international and intercultural education. As discussed below, this transformation is responsive to the University of Massachusetts strategic planning documents What Defines a UMass Amherst Education (April 2014); Phase III Unit Planning: Academic Year 2014-15; the Draft Internationalization Plan (April 5, 2015); and the Provost’s Focus on the Undergraduate Curriculum & Student Experience: Fall 2015.

The major rationales for the transformation of the college Global Education Requirement into major based international and intercultural requirements are to:

- Strengthen the international & intercultural focus/impact of the curriculum by fostering a global ethic and intercultural competencies through major requirements and major coursework.
- Provide flexibility to strengthen B.A. major requirements by allowing programs to design courses of study that enhance international and intercultural education, as well as other learning objectives.
- Support student agency and success through supporting SBS students in intentionally choosing academic, co-curricular, experiential learning, and career/professional development experiences that build their pathways to personal, career, and graduate school goals and facilitate student success.

Strengthen the International & Intercultural Focus/Impact of the Curriculum

In discussing future developments, the University’s Draft Internationalization Plan (April 2015) noted, “We expect the discussion to deepen as the departments and programs within each of our Colleges and Schools returns to questions of curriculum and advising, subjects for continued planning attention in the Fall of 2015. This is where the greatest future impact is likely to emerge with respect to internationalization...” This SBS transformation proposal accomplishes this focus and impact by deepening of the commitment to international and intercultural curriculum and advising by replacing the generic SBS B.A.-wide Global Education Requirement with department-based curriculum and advising.
SBS has found that the generic Global Education Requirement for the B.A. is not serving our students well from a curricular perspective in developing international and intercultural competencies. Under the requirement, most students take a loosely related, or at worst unrelated, set of courses focused on a geographical area of the world. The requirement overlaps with the General Education requirement that became effective in 2002 that students have a course designated as “G” and a course designated as “U” but students are not allowed to double count these courses for their Global Education and General Education requirements. The requirement of 6 credits of language courses beyond high school competency is outdated in an era when students come to UMass Amherst with more extensive language course work in high school and/or are international students. The SBS language requirement is more restrictive than that of any college or school on campus. Finally, the requirement poses barriers to students engaging in education abroad, and poses particular difficulties for transfer students who often cannot graduate on time.

More important than addressing problems with the current Global Education Requirement, SBS saw an exciting opportunity to improve the international/intercultural focus of curricula across all the B.A. majors through curriculum change. The faculties of the B.A. majors have addressed the prompts of the Phase III Unit Planning: Academic Year 2014-15 regarding internationalization in designing their curriculum change proposals. These prompts focused on examining how global perspectives and knowledge are incorporated within department and program learning objectives and outcomes, and could include articulating desirable “global learning” outcomes such as how students are examining and addressing the world’s most pressing and enduring issues and seeking to understand how their actions affect both local and global communities. As recognized in the prompts, the manner in which a major addresses diversity and internationalism is dependent upon the issues/foci most relevant to its discipline(s) and its specific goals for students’ experiences, learning, and preparation. The transformation from the college-level Global Education Requirement to department-based curriculum and related advising will strengthen the international and international focus and impact of the SBS B.A. curricula. This change supports the already extensive and broad engagement of the courses in international and intercultural perspectives that is the hallmark of the B.A. majors.

Provide Flexibility to Strengthen B.A. Major Requirements

Students in the B.A. majors currently must fulfill major requirements plus the 15-credit Global Education requirement. The 15 credits devoted to the Global Education Requirement have limited the ability of the B.A. departments to incorporate international and intercultural requirements directly into the major and have limited their ability to restructure their majors to include coursework that addresses additional learning outcomes. In the context of transforming Global Education, the B.A. majors have reviewed their entire curricula in order to incorporate opportunities to intensify the major experience, for example with additional requirements, more tiered requirements, or better defined theme and cluster routes within the major. These updates are included in the Change of Major Requirements proposals made by the departments.

Support Student Agency and Student Success

SBS, though the SBS Pathways initiative, is developing curriculum and advising structures that support student agency in planning and reflecting on their choices of academic, co-curricular, experiential learning, and career/professional development experiences throughout their college careers. The transformation of the international and intercultural curriculum from a college to department level requirements, supported by departmental advising, will facilitate students’ ability to effectively plan their pathways. The transformation from a generic college requirement to department-based requirements will in many majors release a small number of credits that can be used to pursue other on-campus credentials (e.g., certificates, minors, or double majors) in which the student is interested or to seek education abroad. The transformation thus supports student success in assembling their academic portfolios. It also supports student success by removing barriers to timely graduation under the current Global Education requirement that are related to course availability and requiring in some cases, particularly for transfer
students, credits in excess of 120 in order to meet graduation requirements.

List the degree programs (majors) that will be affected by these revisions. If the proposal is the change University-wide requirements (such as General Education requirements), note that it will affect all majors.

The following College of Social and Behavioral Sciences B.A. majors will be affected:

Anthropology
Communication
Economics
Journalism
Legal Studies
Political Science
Social Thought & Political Economy
Sociology

The following College of Social and Behavioral Sciences B.S. majors will NOT be affected (they are not subject to the Global Education requirement):

Landscape Architecture
Resource Economics
Sustainable Community Development (formerly Environmental Design)

If any programs or departments outside of the proposing college will be affected by the proposed revisions, describe those relationships here and include any memoranda of understanding from those colleges and departments as appendices to this proposal.

The proposed changes will cause, over a period of several years, some redistribution of course seat needs outside of SBS. While it is difficult to anticipate where changes will occur, these likely changes include:

- Somewhat less demand for foreign language courses. Students in the 8 B.A. majors who do not bring in AP or other credit for foreign language will not be required to take 6 credits of foreign language as part of the Global Education Requirement. However, foreign language courses fulfill the new international/intercultural requirements in all 8 majors and will be strongly encouraged by academic advisors and faculty mentors. Indeed, one of the competencies we urge of all students is foreign language skills. In addition, several certificates and minors that fulfill requirements in 3 of the 8 departments include foreign language courses.

- Somewhat less demand for some subject matter (not foreign language) courses across the university. Under the Global Education Requirement, students took 9 credits (usually 3 courses) across a very broad range of university courses both outside and within SBS. Most of these courses will continue to be part of the Master List of courses with significant international/intercultural content that will be maintained by SBS and used by the departments to designate courses that meet departmental requirements. Thus we expect some but not significant lessening of demand.

- Possible redistribution of some course demand across campus. Under the new requirements, SBS majors will frequently have about 6 credits freed up. We expect students to use this flexibility to successfully pursue credentials such as a second major, certificate, or minor or simply to graduate in a timelier manner if they already have sufficient credits. Any related changes in course demand will be spread across the entire university as students seek the best portfolio of academic work for their goals.
If this proposal requires no additional resources, say so and briefly explain why. If this proposal requires additional resources, explain how they will be paid for. For proposals involving instruction, indicate how many new enrollments are expected and whether the courses have room to accommodate them.

This proposal does not require additional resources within SBS, although the college continues to point out the unusually high student to faculty ratios within SBS and call for faculty hiring to address this imbalance. Under the proposed curriculum changes, we expect more demand for courses within SBS majors, particularly those that are identified as fulfilling international/intercultural requirements within the department. This additional demand has already been considered by each department in approving its major change proposal. In addition, some SBS majors are eager to offer seats in international/intercultural courses to SBS and other university students.

Attach any additional materials, including memoranda of understanding from affected departments outside your college, here.

SBS advising in the SBS Advising Resource Center and our departments have been closely involved in developing this change in requirements. SBS and its departments are committed to full support of students entering under the new requirements; students who are on campus and want to consider moving from the old to the new requirements; and students who will be graduating under the old requirements.