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ACADEMIC STANDARDS AND CURRICULA REVIEW COMMITTEE  
RECOMMENDATION

SR-94-95-(27)134(ASCR)

To approve the International and Multicultural Studies proposal, attached.

**RATIONALE:**

**FACULTY SENATE PRESIDENT:**

APPROVED  
BY SENATE: Bertalan W Gross DATE: 11/18/94

DISAPPROVED  
BY SENATE: \_\_\_\_\_ DATE: \_\_\_\_\_

**UNIVERSITY PRESIDENT:**

APPROVED: [Signature] DATE: 11/18/94

DISAPPROVED: \_\_\_\_\_ DATE: \_\_\_\_\_

**COMMENTS:**

Amended on the Senate Floor 11/17/94: p. 4, paragraph 3; p. 9, paragraph 1.

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## **INTERNATIONAL AND MULTICULTURAL STUDIES**

### ***INTERNATIONAL STUDIES***

**PROPOSAL:** All students entering baccalaureate programs beginning in the fall of 1995 will include 6 hours of international studies and that this requirement pending successful assessment and evaluation be increased to 9 hours by the year 2000. We further recommend that this requirement be satisfied within courses classified as international studies in their existing programs. All changes must be submitted to the Faculty Senate.

### **RATIONALE**

The late twentieth century world into which our students are graduating is becoming increasingly global. In the past two decades, the United States has been involved in world problems that appear on the surface irrelevant to American growth and prosperity. Not only have we become aware that our prosperity is tied to this global world, but that the critical problems we confront--population, poverty, environmental quality, energy, and conservation of resources--are problems requiring global solutions.

Not only are our problems and prosperity tied to this global world, but also the future of our state. For example, 25-30% of West Virginia's economy is tied to the world export market. Consequently, metaphors like the "global village," "the shrinking world," and "spaceship earth" have become not only commonplace in describing the reality of today's world, but also the reality of our own state as well.

According to one report, however, our colleges and universities are not conveying this changing global world to students. The report warns of a serious mismatch between what American society needs of higher education and what it is receiving. The Wingspread Group, which undertook an in-depth study of higher education, has stated that, "Nowhere is this mismatch more dangerous than in the quality of undergraduate preparation..." The basic contention of the Wingspread Group is that colleges and universities in this country are "turning out graduates who simply are not prepared to function as productive citizens in the new world economy of the 21st century."

National polls confirm the above statements. In a 1988 survey conducted by the Gallup Organization for the National Geographic Society, seventy-five percent of adult Americans could not find the Persian Gulf, forty-five percent did not know where Central America is located, only one-third could locate Vietnam, and fewer than half were able to identify the United Kingdom, France, South Africa, and Japan. Of the 1,161 in this survey, the college-age population scored worst on the test. Moreover, American students scored worse than students in Canada, France, Italy, Japan, Mexico, Sweden, the United Kingdom, and West Germany.

A similar study, broader in scope and targeted specifically to college students, undertook a major review of what was described as "global understandings." This study attempted to define what knowledge a student should have about the world. The topics included environment, energy, religious issues, relations among states, war and armaments, racial and ethnic issues, population, revolutions, modernization, etc. The results showed that not only were students deficient in knowledge of these issues, but that the difference in mean scores between freshman and college seniors is a modest ten percent (Lambert, p.106).

The curricular implications of these studies are clear: Students are woefully deficient in global understanding, and our colleges and universities are not adequately preparing them to function in the Twenty-first Century.

Marshall University has expressed concern over these issues. In a report to the President, entitled, Internationalizing Marshall University (November 1992) a faculty group stated:

With the global world community growing ever closer to Marshall University in terms of business and industrial linkages, educational partnerships and government actions, it is incumbent that the educational mission of the University insure that an active international focus be maintained. This focus is founded on the belief that an appreciation of different values and institutions will increase the understanding between peoples, enriching the lives of all individuals.

On three separate occasions the Faculty Senate has endorsed the idea of international education: in the 1990 Mission Statement, in the "General Education Philosophy Statement" (1992), and in the document submitted to the Faculty Senate on Baccalaureate Degree (April 1994). In the latter document, it read:

Marshall University must take the lead in requiring that our students undertake systematic studies of other societies and comprehend the global forces which will shape their lives and the lives of millions of others.

And finally, in an address to the Faculty entitled, "Education for the 21 Century" President Gilley stated:

Through the forces of science and technology--and globalization--America is being challenged as never before...I am asking a Task Force to undertake...the development of a strategy for ensuring that...global competency is integral parts of the Marshall University curriculum.

## **DEFINITION OF INTERNATIONAL STUDIES**

As used in this report the phrase "international studies" includes the study of relations among nations and peoples (international relations), particular regions of the world (area studies), foreign cultures, comparative and international approaches to particular disciplines, and the examination of issues affecting more than one country (e.g., environment, global or peace studies, energy, development issues). Sarah Pickert Preparing for a Global Community: Achieving An Educational Perspective (Report Two--1992 ASHE-ERIC Higher Education Reports).

In the report Pickert defines the purpose of international studies: "The goal of international studies is to produce graduates who not only are aware of the interconnections among regions of the world, but are willing to consider national perspectives other than their own." These graduates will "function competently in an international environment and in their ability to make personal and public policy decisions as responsible citizens of an international society."

In terms of student outcomes we want our students to:

1. Be able to describe, explain, analyze diplomatic, political, social, economic and technological interaction among nations, peoples, cultures, ethnic tensions, multi-national corporations, international structures, and liberation movements of the 20th and 21st century.
  2. Be able to utilize historical, political, economic, geographical, sociological, anthropological concepts to fulfill the above.
  3. Be able to describe, explain, and analyze the cultural, economic, geographical, political, religious and social dimensions of the major world regions and /or nations of global significance in the 20th and 21st century.
  4. Be able to describe, explain, analyze the major issues, concerns, and problems of a global scope (e.g., environmental degradations, maintenance of peace and security, resource scarcity, economic development and underdevelopment, population growth, human rights, etc.)
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## **RECOMMENDATIONS:**

We are recommending that within the existing program requirements of each college that 6 hours be required of our graduates in courses that accomplish the above outcomes, and that this requirement be increased to 9 hours by the year 2000. Furthermore, we recommend that any course accepted for this category devote seventy percent of the course to the above student outcomes. A review of the 1993-95 catalogue showed 66 courses (covering 15 departments) which may meet this requirement. Other courses currently being offered, upon examination of syllabus, may meet this requirement. We invite departments to develop additional courses which will fulfill this requirement.

## **FACULTY DEVELOPMENT FUNDS:**

If Marshall is to move forward in internationalizing its curriculum, then faculty development funds must be provided for this purpose. We invite departments to either develop new courses or to internationalize existing courses. For example, individual professors may want to internationalize English 102, 320 and 331. Other professors may want to internationalize their religion courses; and still others may want to create entirely new courses for this category. Whatever method chosen will require financial assistance. We also feel that some budgetary adjustments should be made so that 200 level courses merit the same weight as 300 level courses.

## **UNIVERSITY COMMITTEE: COMPOSITION AND DUTIES**

The International Studies Committee will be composed of one faculty member elected from each college and the library.

Committee members will serve three-years terms, renewable if selected again by the College for a second three-year term. The terms should be staggered to insure continuity. The chair of the committee must also meet the requirements for faculty who teach international courses. The chair will serve three-year renewable terms and must be recommended by the committee and approved by the Senior Vice-President of Academic Affairs/Provost.

The committee will be charged with the following responsibilities:

- a. to select those courses which qualify for international studies using guidelines/experiences in this document;
- b. to make recommendations concerning all aspects of international studies;

- c. to plan for all training workshops and other instructional activities;
- d. to provide current information to the Senior Vice President of Academic Affairs/Provost and to the deans;
- e. to keep the Faculty Senate informed and submit major changes, if any, to the Faculty Senate.

## **APPLICATION PROCESS**

A department or instructor may make application to teach an international studies course by submitting a cover sheet and an outline of the course to the International Studies Committee showing how the course meets the criteria for International Studies. Courses which fulfill the requirement for International Studies will be designated "IR" in the university schedule of courses and on the student transcript. If the proposal meets these requirements, then the instructor and the chair will be notified by 1 October in time for inclusion in the next summer or fall schedule; a submission by 1 April will receive actions in time for inclusion on the next spring schedule.

## BIBLIOGRAPHY

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Groennings, Sven, and David S. Wiley (eds.), Group Portrait: Internationalizing the Disciplines, The American Forum, New York, 1990.

Lambert, Richard D., International Studies and the Undergraduate, American Council on Education, Washington, D.C., 1989.

Pickert, Sarah M., Preparing for A Global Community: Achieving an International Perspective in Higher Education. ASHE\_ERIC Higher Education Report No. 2, 1992, Washington, D.C.: The George Washington University, School of Education and Human Development.

Pickert, Sarah, and Barbara Turlington, Internationalizing the Undergraduate Curriculum: A Handbook for Campus Leaders, American Council on Education, Washington, D.C., 1992.

Wingspread Conference, An American Imperative: Higher Expectations for Higher Education, The Johnson Foundation, Washington, D.C., 1993.



## **MULTICULTURAL STUDIES**

**PROPOSAL:** All students entering baccalaureate degree programs beginning in the fall of 1995 will be required to take 3 hours of multicultural studies. These courses will be taken within the existing program requirements. Any changes to this proposal must be submitted to the Faculty Senate.

### **RATIONALE**

The Marshall University Mission Statement (approved by Faculty Senate January, 1991) and the General Education Philosophy Statement contain commitments to multicultural education.

As reflected in Marshall's Mission Statement,...The university is...committed to programs which promote multicultural and international understanding. Exposure to many cultures and value systems is an integral part of a well-rounded education. Marshall University is committed to developing programs in international education and multicultural experiences for students, faculty and staff because they enrich our lives, make us better citizens and prepare us to live in an increasingly interdependent world.

As reflected in the General Education Philosophy Statement (approved by Faculty Senate May, 1991), the need for greater understanding among the diverse groups which make up American society today goes without saying. Students who leave West Virginia to work elsewhere in the country must be prepared to function well in a society much more diverse than West Virginia's. Multicultural Studies seeks to develop an intercultural and interethnic "competence" in Marshall students through courses that develop respect, understanding, and knowledge of the pluralistic world in which we live and work today. They foster the acquisition of values, knowledge, and skills which promote living and working cooperatively with diverse people. By investigating the habits and results of various kinds of societal prejudice in the past, as well as in the present, these studies contribute to the awareness that personal opportunities and choices need not be limited for any reason.

The achievement of multicultural education relies on the awareness of the culturally specific nature of the values of our own and other cultures, linguistic systems, ethnic perspectives, and group outlooks. By comprehending the diversity within our own culture, students are enabled to recognize the dangers of stereotyping others and are encouraged to understand and empathize with perspectives and lifestyles that differ from their own.

## **DEFINITION OF MULTICULTURAL STUDIES**

Multicultural Studies includes the study of the various groups and lifestyles that make up pluralistic societies. In terms of student outcomes, a solid grounding in the issue of multicultural diversity will assist students:

1. To understand their own culture better;
2. To respond appropriately to values, beliefs, and customs that are different from their own;
3. To understand the subjective, culture-specific nature of their values, beliefs and customs, and those of others;
4. To understand the historical and contemporary processes by which people accommodate each other through the art, language, religion, and customs of other cultures;
5. To use gender- and culture-inclusive language in written and oral communications, and understand the potential of language as a means of liberation or discrimination;
6. To understand the cultural elements that enhance or infringe upon the respect for the rights of individuals, realize that the rights of individuals are associated with legitimate differences, and recognize that in many instances life choices can be culturally imposed and that other options are available;
7. To work toward equitable treatment of all members of society and develop a greater sense of social responsibility.

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## **RECOMMENDATIONS:**

We are recommending that all students entering baccalaureate degree programs beginning in the fall of 1995 will be required to take 3 hours of multicultural studies. These courses will be taken within the existing program requirements. Any changes to this proposal must be submitted to the Faculty Senate.

## **FACULTY DEVELOPMENT FUNDS:**

We invite departments to either develop new courses or to modify existing courses. These methods may require financial assistance.

## **UNIVERSITY COMMITTEE: COMPOSITION AND DUTIES**

The Multicultural Studies Committee will be composed of one faculty member elected from each college and the library.

Committee members will serve three-year terms, renewable if selected again by the College for a second three-year term. The terms should be staggered to insure continuity. The chair of the committee must also meet the requirements for faculty who teach multicultural courses. The chair will serve three-year renewable terms and must be recommended by the committee and approved by the Senior Vice-President of Academic Affairs/Provost.

The committee will be charged with the following responsibilities:

- a. to select those courses which qualify for multicultural studies using guidelines/experiences in this document;
- b. to make recommendations concerning all aspects of multicultural studies;
- c. to plan for all training workshops and other instructional activities;
- d. to provide current information to the Senior Vice President of Academic Affairs/Provost and to the deans;
- e. to keep the Faculty Senate informed and submit major changes, if any, to the Faculty Senate.

## **APPLICATION PROCESS**

A department or instructor may make application to teach an multicultural studies course by submitting a cover sheet and an outline of the course to the Multicultural Studies Committee showing how the course meets the criteria for Multicultural Studies. Courses which fulfill the requirement for Multicultural Studies will be designated "MC" in the university schedule of courses and on the student transcript. If the proposal meets these requirements, then the instructor and the chair will be notified by 1 October in time for inclusion in the next summer or fall schedule; a submission by 1 April will receive actions in time for inclusion on the next spring schedule.

**APPENDIX**

COURSES WHICH MAY BE APPROPRIATE FOR THE INTERNATIONAL STUDIES REQUIREMENT -- FOR ILLUSTRATIVE PURPOSES ONLY

A review of the Marshall University catalogue (1993-1995) produced the following suggestive list of 66 courses which may meet the criteria for the International Studies requirement. In some cases, whether or not a course met the criteria was uncertain because it may or may not meet the 70% requirement as to international content or the contemporary requirement. Only a review of fairly detailed syllabi can determine finally which courses meet the criteria.

Those courses which may meet the requirement are labeled as follows: (see above for definitions of labels)

INTER  
AREA/NATION  
GLOBAL

This list of 66 courses is only suggestive. The faculty, of course, may well modify already existing courses to meet the criteria following existing course approval procedures.

ANTHROPOLOGY

201 Cultural Anthropology  
426 African Cultures (AREA/NATION)  
427 Ethnic Relations (AREA/NATION)  
437 World Cultures: An Anthropological View (AREA/NATION)

ECONOMICS

150 The United States in a Global Economy (GLOBAL)  
405 Environmental Economics (GLOBAL)  
408 Comparative Economic Systems (AREA/NATION)  
420 International Economics (INTER)  
460 Economic Development (INTER)

FINANCE

440 International Finance (INTER)

FRENCH

240 French Society and Life (AREA/NATION)  
404 Twentieth Century French Novel (AREA/NATION)  
405-406 French Civilization and Culture (AREA/NATION)

GEOGRAPHY

- 100 Cultural Geography (AREA/NATION)
- 203 Economic Geography (GLOBAL)
- 302 Geography of Europe (AREA/NATION)
- 309 Geography of South America (AREA/NATION)
- 314 Geography of Middle East (AREA/NATION)
- 315 Geography of Africa (AREA/NATION)
- 317 World Geography Problems (GLOBAL)
- 403 Geography of Asia (AREA/NATION)
- 405 Political Geography (INTER)
- 408 Geography of Mexico and Central America (AREA/NATION)
- 412 Geography of Soviet Union (AREA/NATION)

GERMAN

- 240 German Society and Life (AREA/NATION)
- 405-406 German Civilization and Culture (AREA/NATION)

HISTORY

- 103 The Twentieth Century World (INTER)
- 221 War in Modern Times (INTER)
- 223 The Rise and Fall of Nazi Germany (AREA/NATION)
- 301 Latin America: Discovery to Independence (AREA/NATION)
- 302 Latin America: Independence to the Present (AREA/NATION)
- 377 China in the 20th Century (AREA/NATION)
- 405 American Diplomacy, 1900 to Present (INTER)
- 426 European History, 1914 to Present (INTER)
- 428 Intellectual and Cultural History of Modern Europe (AREA/NATION)
- 430 Soviet Russia (AREA/NATION)
- 434 The American Experience in Vietnam (INTER)
- \*327 Emergence of Modern Asia (AREA/NATION)
- \*208 History of Third World (AREA/NATION)
- 435 History of Japan (AREA/NATION)

JOURNALISM AND MASS COMMUNICATIONS

- 436 International Communications (GLOBAL)

MARKETING

- 371 International Marketing (INTER)

PHILOSOPHY

- 320 Comparative Philosophy (AREA/NATION)

POLITICAL SCIENCE

- 309 Fundamentals of International Relations (INTER)
- 405 International Organization (INTER)
- 406 International Politics (INTER)
- 407 Asian Politics (AREA/NATION)
- 408 Middle Eastern Politics (AREA/NATION)
- 409 Western Democratic Politics (AREA/NATION)
- 410 European Communist Politics (AREA/NATION)
- 411 Latin American Politics (AREA/NATION)
- 415 International Law (INTER)
- 420 Current World and Regional Issues (GLOBAL)
- 422 African Political Systems (AREA/NATION)
- 423 American Foreign Policy (INTER)
- 424 Comparative Foreign Policy (INTER)
- 428 Islamic Political Ideas and Institutions (AREA/NATION)
- 429 The Politics of Conflict and Resolution (INTER)

RELIGIOUS STUDIES

- 205 Introduction to Religion in the Modern World (AREA/NATION)

SOCIAL STUDIES

- 106 The Twentieth Century World (GLOBAL)
- 208 Social Problems in a Global Context (GLOBAL)

SOCIOLOGY

- 401 Population Studies (GLOBAL)
- 200 Global Issues (GLOBAL)

SPANISH

- 240 Spanish Society and Life (AREA/NATION)
- 402 Contemporary Latin American Prose Fiction (AREA/NATION)
- 403 Twentieth Century Spanish Drama (AREA/NATION)
- 405 Latin American Civilization (AREA/NATION)
- 406 Hispanic Civilization (AREA/NATION)

COURSES WHICH MAY BE APPROPRIATE FOR THE MULTICULTURAL STUDIES REQUIREMENT -- FOR ILLUSTRATIVE PURPOSES ONLY

A review of the Marshall University catalogue (1993-1995) produced the following suggestive list of 18 courses which may meet the criteria for the Multicultural Studies requirement. In some cases, whether or not a course met the criteria was uncertain because it may or may not meet the 70% requirement as to multicultural content requirement. Only a review of fairly detailed syllabi can determine finally which courses meet the criteria.

This list of 18 courses is only suggestive. The faculty, of course, may well modify already existing courses to meet the criteria following existing course approval procedures.

ANTHROPOLOGY

- 430 American Indian
- 455 Appalachian Culture

CLASSICAL STUDIES

- 231 Women in Greek and Roman Literature

COMMUNICATION STUDIES

- 322 Intercultural Communication

ENGLISH

- 102 English Composition II
- 304 Appalachian Fiction
- 305 Appalachian Poetry
- 321 American Literature to 1860
- 323 American Literature 1860 to Present
- 340 African-American Literature

HISTORY

- 250 Women in U.S. History
- 312 African-American History

JOURNALISM/MASS COMMUNICATIONS

- 455 Women, Minorities in Mass Media



PHILOSOPHY

463 Philosophy of Feminism

POLITICAL SCIENCE

376 Black Politics

PSYCHOLOGY

312 Psychology of Aging

RELIGIOUS STUDIES

324 Jewish Religion