

Implementing the Global Learning Initiative.
A Proposal for the Department of Politics and International Affairs (PIA)
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I. Objectives of the proposal

In developing this proposal, the PIA team carefully considered and sought to implement the objectives stated in the Global Learning Recommendations Call for Proposals. Our curricular and co-curricular proposals focus on all three majors – Political Science (B.S. and B.A.), International Affairs (B.A.), and American Political Studies (B.A.) and are meant to achieve:

1. A comprehensive approach to global learning in all three of our majors that ensures that all students have substantial and multiple encounters with global perspectives (as defined below) throughout the program of study in the major.
2. Global learning outcomes articulated in language that is relevant to the majors.
3. An intentional infusing of the themes of global learning (diversity, environmental sustainability and global engagement) in all three majors, not as add-ons, but deeply embedded in the curricular and co-curricular content of the majors.
4. An explanation of which courses are to be involved in implementing the global learning objectives, how the academic unit will coordinate with Liberal Studies, and the co-curriculum to accomplish these objectives.
5. A strategy to assess whether students have achieved the global learning outcomes identified.
6. The active participation and support of faculty in the department to ensure the success of the curriculum strategy.

In addition, we seek:

1. To use this proposal to highlight our department's existing, extensive commitment to global learning.
2. To take the opportunity to deepen our commitment to global learning, through curricular and co-curricular efforts.
3. To establish collaborations across the university that facilitate global learning.

II. Definition of global learning

While the PIA team was generally guided by the definitions for global learning developed by the Global Learning Subcommittee of the Task Force on Global Education and approved by the NAU Faculty Senate, we also adapted them to reflect a greater disciplinary understanding of these terms.

- **Global Education:** Students will learn how to analyze, synthesize, and evaluate the human experience, including its interconnectedness and interdependence, on a global scale.

- **Environmental Sustainability:** Students will acquire the skills and knowledge base to understand the importance of and options for environmental sustainability and its tenuous relationship to economic development in local and global terms. Students will acquire an understanding of the range of ethical and cultural perspectives concerning the uses of natural resources, and an understanding of the impacts of unsustainable practices on both human communities and the ecosystems that support them.
- **Diversity:** Students will learn about and critically reflect upon the nature and consequences of diversity (e.g. race, gender, class, ethnicity, religion culture, nation) and develop an understanding of how this diversity both alters and is altered in a world characterized by increasing global interaction.

III. Student Learning Outcomes

The first three are the department's current student learning outcomes. We propose to add the fourth outcome, below. The language in the fourth outcome is adapted from the Global Learning Subcommittee's definitions of global education, environmental sustainability, and diversity.

- 1) Political science research methods skills; graduates will be able to:
 - a. Devise a basic research design;
 - b. Test hypotheses with basic empirical data;
 - c. Write the findings in a research report.
- 2) Advanced writing skills; graduates will demonstrate that they are able to:
 - a. Summarize and explain political science articles;
 - b. Analyze and critique the material read/discussed;
 - c. Suggest and discuss alternative possibilities and outcomes;
 - d. Engage and interest the reader.
- 3) Critical thinking and analysis; graduates will be able to:
 - a. Demonstrate general knowledge of political science and its subfields;
 - b. Understand and articulate basic elements of theory;
 - c. Demonstrate an ability to apply the discussion to policy and "real world" applications.
- 4) Global learning; graduates will be able to:
 - a. Analyze, synthesize, and evaluate the interconnectedness and interdependence of the human experience on a global scale;
 - b. Acquire the skills and knowledge base to understand the importance of and options for environmental sustainability and its tenuous relationship to economic development in local and global terms;
 - c. Critically reflect upon the nature and consequences of diversity (e.g. race, gender, class, ethnicity, religion culture, nation), and develop an understanding of how this diversity both alters and is altered in a world characterized by increasing global interaction.

IV. Curricular Opportunities for Global Learning: Existing and Proposed

The Department of Politics and International Affairs has long been dedicated to global education, sustainability and diversity as evidenced by our already existing curricular offerings in the three undergraduate degrees offered:

1. B.S. & B.A. in Political Science
2. Extended B.A. in International Affairs
3. Extended B.S. in American Political Studies

Several years ago, based on our faculty expertise and interests, PIA created three focus areas—global development, environment, and diversity—for our undergraduate and graduate degree programs. We make these foci clear on the homepage of our department website, in the explicit preference for academics with expertise in these areas in our hiring process, in the research of our faculty, and in the numerous courses we offer across our curriculum. Our faculty's expertise spans the globe, including the Americas, Africa, Asia, Australia, and Europe and includes specializations such as globalization, political economy, global security, race and gender politics, indigenous politics, environmental policy, and climate justice. We have long been recognized on campus for our emphasis of these issues, and we believe we already exhibit many of the practices in our three undergraduate majors that the Global Learning Outcomes Implementation Committee is looking for.

B.S./B.A. in Political Science

The Department approved in Spring 2010 a thorough overhaul of our Political Science bachelor's degree. We greatly simplified the major, reducing the number of required classes from eight to four. Students are now required to take POS 201 Introduction to Politics to learn core concepts in the field, POS 301W for the university writing requirement, POS 303 to learn key methodological skills, and the capstone, POS 421C. This enables students to choose the remaining 27 credits, or nine courses, to complete the major. The department has created eight "thematic emphasis areas" that allow students to concentrate their study of politics if they choose, or they may choose any combination of courses, so long as at least 21 of those credits are upper-division. The thematic areas are Applied Politics & Policy, Diversity, Environmental Sustainability, Globalism & Development, Governance, Prelaw, Political Theory, and U.S. National Politics. Three of the areas parallel the three Thematic Student Learning Outcomes, while the others offer multiple courses in one or more of the Outcomes.

While there are no required courses in any of the three thematic areas, the new thematic emphasis areas and the variety of departmental course offerings listed in the appendix offer students multiple and substantial opportunities to learn about global engagement, environmental sustainability, and diversity.

Proposal for curriculum additions/revisions of the Political Science degree:

In addition to our existing commitment to global learning, the PIA team will present the following options to the PIA faculty. The faculty will have the choice to adopt any combination of the proposals listed below:

1. Create a template for POS 201: Introduction to Politics, a core required course, that integrates the themes of diversity, global awareness, and environmental sustainability. In addition, ensure that these changes are reflected in the course catalog. These changes in POS 201 would ensure that the three themes are addressed in every section of the course, regardless of instructor. As a result, one of the four required courses for the major would explicitly address all three themes.
2. Create suggested guidelines for required courses POS 301W and POS 421C that would encourage faculty to focus the content of these courses on or include at least one of the theme areas. [OR: Create guidelines for required courses POS 301W and POS 421C such that all will be focused on one or more of the global learning outcome themes.]
3. Develop a new course, required for all majors, including IR and APS, called Critical Global Issues, that addresses the three themes. This course could be structured around team teaching if faculty were concerned that they did not have the expertise to teach all three areas.
4. Create several new courses that directly relate to the global learning themes, such as Critical Race Theory, Human Rights, etc. Most of these courses are already being offered under Topics, 301W, or 421C lines.

B.A. in International Affairs

The B.A. in International Affairs is an interdisciplinary major which also offers students multiple and sustained opportunities for global learning. (See Appendix II for a list of classes). However, the faculty in PIA has already acknowledged that this major needs to be overhauled. However, this team also believes that the field faculty (i.e. those who teach the material for this major) and the department's Undergraduate Affairs Committee (UGC) need to be at the center of this process. This team will present field faculty and UGC some options, below. Ultimately, however, we want these options to be designed by the faculty who specialize in these areas

Proposal for curriculum additions/revisions of the International Affairs degree:

The faculty will have the choice to adopt any combination of the proposals listed below:

1. Create a template for POS 120: Introduction to World Politics, a core required course for IA degree that integrates the themes of diversity, global awareness, and environmental sustainability. In addition we should reflect these changes in the course catalog. These changes in POS 120 would ensure that the three themes are addressed in every section of the course, regardless of instructor. As a result, one of the four required courses for the major would explicitly address all three themes.
2. Students be provided with modules or thematic emphasis areas which include the three themes of global learning
3. Create suggested guidelines for required courses POS 301W and POS 421C that would encourage faculty to focus the content of these courses

on or include at least one of the theme areas. [OR: Create guidelines for required courses POS 301W and POS 421C such that all will be focused on one or more of the global learning outcome themes.]

4. Develop a new course, required for all majors, including IR and APS, called Critical Global Issues, that addresses the three themes. This course could be structured around team teaching if faculty were concerned that they did not have the expertise to teach all three areas.
5. Create several new courses that directly relate to the global learning themes, such as Critical Race Theory, Human Rights, etc. Most of these courses are already being offered under Topics, 301W, or 421C lines.

B.S. in American Political Studies

The PIA department has already acknowledged that this major, like the International Affairs major, needs to be overhauled. Once again, this team will propose that the three themes of global learning be incorporated into the revised major. However, we believe that the field faculty (i.e. those who teach the material for this major) and the department's Undergraduate Affairs Committee (UGC) need to be at the center of this process. This team will present field faculty and UGC some options, below. Ultimately, however, we want these options to be embraced by the faculty.

Proposal for curriculum additions/revisions of the American Political Studies degree:

The faculty will have the choice to adopt any combination of the proposals listed below:

1. Create a template for POS 110:American Politics, a core required course for the APS degree that integrates the themes of diversity, global awareness, and environmental sustainability in the course. In addition we should reflect these changes in the course catalog. These changes in POS 110 would ensure that the three themes are addressed, along with other critical issues, in every section of the course, regardless of instructor. As a result, one of the four required courses for the major would explicitly address all three themes.
2. Create suggested guidelines for required courses POS 301W and POS 421C that would encourage faculty to focus the content of these courses on or include at least one of the theme areas. [OR: Create guidelines for required courses POS 301W and POS 421C such that all will be focused on one or more of the global learning outcome themes.]
3. Develop a new course, required for all majors, including IR and APS, called Critical Global Issues, that addresses the three themes. And others. This course could be structured around team teaching if faculty were concerned that they did not have the expertise to teach all three areas.
4. Create several new courses that directly relate to the global learning themes, such as Critical Race Theory, Human Rights, etc. Most of these courses are already being offered under Topics, 301W, or 421C lines.

Interdisciplinary collaborations

In addition to changes in the major, the team will propose that PIA encourage students to minor in Ethnic Studies, Women's and Gender Studies, Applied Indigenous Studies, and Environmental Studies. These minors not only enhance students' global learning experience, they are also closely related to PIA majors

We also propose that PIA consider co-convening course with departments such as the ones above, so as to give students further opportunities for global engagement

V. Co-curricular strategy for implementation of Global Learning Outcomes

The Department of Politics and International Affairs will pursue the implementation of the GLO on several fronts. We outline here the key proposed initiatives, some of which reflect already existing practices but others are new or an expansion of these practices.

A. Internships

The Department of Politics and International Affairs is dedicated to offering internship opportunities to students in all three of our majors. As part of our efforts at giving all majors exposure to the new Global Learning Outcomes, we plan to revise our internship strategy. At the moment, we organize our internship offerings in four categories: environmental, pre-law, local or statewide, and Washington, D.C.-based; students are encouraged to contact one of our two internship coordinators depending on their interests.

The GL Implementation Committee recommends that we revise the internship categories, adding global politics and diversity politics to environment and pre-law as categories, and global opportunities to local and DC-based ones. Our proposals on internships in line with this recommendation include the following:

1. We will explore more internships in global and diversity politics, including internship opportunities in global Non-governmental Organizations (NGOs) and political organizations, as well as internships outside of the US. Internship opportunities will be advertised on the department website and Facebook page.
2. PIA faculty will also work with faculty in other programs with strengths in global education, sustainability, and diversity to develop interdisciplinary internship opportunities.

B. Study Abroad

Many students in our political science and international affairs majors spend a semester or year abroad, but the committee proposes we expand our efforts in a number of different ways. We aim to:

1. Make planning for the transfer of units earned abroad much easier and clearer for our students.
2. We recommend the appointment of a single person to coordinate the transfer of credits (this could be the undergraduate coordinator or Chair), and to make that coordinator clear on the department website. However, this

- coordinator will work with the faculty advisor of the student's program of study to ensure that study abroad work fulfills the criteria stated in the major.
3. We will review of NAU's study abroad partners to identify those institutions with strong foci in globalization, sustainability, and diversity politics. Faculty will also develop a list of institutions where these programs are strong and where we have professional relationships.
 4. The department will also work to develop educational and "study abroad at home" opportunities at Historically Black Colleges and Universities, Hispanic serving colleges, and tribal schools and colleges.
 5. Study abroad opportunities will be regularly advertised on the department website and Facebook page.
 6. Students study abroad experiences will be featured on the department web site so that other students can appreciate the significance of the experience.
 7. Students returning from study abroad experiences will be encouraged to give a brief presentation on their stint abroad to faculty and students the semester following the semester or year abroad.

C. Faculty Study Tours

In addition to study abroad, the committee recommends that the department begin to coordinate faculty study tours each summer, with a particular focus on global citizenship, sustainability, and diversity politics. We propose the following:

1. Faculty proposals for study abroad be encouraged and that faculty teams be considered for such tours.
2. Faculty strengthen their institutional links so that the study abroad experience involves liaising with various institutional partners overseas so that students can have a more directed learning experience.
3. Faculty will be encouraged to convene brown bag sessions where they can share ideas about such study tours and coordination around them. In these sessions, faculty should see ways in which the different learning outcomes can be effectively incorporated into study tour objectives.
4. Faculty with specific expertise in different areas be brought together to enhance the study abroad experience for students so that students not only benefit from the field experience, but they build on an in-class on campus component. In other words, we strongly recommend that the study tours be an on-going learning experience for students.
5. We will coordinate and advertise, well in advance, study tours for course credit.

D. Research Series

The department, in cooperation with undergraduate majors, has instituted a faculty research seminar series. We propose making this series:

1. A monthly occurrence during the school year, with a focus on research that reflects the three learning outcomes. This series could also incorporate talks on faculty research and/or travel abroad.

2. At the end of each semester, these research seminars could include presentations of research projects of students in the capstone courses (which will all focus on one or more of the global learning outcomes).
3. The department will seek ways to develop and support lecture series – with both internal and external speakers – on the global learning themes. We will allocate and raise funds to bring in at least one keynote speaker from off campus to illustrate a major GL theme each year.

F. Interdisciplinary collaboration

The implementation committee proposes that the department thoroughly examine the potential of interdisciplinary collaborations with other programs, including Applied Indigenous Studies, Asian Studies, Environmental and Sustainability Studies, Ethnic Studies, Latin American Studies, Women and Gender Studies, and others on campus. These collaborations may bring very productive experiences at the interface of two or more of the learning outcomes. Examples here could range from more invitations for guest lectures from our colleagues, to fully co-convened courses. Creative opportunities could also be explored, for example by co-convening classes for short periods of time on a single (learning outcome-related) topic, or by having colleagues contribute a module in a PIA class.

G. Model UN, Learning Communities, and Engaged Learning

Many of our students are already part of the existing Model UN, learning communities, and engaged learning projects – all of which expose students to the global learning issues. We will examine ways to expand and incorporate such experiences into more student experiences. The department will look for ways to increase the support for the Model UN, as well as their presence on campus. The department will encourage faculty to become more involved in learning communities and engaged learning projects on the themes of the learning outcomes.

H. Hiring Strategy

The hiring strategy of the department already gives preference to candidates with interests in global issues, sustainability, and diversity. This strategy will continue, for both tenure track and lecturer positions. We may explore the potential of joint hires in the global learning areas in order to provide the necessary cross-disciplinary expertise to properly implement the global learning outcomes.

I. Language study

The study of foreign languages is an essential part of global learning. The B.A. in Political Science requires competence in a language other than English that is equivalent to two years of coursework (16 hours). The International Affairs degree has the same requirement, with an additional requirement of at least 6 hours of study of a foreign language at the 300 or 400 level. The department can look for ways to build on this study in these majors as well as the Political

Science B.S. and American Political Studies degree.

VI. Assessment of both curricular and co-curricular strategies

Assessment can be measured in two possible ways. First, student entrance and exit interviews or surveys can assess and compare basic knowledge of issues related to global politics, sustainability, and diversity politics will be added to our current assessment process. Exit interviews or surveys could also ask questions about which curricular and co-curricular activities students took advantage of during their program(s); this could demonstrate the preferred multiple exposures to the learning outcomes.

The team proposes, however, that existing course assignments for the core courses (POS 201, 301W, 421C) be the primary tool used to assess student's achievement of the department's global learning outcomes. This technique involves less work for the faculty, as it employs already-existing assessments and merely adds global learning themes to the course's other learning objectives.

VII. Proposals to PIA faculty

The PIA team plans to make four sets of proposals to PIA faculty in Fall 2010 regarding Global Learning. These proposals include:

1. Changes to the department's learning outcomes – Adopted as above.
2. Curricular strategies – currently being discussed (as of 10/13/10).
3. Co-curricular strategies – Adopted as above. Many aspects of the proposal are already being implemented (for example, increased exposure of international internships and internships with global themes).
4. Assessment strategy – Department agreed to remain with current assessment strategy for the additional learning outcome.