

Faculty Learning Community

Pathway Proposal

Global Development Studies

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(and continuing contributions from many other faculty and staff on campus)

Abstract

This pathway focuses on the human-centered challenge of interrogating 'development' in its many contexts and manifestations. It takes a comparative and global approach to fundamental human questions of value, well-being, and social and environmental change in the world we have inherited and that we will pass on to future generations. Students in this pathway will draw on diverse values and experiences from more than 190 countries, 6000 languages, and many cultural and intellectual traditions, historic forces, and institutions. These forces, from industrialization to colonialism to the most current phase of “globalization,” continue to transform the social, economic, and ecological conditions of life and well-being for all of us.

This pathway gives significant attention to a vast range of societies and groups who are underrepresented or unrepresented in US curricula and often also in international studies: the majority of humanity living in 'developing' or underdeveloped countries, including much of Asia, Africa, the Islamic world, Oceania, and Latin America, as well in China, Russia, and parts of eastern Europe. This perspective also includes indigenous peoples, migrants, and refugees whose connections with nation-states are particularly problematic. This pathway can help our university prepare students for global citizenship and responsibility in a 21st century in which exchange, interdependence, and vulnerability are intensifying across borders through new and revolutionary technologies. Specific issues that students will consider include public health, food, security, conflict, population, education, environmental protection, migration, and political mobilization. The humanities find their place in the pathway alongside the social and natural sciences as distinct and powerful ways of understanding values, ethics, and choices in other worlds through their arts and literatures.

List existing and/or proposed courses that would fit in proposed Pathway:

I. Thematic List

| Course Number | Course Name | Disc. Area | Existing | Confirmed |
|---|--|------------|----------|-----------|
| Introduction to Development Studies | | | | |
| GEOG 102 | Intro to Human Geography | SS | Y | Y |
| ANTH 116 | Power and Scarcity | SS | Y | Y |
| HIST 106 | Global Environmental History after Columbus | HFA | Y | Y |
| Health | | | | |
| HCSV 323 | International Health | SS or NS | Y | Y |
| HCSV 363 (463) | Epidemiology | SS or NS | Y | Y |
| BIOL xxx | Microorganisms and Development | NS | N | Y |
| SWRK 200 | Multicultural Awareness in Health Services | SS | N | Y |
| SWRK 3xx | International Human Services (<i>proposed</i>) | SS | N | Y |
| SWRK 3xx | International Service Learning | SS | N | Y |
| ANTH 335 (435) | Medical Anthropology | SS | Y | Y |
| PHIL xxx | Biomedical ethics / Social ethics | HFA | N | Y |
| CHLD xxx | Global Issues in the Lives of Children | BSS | N | Y |
| Food and Hunger | | | | |
| ABUS 390 | World Food and Hunger | AG | Y | Y |
| NFSC 310 | Ecology of Human Nutrition | NS | Y | Y |
| ANTH 340 | Anthropology of Food | SS | Y | Y |
| PSSC 390 | Food Forever | AG | Y | Y |
| PSSC 392 | World Food and Fiber Systems | AG | Y | Y |
| Ethnicity, Population, Gender | | | | |
| SOCI 354 | Ethnicity and Nationalism | SS | Y | Y |
| SOCI 360 | Population | SS | Y | Y |
| WMST | Women Internationally | BSS | Y | N |
| Environment, Science, Technology | | | | |
| BIOL 334 | Conservation Ecology | NS | N | Y |
| BIOL/PHIL 322 | Science and Human Values | NS | Y | Y |
| RECN 350 | Ecotourism and Sustainable Tourism | CME | Y | Y |
| GEOG 10x | GIS and Society | BSS | N | Y |
| LAST 351 | Nat Hist & Ecology of Middle America | SS | Y | Y |
| Globalization and the Developing World | | | | |
| ANTH 337 (437) | Development and Globalization | SS | Y | Y |
| GEOG 306 | Geographies of Disaster | SS | Y | Y |
| ANTH 303 | Cultural Anthropology | SS | Y | Y |
| POLS 102/302 | Politics of Third World Nations | SS | Y | Y |
| ECON 375 | Developing Countries | SS | Y | N |
| Regional | | | | |
| HIST 381/2 | South America/ Mexico | HFA | Y | Y |
| POLS/LAST 321 | Comparative Politics of Central America | SS | Y | Y |

| | | | | |
|---------------------------------|---|--------------|---|---|
| | and Caribbean Basin | | | |
| HIST/MEST 362 | History of Middle East | HFA | Y | N |
| HIST 379 | Southeast Asian History and Culture | HFA | Y | N |
| HIST xxx | Contemporary Asian Development | HFA | N | Y |
| LAST 110 | Intro. to Latin American Studies | SS | Y | Y |
| AFRI/MEST 100 | Intro. to Af/ Middle Eastern Studies (f/s) | SS | Y | Y |
| GEOG 354/55 FS | Mexico / Central America | SS | Y | Y |
| ANTH 261 | North American Indians | SS | Y | N |
| ANTH 368 | Indigenous Peoples of Latin America | SS | Y | N |
| Religion and Society | | | | |
| RELS 110 | Asian Religions | HFA | Y | Y |
| RELS 212 | Hinduism | HFA | Y | Y |
| RELS 332 | World Religions and Global Issues | HFA | Y | Y |
| ANTH 377 | Anthropology of the Islamic World | SS | Y | N |
| AFRI/MEST 362 | African / Middle Eastern Studies (f/s) | SS | Y | Y |
| Expressive Cultures | | | | |
| ARTH 104 | Arts of Americas, Oceania, Africa | HFA | Y | N |
| KINE 170 | African/ Afro-Caribbean Dance | CME | Y | Y |
| KINE 347 | Sport, Games, and Play in Nonwestern Cultures | CME | Y | Y |
| Languages and Literature | | | | |
| ENGL 258/ 353 | World Literature | HFA | Y | Y |
| MUSC 190/ 395 | World Music | HFA | Y | N |
| INST xxx | Study Abroad | Lifelong Lng | N | Y |
| FLNG | Foreign Lang (Spanish, Arabic, Korean, Swahili...) | | Y | Y |

(1) Disciplinary Area = Arts, Humanities, Social Sciences, Life-long Learning, Nat'l Sciences.

(2) Existing = Course already exists (Y/N)

(3) Confirmed = Instructor has confirmed interest in including course in Pathway.(Y/N)

II. List by existing GE area

| Oral Communication (A-1) | |
|---|--|
| CMST 1xxx | Global Issues Debate (proposed) |
| Science (B) | |
| GEOG 101 | Introduction to Physical Geography |
| Philosophy, Religion, Humanities (C) | |
| FLNG xxx | Foreign Languages |
| AFRI/MEST | Introduction to Af/Middle Eastern Studies |
| LAST 110 | Introduction to Latin Am Studies |
| RELS 110 | Asian Religions |
| RELS 212 | Hinduism |
| KINE 170 | African/Afro-Caribbean Dance |
| KINE 347 | Sport, Games, Play in Non-Western Cultures |
| MUSC 190/295 | World Music |
| Individual and Society (D-1) | |
| GEOG 1xxx | GIS and Society |
| Societal Institutions (D-2) | |
| GEOG 102 | Introduction to Human Geography |
| ANTH 116 | Power and Scarcity |
| HIST 106 | Global Environmental Hist after Columbus |
| POLS 102/302 | Politics of Third World Nations |
| Cultural and Social Institutions (D-3) | |
| | |
| Learning for Life | |
| INST xxx | Study Abroad |
| Upper Division--Humanities | |
| RELS 332 | World Religions and Global Issues |
| | |
| HIST 379 | Southeast Asian History and Culture |
| HIST 362 | History of Middle East |
| ENGL 258/353 | World Literature |
| PHIL xxx | Bioethics/Social Ethics |
| HIST/MEST 362 | History of the Middle East |
| Upper Division—Social Sciences | |
| HCSV 323 | International Health |
| HCSV 363 (463) | Epidemiology |
| SWRK 200 | Multicultural Awareness, Health Services |
| SWRK 3xx | International Health and Human Services |
| SWRK 3xx | International Service Learning |
| ANTH 335 | Medical Anthropology |
| CHLD xxx | Global Issues in the Lives of Children |
| RECN 350 | Ecotourism and Sustainable Development |
| SOCI 354 | Ethnicity and Nationalism |
| SOCI 360 | Population |

| | |
|--------------------------------|---|
| WMST 333 | Women Internationally |
| ANTH 336 | Development and Globalization |
| ANTH 303 | Cultural Anthropology |
| GEOG 306 | Geographies of Disaster |
| POLS xxx | International Political Economy |
| ECON 375 | Development Economics |
| APCG xxx | Global Media |
| HIST xxx | Contemporary Asian Development |
| HIST 381/2 | South America/ Mexico |
| GEOG 354/55 | Lands and People: Mexico/Central America |
| POLS/LAST 321 | Comparative Politics of Central America/Caribbean |
| ANTH 261 | North American Indians |
| ANTH 368 | Indigenous Peoples of Latin America |
| AFRI/MEST 362 | African/Middle Eastern Studies |
| ANTH 377 | Anthropology of the Islamic World |
| Upper Division-Sciences | |
| BIOL 334 | Conservation Ecology |
| BIOL xxx | Microorganisms and Development |
| ABUS 390 | World Food and Hunger |
| BIOL/PHIL 322 | Science and Human Values |
| PSSC 390 | Food Forever |
| PSSC 392 | World Food and Fiber Systems |
| NFSC | Human Nutrition |

The lists are partial, incomplete, and suggestive of courses and interdisciplinary connections that can constitute this pathway dedicated to comparative questions of value, change, and well-being in global perspective today.

5. Pathways must meet several criteria including: intellectual cohesion, multi-disciplinary, appropriate for a minor, appeal to students and coverage of GE SLOs. Briefly address how the proposed Pathway fulfills each of these criteria. Please be specific, but brief.

A. **Intellectual Cohesion** (How will intellectual theme of Pathway be sustained by proposed courses?):

The pathway is held together by unifying intellectual principles applied across the curriculum, with attention in all cases to comparative study of human values, ethics, and choices; of change and adaptation; and of well-being and survival. The pathway promotes questioning, exchange, critical thinking, and open learning across national boundaries, and emphasizes especially peoples and issues otherwise understudied - or unstudied and invisible! - in the mainstream curriculum. It asks 'Who are the actual peoples of the earth today?' 'How and why are their lives changing, for better or worse, in the 21st century?' and 'What is development - understood globally, comparatively, and in specific lives and societies?'

Each course and discipline in the pathway will tackle development from a different and vital angle. Courses in History will explore the historical roots of development and underdevelopment; courses in Religious Studies, the Humanities, and Literature will examine the cultural richness and diversity in the developing world and will introduce students to different values and perspectives from more than 190 countries represented by more than 6,000 languages. The proposed courses in Anthropology and Sociology will explore specific and situated encounters with globalization and modern social change in the light of enduring traditions and organizational structures, while Political Science offerings will examine the institutions that have emerged in the developing world, often as a result of historical processes, and often due to pressures from the “developed” world. Human Geography will highlight the geographic diversity and interdisciplinary nature of development.

We aim also to include courses in international health and human services, including Social Work, Nursing, and Medical Anthropology that will connect with internship and study abroad opportunities for these crucial dimensions of health and well-being in development. Courses in the natural sciences (Nutrition and Food Science, Biology, Physical Geography) will address how the developing world – however we define this – has met and is trying to meet the nutritional needs of its people, and how certain kinds of development threaten biodiversity or offer new possibilities for conservation, genetic diversity, and energy resources. We also include Economics and Business classes that analyze trends in global markets and investment, especially those that emerge from and affect the majority of the earth's societies, including social capital, microfinance, questions of sustainable growth and responsible marketing, and technical innovation that can support alternative visions of development. Further, courses in Environmental Engineering and Agriculture, among others, can trace engineering and agricultural practice over the years and will consider current efforts at sustainable agriculture and toward the planning and implementation of societal and physical infrastructure.

It is remarkable how many courses on campus already share a commitment to understanding global dimensions of development. We believe this is an indication of the support, concern, and demand for a curriculum that is able to grasp thoughtfully and respond critically to global changes today. In these ways the pathway embodies CSU Chico's declared values, which state a dedication to “life-long learning, civic engagement, and enlightened service in a diverse society and global community.”

B. Multi-disciplinary (How do courses involved elucidate the pathway's topic?):

As indicated by the wide thematic range of potential courses attached to this proposal, this is a truly interdisciplinary pathway. It draws on a breadth of diverse disciplinary perspectives from across departments and colleges in logical and creative manner. Faculty from 22 departments on campus have proposed more than 60 courses (most of

which currently exist). Most colleges are included (BSS, HFA, Natural Sciences, College of Business, College of Agriculture, Education and Communication).

More candidate courses exist across the curriculum, from humanities to the natural sciences:

- * In health, bioethics, and child development
- * In food, nutrition, population, and environmental studies
- * In gender, justice, and conflict studies
- * In languages, literatures, philosophy, religion, arts, and media
- * In information technology, economics, and political science
- * In cross-cultural, historical, and geographical domains
- * In Latin American, African, Middle Eastern, and Asian studies
- * In studies of indigenous peoples, migrants, and refugees

C. Appropriate for Minor (How does Pathway contribute to a liberal arts-based minor? Is there duplication with existing minors?):

This Pathway will constitute an appropriate liberal arts minor that will not duplicate existing minors on our campus. Development Studies, Global Development Studies, Global Studies, International Development Studies, and Third World Development Studies are established liberal arts minors (and majors) at many prestigious universities in North America, Europe, and Australia. These include Brown, Ohio, UCLA, Cornell, UC Davis, UCSB, University of the Pacific, UC Berkeley, University of Virginia, Grinnell College, Notre Dame, Smith College, University of Melbourne, University of Toronto, and Queen's University. We also find similar programs at a number of our "sister" campuses in the CSU, such as CSU San Marcos, Sonoma State, and San José State. This minor provides a way for students who are pursuing traditional disciplines in the social sciences, humanities or physical/natural sciences to learn about theoretical debates and controversies about globalization.

The field of development studies is a cornerstone of international education at many universities. This recognition is reflected in areas of specialization in the more traditional disciplines such as Anthropology, Sociology, Geography, History, and Literature. The field of development studies is populated by scholarly publications such as *Journal of Developing Areas*, *World Development*, *Third World Quarterly*, *Journal of Development Studies*, *Development Policy Review*, *Development and Change*, *Development in Practice*, *Progress in Development Studies*, *Oxford Development Studies*, *Journal of Peasant Studies*, and many area studies journals.

The world's most fateful problems – political, economic, and ecological – are inextricably enmeshed in comparative, global, and international histories and processes. A minor in Global Development Studies would provide students with deeper understanding of the peoples of the earth today, and critical and comparative perspective on global changes affecting us all.

D. Appeal to Students (What indications are there of student interest in this Pathway?):

A student survey has been conducted (see below, section 7).

National and local studies point to growing student interest in careers, issues, and dilemmas of comparative development. Increasingly, our students are studying abroad in the developing world, either through IP, USAC, or through direct exchanges. Under the leadership of Tasha Dev, Chico State's Study Abroad Office has been enormously successful at getting our students overseas. The Latin American Studies program continues to thrive in spite of recent retirements and the fact that its Mérida Cultural Immersion Program has been put on hold indefinitely. Asian Studies is once again a thriving major and minor. Minors in African Studies and Middle Eastern Studies are also offered.

The empirical evidence suggests that students want to engage with the rest of the world, and they want to do it responsibly. This is a pathway that will appeal to them. Although a pathway is not intended to train students in specific careers, students do express interest in a number of well-defined organizations that require employees to have a broad background in development. These include a growing list of "third sector" jobs (non-profits, community-based organizations), international organizations, foundations, and environmental NGOs.

Taking current general education upper division themes as an indicator of interest in topics with international content, it is notable that the theme with the second highest enrollment is Theme G (Global Issues), followed by Theme C (Cross Cultural Exploration). Each of these themes houses a number of courses that we have used to identify content in our proposed pathway. Two other related themes (I—Mexico and the Caribbean, and U—Catastrophes) have healthy enrollments of over 200 students. Three of the four related themes noted here (C, G, I) have grown in enrollment since 2007. Of the existing 18 upper-division themes, roughly 25% of student enrollment is concentrated in the global issues and cross-cultural exploration themes.

This pathway can provide a preparation for global citizenship for students pursuing complementary studies, and a foundation for students interested in comparative philosophy, religion, social work, environmental science, development, education, health, sustainable business, media, health, public policy, and much more. It will also appeal to those seeking a broader meaning and context for their studies in many disciplines. It can be an open platform through which important questions can be asked about the world today.

E. GE SLOs (How are GE SLOs covered by Pathway?):

Nine of the ten GE SLOs are integral to this Pathway. The first two SLOs, Oral and Written Communication, are essential to active learning and will be addressed by individual instructors. The third, fifth, and sixth SLOs, covering Critical Thinking, Active

Inquiry, and Personal and Social Responsibility, are part and parcel of this Pathway, which interrogates “development.” Who is “developed,” and who is not? Who determines which countries are “developed?” What are the markers of “development?” Is this determination made strictly on economic criteria? Should other factors be considered? What are the historical, spatial, cultural, social, and biological processes that shape development? This Pathway also takes the GE value of Personal and Social Responsibility and takes it beyond our “local, regional, and national communities.” As global citizens, how responsible are we for the development of other parts of the world, and how can we learn from other people’s experiences and knowledge? These questions and many, many others are at the core of this Pathway.

The seventh SLO concerns Sustainability. This Pathway will take Sustainability beyond US borders. Many poverty-stricken, underdeveloped countries have been ravaged over the centuries (often by developed countries) and find themselves with growing populations and a dwindling resource base. At the same time, people in places we think of as “poor” are often managing resources in ways that “rich” countries are now attempting to emulate. This Pathway will analyze past development practices and consider ways that developing countries are forging new paths toward a more sustainable, viable future.

The eighth, ninth, and tenth SLOs, Diversity, Creativity, and Global Engagement, are also at the heart of this Pathway. In the GE Executive Memorandum, “diversity” is described as “an understanding of and facility with different intellectual viewpoints as well as the unique perspectives of others based on varied experiences, identities, and social attributes.” In this Pathway, human diversity will be explored and celebrated, as well as the diversity of ideas, perspectives and experiences across the globe. Students will demonstrate knowledge of and respect for the beliefs, values, and practices of others. Courses will also explore creative, alternative development programs. And naturally, a Pathway devoted to the study of development beyond US borders will encourage students to learn about the history and practices and values of the vast majority of the people on the planet. This Pathway is perfectly situated to foster global engagement, defined by the GE Executive Memorandum as “the cultural, linguistic and analytical skills necessary to understand and engage with diverse cultures, people, and the global marketplace, and to contribute as responsible global citizens.”

6. Describe planned or actual campus outreach efforts to inform/include faculty from across disciplines/colleges.

The core group of faculty behind this proposal has been actively involved in the campus internationalization of the curriculum for the last three years, and has been recognized and supported with a CELT FLC grant to develop this specific proposal. Our group has worked closely with others who have internationalization in the heart of their proposals, and will continue to draw on the synergies of this enormous undertaking which has included over 150 interested faculty and dedicated staff. At earlier General Education fora we have gathered names and suggestions of more than 100 existing courses from

many of these faculty members. We plan to continue working with the broader initiative of internationalization while focusing as well on developing the curriculum for this proposed pathway.

7. Describe planned or actual student outreach efforts to gauge student interest in proposed pathway.

The wider internationalization initiative on campus has shared information on student interest in global development. One particularly useful source of information is the American Council on Education (2008) nation-wide survey of more than 1500 college-bound high school students. This survey showed that over half of the students were certain or fairly certain they would participate in study abroad while in higher education. A campus survey of students showed high interest in a curriculum with international content and a desire to learn about the world outside the United States. As noted above, an analysis of existing upper division themes suggests that there would be wide interest in a pathway on global development.